

HOWLETT BROWN 

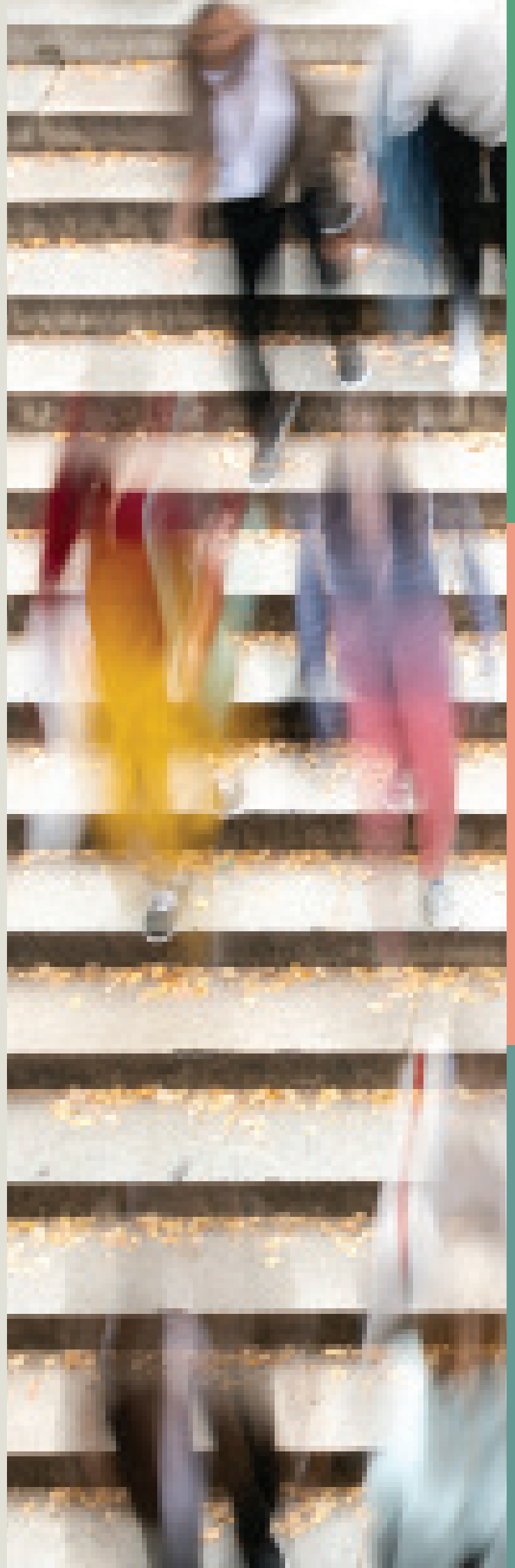
# THE BARTLETT SCHOOL OF ARCHITECTURE

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ENVIRONMENTAL  
INVESTIGATION

9 JUNE 2022

A PEOPLE  
INTELLIGENCE  
COMPANY



## SYNOPSIS

We, Howlett Brown, were appointed by UCL as the specialist, impartial investigator to conduct an environmental investigation into reports and concerns raised by current and former students and staff relating to the culture, educational practices and environment at the BSA.

On or around 19 April 2022, we concluded the investigative phase of our investigation, following which we detailed our findings and conclusions, including the recommendations issued to UCL, set out in this Report. Our investigation was extensive and thorough, based on the relevant evidence obtained and reviewed, and assessing such evidence on the balance of probabilities.

This Report contains our findings, themes drawn from participant interviews and focus groups, and an overview of further relevant evidence identified; it is only intended to be a summary which sets out the relevant extracts of the documents reviewed, the results of the survey we conducted, BSA and UCL relevant survey data (current and historic), the individual participant interviews and focus groups held.

Regarding such interviews and focus groups, this Report is not, nor is it intended to be, a full verbatim account of what was said by all participants. Identifying personal data and characteristics of all participants and individuals named have gone through the process of anonymisation for the purposes of this Report. The process undertaken in investigating the concerns raised and reports made is detailed further in this Report.

### SAFETY AND TRIGGER WARNING REGARDING THIS REPORT FROM HOWLETT BROWN

*We warn any person reading this Report that it contains summaries, quotes and references from participants of the environmental investigation that may be upsetting, harmful or triggering for the reader. These include examples and experiences described, labelled and categorised by participants as relating to harassment (including sexual harassment), bullying, racism, microaggressions, gaslighting, toxic learning and teaching culture, low psychological safety and the emotional impact that those experiences have had on the individuals involved.*

*If any person reading this Report feels vulnerable, unsafe or unwell, before or whilst reading this Report, we recommend and urge the reader to cease reading the Report and take steps to support their mental health, wellbeing and overall psychological safety. This may include the reader seeking support, guidance or having a companion in their presence at the time they read the Report or any other action or consideration they determine would be helpful in supporting their wellbeing.*

*We recognise that a trigger warning such as this may also be triggering. That said, we felt it was necessary to include this warning based on the findings and conclusions of our investigation and the summary of experiences and evidence contained in this Report.*



## ABOUT HOWLETT BROWN

Howlett Brown is a people intelligence company specialising in investigations, culture, diversity, equity and inclusion and people advisory solutions. We house global, multi-jurisdictional and cross-industry expertise that provides a holistic and blended approach to investigations, diversity, equity and inclusion, and culture services with legal, governance, compliance, and communications support.

We are authorised by the Solicitors Regulation Authority (“**SRA**”). Because of our regulatory status with the SRA, we have regulatory and ethical standards and requirements to uphold that surpass commercial standards and expectations, unlike other investigation, culture and diversity, equity and inclusion providers. We take pride in pulling together these various skills and disciplines to provide unique insights and depth to our investigations and reviews.

For more information, visit [www.howlettbrown.com](https://www.howlettbrown.com).

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## LETTER TO PARTICIPANTS FROM HOWLETT BROWN

Dear Participants,

As the specialist impartial investigator appointed to investigate reports and concerns raised by students and staff (current and former) relating to the culture, educational practices and environment at the BSA, we wanted to thank you for your patience and candour during this investigative process.

We commend any organisation willing to be transparent and appoint external specialists to fully understand their culture and issues that may be unresolved or unknown to many but felt with such gravity personally to those involved. Whilst that decision for an organisation is important and necessary, real understanding and change cannot come without those willing to discuss their insights and experiences. We therefore could not have completed our work with the depth we have, without your involvement. Your input has not been underestimated. We recognise the courage and vulnerability required to speak up and share experiences, particularly to people you do not know well. We appreciate and respect the time, effort and trust you have placed in us by sharing your experiences.

As you know, the original early 2022 timeline for the Report delivery was extended to allow for further examination into the overall culture at the BSA, including to allow more time for those who wished to speak to us during the interview phase of our environmental investigation to do so. For those who wish to access support or report further concerns we have noted the below information provided to us by UCL:

- 
- a. UCL's Report + Support online tool which we understand will continue to be accessible to staff and alumni should they wish to raise concerns.
  - b. A dedicated Bartlett School of Architecture Employee Assistance Programme (EAP) helpline, 0333 212 3183, that has been secured to provide confidential, emotional support, free counselling, advice, and information for former Bartlett School of Architecture students and staff who have been impacted by the findings of the Rreport.
  - c. The above will be in addition to the continued provision of UCL's Employee Assistance Programme (EAP) which is accessible by all UCL staff and students +44 (0) 800 197 4510.
- 

This Report, inclusive of our findings and recommendations concludes our work. We hope that our recommendations help support continued and enhanced positive change at the The Bartlett School of Architecture, and we trust that the information contained in the Report demonstrates the depth of our listening, understanding and assessment of the various factors that have shaped your experiences.

One of our recommendations to UCL is to thoroughly investigate some of the allegations made during this investigation about some members of staff at the BSA. In order for UCL to commence these investigations, it will require those who are willing, to come forward and go on the record with their allegations. We acknowledge that this investigation has already challenged many of you. However, we urge you, should you be willing, to seriously consider taking the step to formally record your allegations so that UCL are given full access to your experiences

and can begin the process of addressing your concerns fully and robustly. Even without your formal record of complaint, UCL will proceed with investigating the allegations we have identified to them as giving us serious cause for concern, however, without a formal recording of your complaints, UCL has a more difficult task in being able to thoroughly investigate your concerns and take any appropriate action thereafter.

We respect and recognise the anticipation surrounding this work and the frustration regarding how long large and complex investigations such as this can take.

We thank everyone who participated in this investigation. It is with the highest of standards, respect and care that we have treated this matter.

Yours sincerely,

**HOWLETT BROWN**

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# SECTION A

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## INTRODUCTION

## INTRODUCTION

1. The BSA has approximately 347 staff with employment contracts at UCL, approximately 30 per cent of whom are full time. In addition to this, there are contractors (not under an employment contract with UCL) who are involved in teaching and have direct contact with students and responsibility for delivering teaching to them on a regular basis. The BSA also employs PGTAs, or PhD students, who support teaching activities under the PGTA Code of Practice. It is understood that they also employ teachers without PhDs, who then go on to study for their PhD part-time and therefore teach while they continue to study. The BSA also makes use of GTAs and post graduate taught students are paid to help with undergraduate teaching.
2. We understand that the BSA currently has approximately 1,743 students (622 Undergraduates; 1027 Postgraduate taught; 94 Postgraduate research). It is understood that the vast majority of the taught students study full time. The BSA programmes cover a broad spectrum of architecture-related subjects. In addition to design studio teaching in units, there is also seminar teaching for history and theory, and workshop-based skills teaching for materials and making.
3. The BSA has, over several years, received complaints and concerns, both formal and informal, on the record and anonymously, from current and former students and staff about their experiences at the BSA. According to UCL, this included informal discussions with students regarding concerns that some members of staff were not “*accounting for the circumstances of individual students*” and experiences of aggressive teaching practices. For staff, concerns of not feeling respected and supported were identified in the UCL 2015 Staff



Survey which the BSA participated in, as part of the Dignity at Work Action Plan. The survey highlighted five areas of concerns, which were that respondents:

- a. depending on their gender and in respect of personality and cultural differences;
- b. felt that a different value is given to academic staff over professional services staff and that there is a lack of recognition or respect for work delivered by the latter;
- c. expressed a sense of being undermined through uneven workload distribution, and through poor listening skills by senior staff, including managers;
- d. also felt that the culture of communication amongst staff was at times rude or aggressive, both verbally and in emails;
- e. had a belief that some senior staff appeared to operate within ‘cliques’ which resulted in apparent favouritism, secrecy and a lack of openness in decision making, and/or work allocation.

4. These concerns were published in a 2017 review and the BSA responded to state that “*strong actions were taken and [remain] ongoing*” to address these issues, including “*a number of actions to improve awareness on expected behaviours and being respectful to others*” and, more recently, “*rolling out ‘Where do you draw the line?’ training, along with increasing awareness of dignity advisors.*”

5. On or around 1 June 2021, news media outlets, including the Guardian and the Architect’s Journal, published articles which referenced the existence of a Dossier containing multiple allegations of bullying, harassment (including sexual harassment), racism and sexism at the BSA. The articles detailed the nature of the alleged incidents but did not reveal the identity of the Dossier participants. These articles raised several concerns and allegations regarding the conduct, behaviour and the broader culture at the BSA. The specific details of those concerns and allegations are detailed in the *Scope of the Investigation* section of this Report.

6. We were appointed by UCL as the specialist, impartial investigator to conduct an environmental investigation into reports and concerns raised by both current and former students and staff relating to the culture, educational practices and environment at the BSA.

## INVESTIGATION COMMENCED

20 October 2021



## INVESTIGATIVE WORK CONCLUDED

19 April 2022



7. We commenced our investigation on or around 20 October 2021, with our investigative phase of work concluding on or around 19 April 2022. We reached our findings and conclusions, including the recommendations issued to UCL set out in this Report, following an extensive and thorough environmental investigation, based on the relevant evidence obtained and reviewed, and assessing such evidence on the balance of probabilities.

8. This Report contains our findings, themes drawn from participant interviews and focus groups, policies and procedures applicable to the BSA, and an overview of further relevant evidence identified. It is only intended to be a summary which sets out the relevant extracts of the documents reviewed, the results of the survey we conducted, BSA and UCL relevant survey data (current and historic), the individual participant interviews and focus groups held. Regarding such interviews and focus groups, this Report is not, nor is it intended to be, a full verbatim account of what was said by the participants. Identifying personal data and characteristics of all participants and individuals named have gone through the process of anonymisation for the purposes of this Report.

9. In this Report, we have provided recommendations that:

- 
- a. Are meaningful, practical and add value to the BSA.
  - b. Support a positive learning and workplace culture.
  - c. Raise standards internally in the Equity, Diversity and Inclusion (EDI) context (as described further below).
- 

10. This Report was commissioned by Professor Sasha Roseneil, Pro-Provost (Equity and Inclusion) and later, Professor Anthony Smith, Vice Provost (Faculties) at UCL.

# SECTION B

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## SCOPE OF INVESTIGATION

## SCOPE OF INVESTIGATION

11. We were appointed to conduct an environmental investigation into reports and concerns raised by students and staff (current and former) relating to the culture, educational practices, and environment at the BSA. Regarding the specific scope of the investigation, our remit was to understand:

a. What specific behaviours were being alleged

b. Whom these behaviours were against (if appropriate)

c. The context of the confidential complaints

d. Who are the individuals who have exhibited the alleged behaviours (if appropriate)

e. Whether these allegations are witnessed by people prepared to be on the record

f. The broader culture of the teaching, learning and working environment

g. Whether there are specific factors that lead to an environment in which discrimination and/or harassment on the basis of sex and race allegedly occur

h. Any other factors that may impact the culture and environment in the department, including barriers to reporting and lack of support

12. The investigation also focused on the following areas:

a. The experiences of current staff, students and alumni (both staff and students)

b. The specific cultural drivers that give rise to the behaviours that have been reported

c. Workplace culture within the BSA, specifically if there were allegations of discrimination or harassment such as follows:

- i. Allegations of harassment/bullying behaviours
- ii. Allegations that tutors encourage a “*drinking culture*”, which results in an inappropriate blurring of personal and professional boundaries
- iii. Allegations of inappropriate comments
- iv. Allegations of race and sex discrimination and practices favouring individuals from affluent backgrounds
- v. Allegations of an inappropriate educational environment
- vi. Allegations of sexual relationships between staff and students, contrary to the Personal Relationships Policy
- vii. Presence of a hostile working environment
- viii. A disproportionate and detrimental impact to the professional careers of those who identify as women or people of colour

13. Regarding the recommendations, UCL requested that where appropriate we make recommendations:

a. Where further investigations should be progressed under an informal/formal process (e.g., Disciplinary Procedure).

b. On how the environment and culture may be improved, with a focus on the diversity and inclusion aspects initially reported.

c. That would be to the overall benefit of the BSA, including interventions and additional support where required.

14. In order to fully understand, assess and make recommendations (where appropriate) regarding the improvement of the culture at the BSA and the experiences of people of a particular demographic background, we also assessed the BSA's culture from a diversity, equity and inclusion perspective.

# SECTION C

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THE METHODOLOGY OF  
AN ENVIRONMENTAL  
INVESTIGATION

## THE STAGES OF REVIEW

15. The investigation was conducted in four stages. The first stage of the investigation was to gain an understanding of UCL and the BSA. We learned about the BSA's history and purpose. We spoke to representatives of BSA leadership, management, and stakeholder staff across the BSA and UCL and learned about UCL services which the BSA uses, such as, 'Report and Support' the platform for reporting concerns and complaints. We also learned about the BSA and UCL's EDI practices and initiatives, to better understand the structural and procedural aspects of the BSA.
16. The second stage of the investigation was in two parts. The first part was a document review, looking at BSA policies, procedures, communications, and other documents relevant to the concerns and reports raised, and BSA's culture. Such documents were provided to us by our key point of contact at UCL or the participants directly.
17. Part two of the second stage was to conduct interviews and focus groups with participants. These provided us with the opportunity to hear the contextual experiences of participants which included current and former students and staff. Interviews were conducted on an individual basis and focus groups were conducted with no more than ten participants per focus group.

STAGE 1

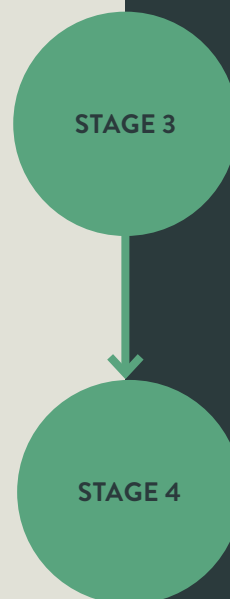
STAGE 2:  
PART 1

STAGE 2:  
PART 2

18. Participants were engaged via communications issued by UCL to current and former staff and students, notifying them of our appointment and the Howlett Brown email address we had created for people to express their interest to participate. Following interest from participants who made direct contact with us, we liaised with participants on a confidential basis directly and triaged each notification and expression to participate that we received. During this triage process we determined whether, based on the information shared, it would be more appropriate to conduct an individual interview or a focus group discussion. The interview phase of this investigation commenced in October 2021 with communications issued to current and former students and staff at that time. The original closure date of the interview phase was 18 February 2022; however, this was extended until the end of April 2022 to allow for any additional interviews to take place, ensuring a thorough and thoughtful process. During this extended period, additional communications were issued to current and former students and staff regarding the extension and deadline. Finally, we allowed those who preferred, to issue written submissions about their experience.
19. The interview deadlines and our survey were communicated to current and former staff and students in good time. This was part of UCL's commitment to being flexible to those who wanted to participate in the investigation and to allow us time to thoroughly investigate these concerns. This proved helpful as, after the original deadline, we received a further six additional written accounts, conducted 15 additional interviews and received five additional requests for interviews. For the remaining five interviews, we were unable to meet with them due to the finalising of this Report but offered the opportunity to those people to issue written submissions.
20. Whilst we intended to speak to all individuals who had expressed their interest to participate, we assessed which discussions would be more appropriate to have on an individual interview basis, rather than a focus group. We did this on the basis of our experience of conducting investigations, knowing that interviews can often involve personal and sensitive experiences being shared. The strongest determining factor for us was the gravity of the experience or severity of the circumstances or incidents shared by the person expressing an interest by email. As noted above, we also provided flexibility to the participants who changed their mind regarding their participation in the investigation or had a preference for the manner in which they engaged with us, such as a strong desire to speak on an individual basis rather than a focus group discussion or to submit their insights and experiences in writing by email.
21. Interview and focus group questions were drawn from the previous information gathered about the BSA, any themes that arose from the document review, the survey we conducted (as detailed further below), the information shared by the participants during their email correspondence with us and our experience of conducting environmental investigations and cultural reviews. During this investigation we held 49 individual interviews, 8 focus group discussions covering 10 participants, and received 8 written submissions. We also can confirm that there were 303 respondents to our survey.



22. During the third stage of review, we took steps to deepen our understanding of the culture and the strategic and value-based importance the BSA places on EDI by conducting further individual discussions with stakeholders and leaders, as well as UCL staff. This assessment included understanding the progress made to address previous concerns raised regarding the BSA culture, the initiatives and strategies deployed to improve culture, and insights available from Report and Support.
23. The fourth stage was an analysis of all the information that we had gathered and processed throughout the earlier stages and distilling that information and learning into key themes and recommendations for the BSA. Our findings were also collated and assessed, paying attention to cultural and social insights from an industry, EDI and societal context, as well as our expertise of conducting investigations, culture reviews and broader cultural related services, as explained further below.



## THE BASIS OF THE THEMES AND EXAMPLES REFERRED TO IN THIS REPORT

24. We note that any theme referred to and summarised in this Report is based on our assessment of all the evidence, including the results from our survey and participant responses, and identification of common themes and findings across all forms and types of evidence collated during the investigation. Where outlier examples of experiences and alleged incidents exist, these are referenced in the Report where there is some commonality with the themes referenced or where the experience or alleged incident is important to reference for the purposes of the environmental investigation.

### ANONYMITY

25. All participants and individuals named during individual interviews and focus groups held have been anonymised, and any identifying factors removed in this Report. The individuals named in the alleged incidents or experiences referenced in this Report have been anonymised so as not to disclose their identity and not undermine the evidence collated and relevance for this investigation. Additionally, named individuals have not been presented with, nor have they had the opportunity to respond to, specific allegations against them, due to the scope of this investigation and the commitment to participants of anonymity.

### OUT OF SCOPE

26. It is important to note that certain incidents are referred to as ‘alleged’ on the basis that determining whether those particular incidents occurred on the balance of probabilities was outside of the scope of this investigation and the individuals accused have not had the right to respond to such allegations. This approach is in line with best practice when conducting investigations.

27. As certain incidents and allegations align with cultural themes and findings referred to in this Report, we have in some instances assessed the balance of probabilities in the cultural context and made recommendations to UCL, as contained in this Report, to investigate further specific allegations that have been made against individuals.

## RELEVANT DOCUMENTS & POLICIES

28. We reviewed and assessed all the information and documentation provided to us, as set out in Schedule 2 of this Report. The information and documents were provided by UCL and BSA stakeholders, as well as participants directly, during or following the individual interviews or focus groups held. Information and documentation were also sourced through our own research.

## LANGUAGE & DEFINITIONS

29. Some of the key terms used throughout this Report may not be well understood by all readers. We explain what these terms mean and the basis on which we have defined them for our review and assessment purposes in Schedule 1, *Glossary of Terms*.

30. Language is ever evolving, and in the context of EDI and environmental culture this is particularly the case at present. Some terms that were acceptable only a few years ago, now trigger and spark tension and debate. While terms such as “racism”, “sexism”, “bias” and “microaggressions” have been in use for some time, they are often used inconsistently, misinterpreted and misunderstood. In our work across global organisations and industries, we see this confusion and the consequences that this can have for workplace or environmental culture.

31. Additionally, legal and academic definitions often differ from how particular terms relevant to this Report are used in everyday language. “Harassment”, for example, may be used colloquially to mean inappropriate behaviour or bullying, but from a legal perspective this is a behaviour that is defined by various forms of legislation and regulation. A further example is the dictionary definition of “racism” which has long been challenged by academics. Even individual dictionary definitions vary and have changed over time. For example, the Merriam-Webster definition of racism was revised in 2020 following a campaign by a university student in the USA to further highlight systemic racism as a form of racism that can exist separate to and alongside individual prejudice.<sup>1</sup> As a final example, in its definition of “racism”, the Cambridge Dictionary highlights the harm caused to the victim unlike other dictionary definitions of the term.<sup>2</sup>

32. Over the past few years there has also been a marked change in the societal understanding of the EDI context and related terms, and how they show up in environments and impact culture. The focus on EDI and conversations around this have led to an expansion of knowledge, discussion, debate, confusion and tension.
33. In combination with a legal and academic understanding of language and definitions referred to in this Report, we draw on our wealth of experience of EDI, culture, people practices and incorporate this understanding in our analysis.

## WELLBEING & SAFETY OF PARTICIPANTS

34. We recognise that some of the topics participants discuss in interviews and focus groups can be difficult, painful, and triggering for participants. These include participants sharing their personal experiences and those at the BSA. We took participants' physical and psychological safety very seriously in any medium of our interactions and offered options to ensure that they had a safe and comfortable space to be able to speak. We accommodated participants by offering different formats for submitting their accounts, allowed for both virtual and in-person interviews, gave the option for them to remain anonymous when speaking to us and offered comfort breaks throughout our interactions. We also reminded participants of their authority and power to request breaks and pause where they felt it would be helpful to them. All Howlett Brown interviewers are trained in mental health first aid and experienced at conducting investigative interviews.
35. At the beginning of each session, we assured participants of their anonymity and encouraged them to speak freely, where they were comfortable to do so. We monitored the body language, tone and words of each participant, in individual interviews and focus group settings. We were

ready to contact them in the event that anything distressing arose or appeared to arise so that they had support should they have needed or sought it during the focus groups held. We also provided our contact details so that participants could contact us afterwards if they wished to discuss anything further. We had several participants contact us afterwards and we reached out to others to check in with them from a wellbeing perspective. Where safety concerns were apparent, we escalated and liaised with UCL to ensure further support was available to participants and sign posted participants to additional services.



<sup>1</sup> <https://www.theguardian.com/books/2020/jun/11/merriam-webster-racism-definition-revise-kennedy-mitchum>

<sup>2</sup> <https://dictionary.cambridge.org/dictionary/english/racism>

# SECTION D

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RELEVANT CONTEXT  
AND TIMELINE



## HISTORICAL CONTEXT

36. The scope of the environmental investigation includes assessing the culture and environment at the BSA. For this reason, it was important to understand aspects of the history of the BSA that were relevant to the culture and contextual insights shared by the participants referenced in this Report. These insights include our own research into the BSA supported and underpinned by commentary from participants, some of whom have had a relationship with the BSA for decades. This offered context and understanding on how the culture and norms of the BSA have developed over the last forty years.
37. The timeline includes the relevant history of the circumstances and events that may have played a role in establishing the BSA's current culture and the structures referred to throughout this Report. These reported circumstances are based on the evidence assessed and reviewed during this investigation, including the individual interviews and focus groups held.

## TIMELINE

Note: Sources relevant to this timeline are listed at Schedule 2 of this Report

38. The BSA became part of UCL in 1841 and according to the UCL's website, the BSA was "*born with a radical streak in its vein.*" The BSA History website describes that at the time, London was growing and developing entire urban neighbourhoods with the architecture industry naturally playing a major role and its work "*attracting distinguished residents at 12 Upper Gower Street (later 110 Gower Street), [like] Charles Darwin.*"
39. It is understood that over time, the BSA's reputation was solidified with UCL's first chair of architecture, Thomas Leverton Donaldson stating, "*that the discipline spanned both arts and science*" and the BSA later became "*one of the first institutions to offer planning alongside architecture as a field of study.*"
40. Over the years, the BSA grew beyond offering planning and the Bartlett Faculty was restructured to become fully multidisciplinary in the 1960s (the Bartlett Faculty is the entity within which the BSA sits as part of UCL). During this time, BSA continued to have "*inspirational and internationally-renowned figures in the academic ranks*" and expanded the programmes seeking accreditation.
41. It is understood that the BSA was scheduled for a Royal Institute of British Architects ("**RIBA**") visiting board audit in 1991 to maintain programme accreditation. According to the history outlined on their own website, RIBA was founded in 1834 for "*the general advancement of Architecture*" and over time developed into a non-government sponsored institution for accrediting architecture programmes.

1841

1960s

1991

42. In 1990, renowned architect Sir Peter Cook became the Chair of Architecture at the BSA. Per his online biography on the UCL website, the architecture education at BSA at the time of his arrival was “fragile” and “people didn’t generally understand that architecture is an art and a science.” As a result, Peter made changes and “revitalise[d] the School by recruiting over 20 new academic staff, changing its structure and reworking the examination process – all in the first nine months of [his] tenure.” It is understood that these changes had nearly immediate implications as the BSA “rapidly secured a reputation as a school of excellence and innovation on the international scene.” Throughout Peter’s tenure, the BSA “more than doubled in size, and has notched up more prizes and awards than any other British school.”

43. The studio design units were established in the early 1990s and intended to provide students and staff with the “freedom to explore diverse approaches relevant to their mutual research interests.”

44. It is understood that in 1991, the BSA performed well during the RIBA audit, securing accreditations for its programmes.

45. Culturally, participants shared that around 1991, the BSA and its tutors began to encourage competition between staff members in the pursuit of excellence which resulted in a learned behaviour and sub-culture of competition amongst students.

46. In 2014, Bob Sheil became the Director of the BSA. It is understood that Bob was a former student of the BSA, graduating from the BSA with his first degree in 1991 and his Diploma in Architecture in 1994.

1990

1991

2014

47. In 2015, a survey was conducted for students and staff by the Bartlett Faculty of the Built Environment as part of the Dignity at Work Action Plan as a means to understand and learn about the extent of bullying at the Bartlett Faculty of the Built Environment. The survey revealed concerning statistics relating to the bullying and harassment of students by staff members. For example, the survey found that 35 per cent of respondents had experienced or witnessed bullying and harassment at the Bartlett Faculty of the Built Environment and that this was 10 per cent higher than the previous 2013 survey and 10 per cent higher than the Bartlett Faculty as a whole. Staff and student participants we spoke to, viewed this effort as a positive step to addressing these concerns and prioritising wellbeing at the BSA.
48. In a Building Design opinion article dated 11 October 2016, Bob Sheil responded to whether architecture schools are doing enough to tackle mental health problems by stating, *"it's an issue that oscillates according to many factors, mainly debt, but also the competitiveness of and between students and likewise of and between staff. We monitor it very carefully and are continuously seeking to improve our approach, extend support, and address the culture that surrounds the issue. We welcome this discussion which also needs to spotlight overworking, a culture of competition and production that is too intense, and an unhealthy disregard for rest and repose."*
49. In 2018, UCL's previous President & Provost, Professor Michael Arthur, commissioned an *"inquiry"* to look at UCL's historical role in, and the current status of, the teaching and study of the history of eugenics, as well as the current status of UCL's benefit from any financial instruments linked to the study of eugenics. Although the inquiry was done at the university level, one of the goals listed in the Final Report of the inquiry was to *"set a new tone, reset relationships and create a context for conversation on institutionalised racism, classism and ableism at UCL."* Going further, the report sets out to use any *"funds historically linked to eugenics... to cover the cost of implementing the recommendations,"* one of which is for *"UCL to ensure a pipeline of students and staff from BAME, disabled and low-income backgrounds at all levels and in all areas of activity and disciplines."*

2015

2016

2018



50. In 2018, Bob Sheil was re-elected as Director of the BSA for an additional four years. A UCL spokesperson shared that historically, *"heads of department at UCL are appointed for three to five-year terms"*. However, it is understood that Bob's re-election was not unique, as another UCL spokesperson clarified that UCL often reappoints heads of departments for a second three-to-five-year term.
51. The Eugenics Inquiry's report and its recommendations were published on 28 February 2020 and was accepted in principle by the previous Provost. UCL established a working group to consider how the university can respond to the recommendations, including disseminating funds to create pipelines for students of all backgrounds into different disciplines within UCL.
52. On 7 January 2021, UCL issued a formal public apology for its history and legacy of eugenics, as part of a range of actions to acknowledge and address its historical links with the eugenics movement.
53. On 31 May 2021, the Guardian released an article, *'Ex-students complain of sexism and racism at UCL architecture school'* that referred to the Dossier compiled of the experiences of former students and staff which was compiled by a former student of the BSA. UCL responded in the article stating they *"were 'aware of issues' in the [BSA]"* and were *"launching an investigation into the student complaints."*
54. On 4 October 2021, UCL engaged Howlett Brown to conduct an environmental investigation into reports and concerns raised by students and staff (current and former) relating to the culture, educational practices and environment at the BSA. As part of the investigation, we received a copy of above-mentioned Dossier from the former student.
55. In October 2021, UCL announced their search for a new Director of the BSA urging that the new BSA director would be responsible for, among other things, *"champion[ing] and facilitat[ing] both an operational and cultural shift in the school and faculty which prioritises addressing the challenges that the school faces in regard to equality, diversity and inclusion."*

2018

2020

2021

## INDUSTRY CONTEXT

56. In investigating and assessing the concerns and complaints raised relating to the culture, educational practices and environment at the BSA, it was important to consider the context and relevance of how the architecture sector may drive or contribute to certain aspects of culture or sub-cultures identified at the BSA.
57. Similar to other sectors and industries, the sector of Architecture, is regulated. The ARB, the sector regulator, was established by Parliament in 1997 to regulate the architects' profession in the UK. They are an independent, public interest body and they work in regulating architects to ensure good standards within the profession that are consistently maintained for the benefit of the public and architects alike.
58. Regarding the social demographics of the industry, the ARB conducts a voluntary, anonymised survey collecting the equality and diversity data of the registered ARB architects in the UK. The May 2022 survey showed that of the 73.4 per cent of registered architects that completed the survey, 82 per cent identified as white and 71 per cent identified as male.
59. Regarding ethnicity, the data showed that of the 7 per cent of registered architects that identified as Asian or British Asian, 50.8 per cent of those identified as being from Chinese heritage. ARB additionally collected data on registered architects' age, disability status, gender, religion, and sexual orientation which showed that the 56 per cent of registered architects are between ages 31 and 50; 93 per cent did not identify as disabled; and 79 per cent identified as heterosexual or straight. The data suggested a low level of diversity in relation to gender, race and ethnicity, disability, and sexual orientation.
60. Based on the data collected from the ARB, the Architecture sector appears to be a majority male, white and heterosexual. It is understood that the low level of diversity within the sector is known to many and supported further by the 2019 – 2020 RIBA Statistics Report which stated that *"the proportion of [student] entrants to Part 1 are White is 61 per cent."* The report states further that *"the proportion of students who are White then rises with each consecutive stage; 67 percent of new entrants to Part 2 are White, increasing to 76 per cent of students passing to their Part 3 examination."*
61. For clarity, Part 1 refers to students on their undergraduate course, Part 2 refers to students working to complete their post-graduate qualification and Part 3 refers to students sitting for the final qualifying examination. The RIBA Statistics Report corroborates the ARB data showing that 7 per cent of the registered architects identified as Asian or Asian British although they did not provide a further break down to reflect the demographic groups within the Asian and Asian British categories.
62. With respect to staffing, the RIBA Statistics Report *"confirmed that across their validated schools there is a total of 1,819 staff that are employed full time [and] almost three quarters of this are teaching staff."* RIBA found that across all teaching roles, 63 per cent of staff is male while 37 per cent of staff is female.
63. Comparing the industry data to that of the BSA, we identified through participant interviews, potential trends in the recruitment and retention numbers at the BSA that showed decreasing ethnic and gender diversity as students progressed through degree programmes. For example, one student participant shared that in their first-year course, there were *"only three black students in [their] class [and that] by the end of the third year of Part 1, all three had either dropped out or changed to non-accredited courses."* This pattern was corroborated by three current staff members, and four former and current students. One former student who identifies as Black, shared their first-hand account that they and the few other students of colour *"were aware of the drop-out rates"* and that there was *"little support [from the BSA] for students of colour"* resulting in *"one friend not finishing, and another switched courses."*

64. Additionally, with regard to BSA staff demographics, the May 2021 BSA Staff Overview showed that within Professional Services roles, which account for 24 per cent of employees, there is no gender disparity, with equal representation at 50 per cent, male and female as identified.
65. For the remaining 76 per cent of staff that make up academic roles, 36 per cent identify as women. Breaking down those Academic statistics further, the Professional Practice and Short Courses is the field where the percentage of women employees is higher than men at 68 per cent. However, this field makes up 3 per cent of the Academic positions.
66. Within the History and Contextual Theory field, 45 per cent of the staff identify as women, while in B-Made field, 13 per cent of staff identify as women with both fields each making up 11 per cent of the Academic roles. The Design Technology and Computation, and the Design and Interdisciplinary Practice fields make up the greatest percentage of Academic staff at 13 and 62 per cent respectively and in both fields, over 65 per cent of the staff identify as male. This data shows that like the industry as a whole, the BSA staff, and particularly the Academic roles are predominately held by men.
67. Regarding the industry approach to mental health and wellbeing, RIBA has a dedicated page on its website to exploring the mental ill health impacts within the architecture industry and offering resources and tools to spot the signs of mental ill health. The page signposts the Architects Benevolent Society, which per their own website, *"offers support in times of need to the architectural community and their families."* Eligible students and members of the profession can access advice and assistance on a range of topics from debt, housing, and relationships. Users of the service can also access therapy confidentially through a partnered national charity.
68. Notwithstanding the services available, a Guardian article published 28 July 2016 revealed that *"more than a quarter of architecture students in the UK are receiving or have received medical help for mental [ill] health [concerns] related to their course [and] another quarter feel they may have to seek help in future."* In the article, Jane Duncan, the then president of the Royal Institute of British Architecture, shared that *"long hours, a heavy workload and intense design scrutiny were embedded in the culture of architecture education"*. She added that she was *"concerned that the combination of tuition fees, rising student debt and the necessity for many students to take on paid work outside study can trigger or exacerbate mental [ill] health."* A Dezeen article on 16 July 2019 also revealed *"the demands placed on architecture students is leading to burnout, mental-health issues and even thoughts of suicide."*
69. Whilst there are concerns within the industry regarding mental ill health and burnout, there is also commentary that the way in which the industry operates is unique and serves to support innovation and creativity for the sector. For example, architects, like Subhay Baberwal shared in that Dezeen article that *"24/7 studio culture is what makes design education unique.... even the ones that complain about it, recall the best moment and memories were during the conjuring hours of night with everyone around helping one another."* Hisan Waheed, an architect based in the Maldives mentioned in the article, agreed this view, remarking *"best works were produced while working late into the night, finally dropping dead on the studio floor the following morning."* Other members of the profession opposed those views, such as Deborah Dawton, chief executive of the Design Business Association, who shared, her opinion in the Dezeen article, that *"those institutions perpetuating exhaustion in any student bring shame on our industry."*

## EDI CONTEXT

70. EDI has grown in prominence over the last decade as companies and institutions learn of the value it brings to their work and their culture. It is underpinned by the structures, strategies, behaviours, cultures and practices of an organisation, and is nuanced and bespoke to each institution. Due to the socio-cultural climate and societal unrest, the meaning and need of greater EDI is constantly changing and evolving. It continually affects organisational reputation, risk, students, staff and the workforce in new and multifaceted ways.

71. The EDI of an educational institution determines who studies and works there, how they feel about the organisation and its work and therefore how motivated and productive they are and how safe they feel, as students and staff. It impacts and develops the sense of belonging and wellbeing of the students and staff who have chosen the institution, the extent to which they feel heard and are authentic in that space, and the opportunities they have while at the institution and beyond, in their chosen career.
72. Many organisations and institutions do not understand how to address EDI well and will approach it from one angle or make cursory changes to appear to address the issues it presents. To ensure EDI is truly woven into an organisation's identity, EDI must be built into the structural, procedural, and overall organisational mandates of an organisation, with mechanisms for compliance and accountability to ensure its execution, delivery and effectiveness.
73. EDI describes the culture that affects the way individuals and groups experience and feel part of an organisation or institution through the way it functions (its operations, practices (including teaching and communications) and decision making) and through interactions with others in the organisation. EDI is often framed as a philosophy or strategy. However practically, organisations that lack EDI on a structural and procedural level, rarely find that their staff or students experience EDI in a positive way. Often the culture of an organisation or institution that is lacking in an EDI strategy is experienced by people poorly, giving rise to a negative culture. Individually, it manifests in whether a person feels able to speak up, feels safe, is able to bring all aspects of their personality and experience to the workplace or place of study, and feels accepted and valued. It includes whether the person has the same opportunities as other individuals and feels that they and their contributions are valued in the same way as that of other individuals, regardless of differences as people or in their gender, race or ethnicity, disability, sexual orientation, other demographic difference or protected characteristic.
74. EDI includes formal and informal structures and processes, as well as intentional and unintentional cultural expressions. The effects of EDI can be felt regardless of intent and can, over time, have a material impact on a person's health, wellbeing, and overall experience of the environment they are in or a part of.
75. EDI can be strengthened or undermined through both passive and active behaviours. Active behaviours are intentional actions that positively or negatively contribute to EDI in an organisation or institution. Passive behaviours also have effects on EDI but can be done without intent. This does not necessarily lessen the effect, as the effect still builds or damages a person's experience and the EDI culture of the environment.
76. The cultural and EDI context have been assessed throughout this environmental investigation and our findings are woven into the themes and recommendations set out below.

## SOCIETAL CONTEXT

77. In conducting this investigation, it was important to consider the societal background surrounding EDI related experiences, issues of prevalence affecting society and how that impacts culture at the BSA, if at all. The climate and tensions caused by the COVID-19 pandemic that society has experienced over the last two years cannot be overlooked. Additionally, how the socio-cultural and intersectional tensions which have overlayed the stresses of the pandemic for society, and likely each person at the BSA, must also be taken into consideration.
78. This includes the enhanced spotlight on the global racial unrest, in particular the murder of George Floyd, the subsequent Black Lives Matter protests and continued racial unrest. Following the murder of George Floyd, the mental ill health experiences by people of colour were often exacerbated and the focus of their experiences and often inequitable treatment in and outside of the working environments with reference to their race and heritage, were heightened. These were exacerbated further, particularly for people of colour during the rise of the hate crimes against Asian communities. Similarly, there have been additional socio-cultural tensions and, for some, experiences of mental ill health due to the deaths

of Sarah Everard, Sabina Nessa and Ashling Murphy, the continued presence of Islamophobia, Sinophobia and anti-Semitism, the increased scrutiny of the rights of trans communities and global conflicts.

79. The last two years have seen multiple socio-cultural moments that have greatly impacted society, and these have affected expectations regarding EDI strategies and resolving EDI related issues, rendering them very different to expectations prior to two years ago. All of the socio-cultural moments have challenged people in multiple and overlapping ways. The strain on wellbeing is a result of each person's identity and experiences and overlays other experiences of environmental culture and EDI issues. We took this into account during our investigation.

## DATA CONTEXT

80. As part of our investigation, we prepared and issued anonymous surveys which were sent to all staff, students and former students and staff. The survey sent to students and former students differed from the one sent to staff and former staff. In contacting the survey respondents, we prepared communications which were issued by the communications team at UCL. Regarding former students and staff, it is understood that the alumni database contains the details of former students and staff members who studied or worked at the BSA up to forty years prior, depending on their continued engagement with the BSA and their records being kept up to date with current contact details. The survey went live on 7 December 2022 and was open for 6 weeks, closing on 21 January 2022. The total number of survey respondents was 303. Any reference to our survey in this Report, is to refer to the participants of that survey specifically, and not, statistics that represent the demography or experience of the entirety of UCL or the BSA.
81. Both the staff and student surveys contained six demographic questions along with twenty-six (staff) and thirty-one (student) experiential questions. Across both students and staff, we found that the majority of survey participants were women (58.4 per cent); 36.3 per cent were men; 3 per cent preferred not to say; 2 per cent were non-binary; 0.3 per cent were agender.
82. In terms of race and ethnicity, 50.5 per cent of survey participants were White; 17.2 per cent were East Asian; 5.9 per cent were mixed or multiple ethnic groups; 4.3 per cent were South Asian; 4 per cent were Asian British; 3.6 per cent were Hispanic/Latinx; 3.6 per cent stated 'other'; 3 per cent were Middle Eastern. With respect to sexual identity, 70.6 per cent of our participants were heterosexual or straight; 8.9 per cent were bisexual; 8.6 per cent preferred not to say; 7.9 per cent were gay; 1.7 per cent were asexual; 0.7 per cent were lesbian; 0.7 stated 'none of the above'; 0.7 per cent were pansexual; 0.3 per cent identified as queer. Further breakdown and understanding of our survey statistics can be found in the Data Narrative below, Schedule 3 and the Data Dashboard at Schedule 4 of this Report..
83. We identified duplicate responses by comparing IP data insights and assessing any similarities in the free text responses. We eliminated those we identified as duplicates to ensure the integrity of the data set.



# SECTION E

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POSITIVES





## POSITIVES

84. The UCL Equity and Inclusion Plan 2020-2021 describes the vision and strategy for addressing “*structural inequities and unjust social power imbalances that affect communities across the institution.*” It is understood that efforts were made to explore and investigate any potential disparities regarding the grading of ethnic minority students at UCL, referred to as the “*BAME Degree Awarding Gap.*” This resulted in the creation of academic Degree Awarding Gap Leads in each Faculty and the development of an “*Inclusive Curriculum Health Check so that departments could reflect on the inclusivity of their programmes for every aspect of the academic cycle.*” UCL “*also piloted a Student Curriculum Partners review project, whereby students review the inclusivity – particularly concerning race and ethnicity – of teaching materials, such as programme handbooks, module guides, and reading lists.*”
85. The UCL Inclusive Advocacy Initiative seeks to “*practically help and support BAME staff to successfully navigate the system and rise through the ranks.*” This initiative is held out by UCL as the “*only programme of its kind in UK higher education*” and runs parallel to the “*B-Mentor Academic Mentoring Scheme*” that operates as a “*cross-institutional mentoring scheme for Black and Minority Ethnic academics and researchers.*” These programmes are a part of a “*wider suite of programmes addressing race equality*” at UCL. It was unclear from our investigation how integrated the UCL strategies and initiatives are at the BSA.

86. Notwithstanding the above, in 2017 the BSA created an EDI group. The main purpose of the group was *“to substantially raise awareness of gender inequality among staff and students”*. Further, two of BSA’s professors contributed to the ‘Race’ and Space’ curriculum developed by colleagues across the Bartlett Faculty of Built Environment which sought to tackle the *“need for a greater understanding of ‘race’”* in the built environment and *“demands practical sources”* for students and staff, according to the UCL website. In an interview on the [bartlettannualreview.com](http://bartlettannualreview.com), Kamna Patel, the Bartlett Faculty’s Vice Dean of EDI explained that *“‘Race’ and Space is an open-access curriculum for self-directed study... so all students, no matter their field or level of study, can engage with it – and not just our students, but anyone who wants to deepen their understanding of this topic. It references music, film and podcasts, so students can find different access points.”*
87. During participant interviews and focus groups, one current staff member shared that the BSA is *“fantastic”* and that *“it pursues excellence”* while another current staff member said that the *“colleagues are nice.”* A current staff member offered that they enjoy being surrounded by the *“passionate work ethic of the student body who are keen on doing well and succeeding.”* Another staff member mentioned that *“some of the facilities are fabulous”* and that *“UCL as an organisation on a whole is positive as an employer.”* Another stated that they *“believe that the [BSA] genuinely wants to be better [as it is] founded on the principle that education is for anyone.”*
88. Some of the students we spoke to also shared their positive experiences at the BSA. One former student recalled that they *“had two really kind tutors,”* and that *“it would be amiss of [them] not to mention how great they were.”* The positive experience with particular tutors was shared by other students who were clear to distinguish that some of the tutors are supportive of the students, and others are not and also contribute to the culture of the BSA, as discussed further below and throughout this Report. To highlight this further, another former student shared that they have a visible disability and that they *“never felt uncomfortable”* and was *“always assisted appropriately.”* They stated that they felt their *“wellbeing was prioritised”,* that *“[a tutor] was incredibly considerate of [their] needs”* and that they *“always felt [they] could speak to their design tutors.”* The student fondly stated that they were *“grateful for the time [they] spent there.”*
89. We spoke with former and current staff members who reported having positive and nourishing relationships with their students. One said that they are *“conscious of relationships with students and there is an appropriate distance”* between themselves and the students.



# SECTION F

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## OUTCOME



## OUTCOME

90. The notion and understanding of culture and power has grown in prevalence over the last few years. Greater attention has been placed on understanding what it means for organisations and individuals. Some sectors and industries paid attention to it earlier than others, but still likely had to endure people within their organisations, who may have been resistant to the change required to improve culture and dismantle power structures that underpinned inequity, abuse, and misuse of power.
91. As noted, in the Report, power underpins and often dictates organisational culture. Leaders and stakeholders, should pay far greater attention to the part they play in designing and perpetuating a culture within an organisation, an institution or a group of people convened for a specific purpose or cause, including those leaders and stakeholders at the BSA, and by extension, UCL.
92. During our investigation we gained access to a wealth of information, insights and experiences shared by all those who participated in the process. We learned some uncomfortable truths and several 'open secrets' about the BSA in respect of its culture and the experiences of participants. From the commentary shared, a common connector underpinning their experience was identified, which was that culture, wellbeing, and the overall experience at the BSA for students and staff, has not been a focus or priority for some time, over and above, more obvious success indicators. A second common connector was that power, protectionism, cliques often referred to as 'boys club' in this Report appear to have insulated those who are alleged to have conducted themselves inappropriately towards or involving students and staff, and allowed a lack of accountability, low speak up and low psychological safety to fester and become woven into the fabric of the BSA for a long period of time.

93. Whilst our role in conducting this investigation was not to assess the specific merits of every allegation made, it was within our remit to assess BSA culture, any patterns and trends identified, and gain insights to specific concerns relating to behaviour and conduct. We found commonality across the experiences shared by staff and students, former and current. Those insights gained and learned also demonstrated to us that while on the whole, staff are held in high regard at the BSA by their students, the structural and procedural aspects of BSA culture, together with a small group of staff, are the central cause for many of the issues identified, and the troubling experiences endured by students and staff identified in this Report. This has had the purpose and effect of creating a toxic and in parts, unsafe learning and working environment, where people have felt silenced, and in several instances deeply traumatised by their experiences.
94. We were made aware of very concerning and serious allegations involving certain members of the small group of staff referred to above. In summary, this group of staff account for the following allegations in this Report:

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  - i. The alleged misconduct of one particular senior staff member was flagged to us in twenty-four former and current staff and student examples of incidents and experiences at the BSA. Participants have alleged that this staff member frequently deceived students about their academic progress, mocked and demeaned students during Crits, made sexist comments and verbally attacked female students and accused victims of bullying who spoke up about this staff member's behaviour.
  - ii. A senior leader at the BSA was highlighted to us in twenty-seven participant examples and experiences that alleged serious misconduct involving bullying, misogynistic and anti-Semitic behaviour. This leader was also alleged to have created a 'boys club' where they were able to protect other members of staff from the consequences of their conduct, through actions such as deleting complaints, and normalising bad behaviour.
  - iii. Throughout our investigation we were informed of nine examples and incidents involving a particular senior tutor whose behaviour was alleged to include bullying, sexist and racist remarks directed particularly towards Chinese students, physical violence in the form of throwing materials at and near students and forcing students to work on their own projects.
  - iv. We were informed of four examples and experiences where it was alleged that a tutor, who is described by a participant as controlling and manipulative, bullied and targeted students during Crits, demeaned students about their work by ripping up their drawings, and made micro aggressive remarks.
  - v. During the course of our investigation, we were informed of seven experiences and examples where a senior faculty tutor allegedly failed to appropriately handle complaints through inaction, lack of confidentiality and by making excuses for those complained or gaslit complainants to believe they were at fault.
  - vi. Participants shared allegations of up to three tutors who allegedly had parties and invited students, some of which allegedly involved drug taking and cocaine.
  - vii. We have been informed of at least five tutors that have been alleged to have dated students during their time at the BSA.
  - viii. Similarly, we were informed of two incidents where a particular staff member allegedly failed to take appropriate action about complaints and instead victim-blamed the complainants who were trying to speak up.
  - ix. We received three accounts regarding a senior tutor's alleged verbal and physical abuse towards students involving pushing, taunting students about their work and capability, and inappropriate touching.

- x. We were informed of two separate incidents where a tutor was alleged to have bullied students by speaking very harshly and behaved disinterested in teaching.
- xi. In conducting our investigation, we were informed of three separate incidents where a senior member of staff is alleged to have made inappropriate and discriminatory comments to a student and gaslit a student regarding their academic standing.
- xii. Participants also shared a further eight incidents relating to eight members of staff, ranging from senior leaders to junior staff, who perpetrated bullying, sexism and sexual harassment.

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95. We identified that whilst the above referred to staff have allegedly been at the center of many troubling allegations and incidents, there was also a varying degree of complacency among other staff members who appear to have been complicit through inaction and have allowed the culture and alleged misconduct if founded, to continue and perpetuate in the way it has, for some time. Whilst some of this complacency has been resultant of a culture of fear, favoritism, and fear of speaking up by staff and students, the behaviours and themes identified in this Report have remained free to grow and exacerbate, with limited oversight, accountability, or action. This has deeply affected many who have spent time at the BSA and who currently reside there as students and staff and are aligned in a number of the findings of previous surveys conducted by the BSA in the past thereby highlighting that these issues and culture have remained active within the fabric of the BSA, for a long time.

96. Time has limited relevance to the issues that we have identified throughout this investigation save for the genesis of when they began which appear to be in the early 1990s when the BSA changed its strategic focus and trajectory as an educational hub of excellence. Themes identified and experiences shared by former staff and students are the echoes of the themes identified and experiences shared by current staff and students. This appears to be the case despite changes within UCL and BSA and attempts to improve aspects of culture and access to complaint and wellbeing support services. The themes identified and referred to in the Report are based on the commonality of experiences shared with us and identified through evidence reviewed and assessed. We have included within these themes, incidents and some outliers, that gave us serious cause for concern and to not address them in this Report would have limited the gravity of our findings and the messages we have a duty to provide to UCL and the BSA, including our recommendations for actions to follow. We refer to certain themes identified in the Report below as part of this outcome summary of particular relevance. This summary is not intended to limit the weight and importance of other themes and we encourage the reader to review the full report in combination with this Outcome.

## SYSTEMIC AND STRUCTURAL CONCERNS

97. We understand that the adoption of units at the BSA was intended to progress architecture education and the Architecture industry. There was also a desire to provide students with an opportunity to explore their academic interests within their chosen fields, guided by staff members. However, this approach has created siloes that have rested on, in some cases, the creative ambitions of certain tutors, some of whom also have full time, successful careers in the industry. Whilst competition can be healthy, we found when assessing the unit structure as a whole, combined with an unhealthy culture of competition, that the differential power and imbalance across the unit structure has been driven by an inconsistent approach to teaching (including the inconsistent use and practice of Crits). That culture of competition which emboldened the BSA to grow to occupy the prominence it has in Education and Architecture, is prevalent in the unit structure, that being the most popular and perceived successful tutors have the greatest power and autonomy when teaching. This combined with very few checks in place to ensure that the unit structure did not drive inequity or an abuse of power, is one of the systemic root causes of the concerning experiences shared by participants and the themes referred to in the Report.
98. This root cause has been further exacerbated by the limited training and support provided to tutors, and the inconsistent approach to the limited training available, such as staff who do not work on a full-time basis, are not mandated to attend staff training. Participants themselves spoke strongly about the siloed approach of the unit structure. They expressed there being an imbalance of opportunity, learning, access and in some instances, power, depending on the unit a student is assigned to.
99. We captured a resounding level of commentary by students in particular that the BSA and the unit structure breeds a culture of unhealthy and unsafe competition by promoting an “*any means necessary*” attitude to achieving success. Student and staff participants alike shared that it can feel like students are used as commodities and “*tools to express the tutors’ artistic ambitions and interests*” to further the prestige of their particular unit tutor in order to win awards.
100. As referenced in the Report, students and staff shared that some practices derived from the unit structure included having students work excessive hours for the entirety of their time at the BSA, or working for free during holidays, and students, fearful of the consequences to their future careers if they did not comply.
101. Overall, the unit structure has been a significant catalyst for allowing poor conduct and culture to thrive regardless of the intent during the initial establishment of units. Our investigation led us to find that it is the breeding ground for inequity and abuse of power, which if left unaddressed will lead to a continuation of the concerns and complaints raised that UCL and the BSA have received, and those referenced in this Report. For people who experience this culture, not addressing the issues raised will continue to cause irreparable harm to students and staff.



## INEFFECTIVE PROCESSES

102. Processes and procedures are created to guide and navigate people within an organisation to resource, support, the handling of a specific situation or further information. In the context of complaints handling and wellbeing support, such processes and procedures are also intended to inform all parties concerned of what steps they should take, what to expect during a process and what support is available to them. Additionally, good practice should include that those who drive processes and procedures are well equipped and knowledgeable to do so. From a culture perspective, good and effective processes aid organisations in reducing the continued impact that such experiences have on individuals and issues of inequity which can occur not only from misconduct and poor behaviour, but also as a result of structural issues.
103. We were concerned to find that most of the complaints handling, grievances and wellbeing processes available at the BSA to both staff and students described such processes as either ineffective to the specific needs of the BSA or underutilised by the by those who rely on them due to the lack of communication from the BSA and/or UCL in how to access and use such processes. This, compounded by a lack of trust and ill-equipped 'drivers' of process, has meant that such processes and procedures have compounded the experiences of those relying upon them, and have not protected or safeguarded their wellbeing as intended. We found that has likely contributed to the unit structure and other structures referred to in the Report remaining unchecked for some time, thereby continuing to breed the issues regarding culture and conduct referred to in the Report.
104. We identified when speaking with participants that many staff and students were not aware of the support services available to them which contributed to the impact of negative experiences. Despite the BSA leveraging the UCL support services such as the Student Psychological and Counselling Services and the Employee Support First from Care First for staff members, both staff and students reported being unaware of these services or a reluctance to use them for lack of trust in the confidentiality and impartiality of those systems.
105. Whilst students that seek anonymity in raising a complaint or reporting an incident are able to use the UCL system of Report and Support, and staff members are likewise able to use Report and Support or they can raise a grievance through the UCL Staff Grievance Policy, most participants claimed that their decisions were resultant of a culture of fear and that they did not trust the individuals responsible for handling their grievance. They believe those individuals to be "in" with senior leadership and who would share details of their grievance, with one student participant sharing that *"people at the Bartlett said that that they knew each other very well [so] I felt like [I] couldn't speak to get the support."*
106. Many factors have contributed to the processes and procedures at the BSA being viewed and experienced by staff and students as ineffective. This has created a complex challenge for the BSA and UCL to resolve. Not only will they need to undertake a review to ensure all processes and procedures are effective from a best practice perspective and the needs of the BSA, these revised processes must be inclusive, practical, helpful, and mitigate any bias. In combination with this review, a significant amount of work and effort must be undertaken to ensure that those who drive the processes are equipped to do so, and the BSA community trust that the processes are effective and helpful to them. Without this, and a systematic strategy to address the culture of fear which extends beyond processes, the BSA and UCL will continue to remain unaware of future issues that arise and will have little opportunity to address and resolve issues promptly without harm being caused for those in need of support. Based on our learning of the operation of UCL processes, we found little evidence to suggest that the BSA could influence the outcome of the complaints issued through the UCL processes. The issue which perpetuates the lack of trust appears to be at the BSA level, rather than operationally at the UCL complaint process.

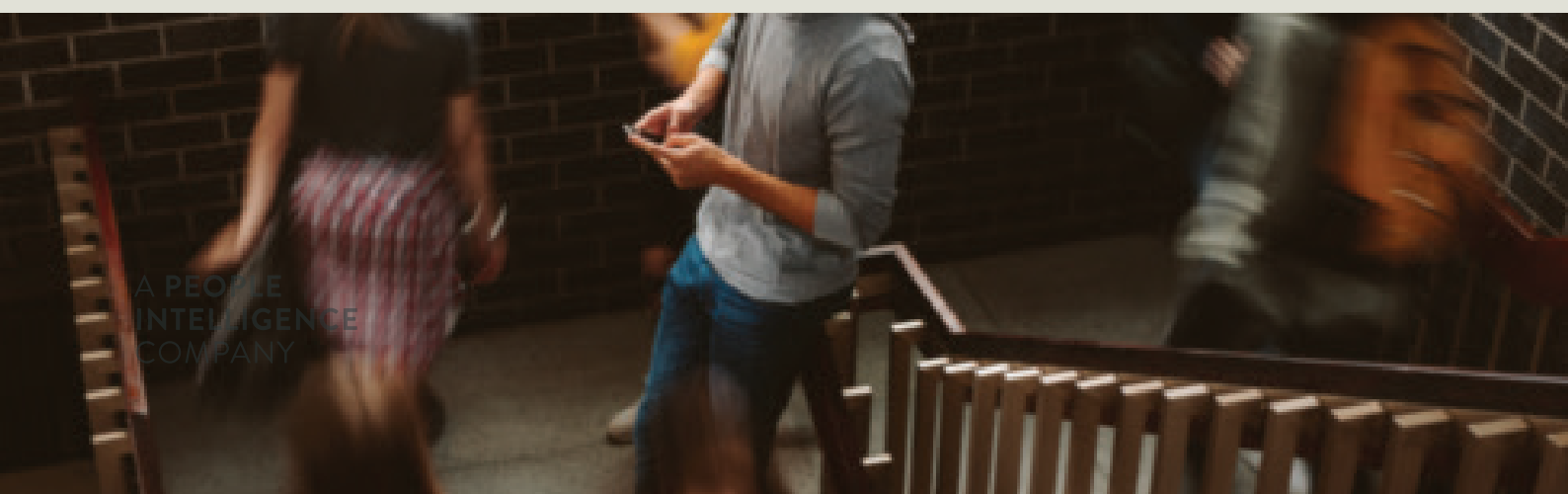
Notwithstanding this, our recommendations issued to UCL and BSA include improvements that can be made to the complaints process, including a marked improvement in communication about the processes and accessibility for BSA staff and students.

## HARASSMENT, MICROAGGRESSIONS AND SEXUAL MISCONDUCT

107. As mentioned above, the remit of our investigation was not to investigate and determine the merits of every allegation raised during our investigation. That said, we identified similarities of incidents and corroborating commentary regarding certain events which took place, leading us to find that more likely than not, a lot of what has been alleged, has occurred and we urge the BSA and UCL not to discount the severity and magnitude of the allegations and themes contained in this Report, and the impact these incidents and experiences have had on those involved. Further investigation into these allegations is critical.
108. We were deeply concerned to learn that both staff and student participants have experienced (or know of a person who has experienced) behaviours which they define as misconduct, discrimination, microaggressions, sexual harassment and one account of rape, during their time at the BSA. These experiences were shared by former and current staff and students, leading us to find that there is a culture of this conduct that has been left to fester and continue, becoming an accepted or unchallenged aspect of culture and conduct at the BSA. We noted that a lot of conduct we would define as wholly inappropriate in a teaching or professional environment have become normalised and comments shared to the effect of *'it's always been this way'* demonstrates a low level of psychological safety and safeguarding at the BSA. Our findings were further supported by our survey that found 27.1 per cent of students that completed the survey, experienced discrimination at the BSA, 43.3 per cent of students who were survey participants knew of someone who had experienced discrimination, as well as a high percentage of people who have experienced, witnessed or been aware of such incidents and did not report them to the BSA or UCL through systems such as Report and Support.
109. Similar to other themes identified in this Report, when a limited number of experiences and incidents were reported, it appears that more often than not, those who made the complaint, were often met by inexperienced staff members who either responded inappropriately or did nothing to change the outcome of the event. In some cases, participants were so fearful of the response of sharing their incident that they told no one, potentially causing their suffering to impact their lives for much longer.
110. In our investigation, we found that UCL's personal relationship policy does not adequately safeguard students from sexual harassment or inappropriate conduct taking place. The policy recognises a blanket ban on staff and student relationships if the student is a minor. If a student is over the age of 18, UCL prohibits a relationship where a staff member has direct or indirect authority over a student. In addition, the policy recognises that the Dean may consider *'any known vulnerability of the staff or student'* when deciding whether a relationship is appropriate. The phrasing of this policy does not address the impact of students being exposed to staff members who may be the perpetrators of bad behaviour, which as we have seen, can have a pervasive effect on other staff members, who may not have direct supervision over a student yet there may be an inherent power imbalance which already exists. Given some of the experiences shared by both staff and student participants, the policy should go further and highlight at an earlier stage to readers how to spot the signs of an inappropriate relationship, power imbalance or address how to respond when a complaint has been made, including how best to support all who might be impacted. Additionally, with the BSA having a culture with limited speak up and psychological safety, it is more than likely that the Dean would rarely be in a position with all the information to make an informed decision and we found limited evidence to indicate that the Dean and other leaders have been adequately trained and supported to understand this responsibility and execute such an assessment cautiously.



111. We found the policy also focussed mostly on personal relationships borne out of a professional relationship, whereas professional relationships may still be unhealthy or unsafe for those involved, leaving a gap in a process and oversight.
112. We also had concerns with the assessment of policies which relate to relationships at the BSA in the context of consent. Because of the lack of attention and focus such policies have on power, age appears to be the single, most relevant factor that is considered in the context of a student or staff member consenting to a relationship. This is a wholly incorrect assessment and it exposes students and staff to safeguarding and wellbeing risks. Based on our experience, we find that a student can never truly consent to a personal relationship due to the power structures within a student and tutor relationship.
113. We understand that relationships can emerge in working and learning environments and that the BSA has a cyclical culture of hiring the students as tutors it once taught. However, it is this culture and understanding that appears to have been incorrectly defined as being acceptable to the masses, rather than the few and should be monitored more closely. Even if that staff member or tutor has little oversight or connection to a student's work product or education, a staff member and tutor by virtue of their role has power which it can abuse and use to influence the experiences of a student.
114. The dynamic between tutor and student is not considered or assessed enough at the BSA, nor is the vulnerability of students. We were repeatedly told of the enormous pressure that students face to be successful at *"the best school in the world"* and it must be considered how decisions can be affected in such a highly charged and competitive environment, which could also, call the nature of consent into question. UCL have expressed that they do not tolerate personal relationships between a tutor and a student and whilst there are improvements to be made in their policies, this sentiment is reflected and clear in policy documentation. That said, in all organisations, policies are only as useful and effective as they are relied upon. We strongly encourage UCL to work with the BSA to understand and assess how many UCL policies are followed and adhered to practically and in every day working and learning at the BSA.
115. The cyclical culture of hiring former students as noted above, also poses a problem where the former student has been subjected to bad behaviours and could potentially perpetuate the problematic behaviour and conduct identified in this Report, with new students. As a former student recalled *"[the tutors] wanted [the students] to go through what they went through"*. A former student also shared that, while displaying vulnerability during a Crit, a staff member on the leadership team argued that *'this is what we do, we break you and build you into a Bartlett Army'*.
116. Without addressing incidents and issues of this nature robustly, promptly and delivering effective training and support to those connected with such processes, the issues identified in this Report will continue at the BSA. This particular theme included similar events and incidents which occurred up to twenty years ago with former students and staff, and still exist and occur today with existing student and staff cohorts. This demonstrates that this is an aspect of the BSA's culture that again has been left unchecked and will continue to affect everyone at the BSA deeply, impact those who have experienced such conduct, and allow those who perpetuate such harm to continue without consequence.





## BULLYING, GASLIGHTING AND PSYCHOLOGICAL ABUSE

117. We received numerous accounts of bullying and gaslighting within the BSA from both staff and students. The experiences shared were supported by the survey we conducted where 39.4 per cent of current and former students who participated, confirmed that someone they knew had experienced bullying and harassment at the BSA. When speaking with participant staff members, 34 per cent of current and former staff disagreed or strongly disagreed that the BSA is taking enough action to address harassment and bullying. For students, participants shared that often it was the quality of work or the fear of failure that was used to both gaslight and bully them by tutors. Students reported being told by staff members that they were failing their course, only to be later told that it was “*a game*” to shows how staff would cause students to doubt their own skills and would unfairly influence their academic confidence. Behaviours and actions such as these by tutors, who by the very nature of their roles assume trust and hold power, have the potential to destabilise psychological safety, wellbeing and undermine confidence which should be the antithesis of the purpose of an educational institution such as the BSA. It would be remiss of us not to emphasise the depth of our concerns that tutors can and have allegedly behaved this way. This must be addressed, and appropriate action taken by both the BSA and UCL.
118. From our review of the Prevention of Bullying, Harassment and Sexual Misconduct policy we found that while it defines relevant terms like abuse of power, the definitions fail to take into account that bullying can involve a misuse or abuse of power. Power relating to both the position held in [an organisation] and the personal strength and power to coerce another person. The policy definition of “*abuse of power*” also remains limited in scope in that it fails to address the fact that abuse of power can also include taking advantage of uneven bargaining powers or withholding access, resources or opportunities. Student participants shared many concerning accounts of tutors who would ask

their students to work free of charge for them over the summer holidays or refused to engage with a student who challenged the bad practices that they were subjected to. These experiences shared by participants further compound the consideration of consent above, that in tutor and student dynamic, or in a position where there is a differential balance in power, consent is unlikely to be given freely or without influence or pressure. Additionally, with the experiences shared by participants we find that it would be impossible for the BSA to find that consent would be given freely in an environment where behaviours and conduct noted above, have been woven into the culture at the BSA and its teaching practices.

## CULTURE OF FAVOURITISM AND FEAR

119. As noted above we identified a culture of fear throughout our investigation which extended beyond ineffective processes. This theme was driven by the prominence of the BSA, the favouritism offered to some staff, the abuse of power and experiences with little consequences for those who were alleged to have acted inappropriately. Regarding the prominence of the BSA, this concern of fear stems from the BSA being one of the most revered architecture schools in the world. This stature has played a role in participants feeling as though they had to accept the treatment they endured through fear of the consequences to their careers, and that those who were favoured in such a prestigious environment were inoculated from consequence, allowing them to act as they pleased. These experiences and perceptions have silenced staff and students in raising complaints. Combined with the themes of the unit structure and ineffective processes, whilst perhaps unintentional, the poor structure and mechanisms of these aspects of the BSA were interpreted as intentional and that the culture was created and established by design. This perception further supported participant view that even if they did raise a concern or complaint, no action would be taken and positive change would not occur.

## THE OPEN SECRET ABOUT BAD ACTORS

120. Whilst not a specific theme, throughout our investigation many of the participants we spoke with often referred to there being a particular person or small group of tutors responsible for the culture at the BSA today which are summarised above in this section of the Report. We received reports of staff members spanning the last three decades, some of whom are still at the BSA, who have been identified as being responsible for some of the negative experiences of participants.
121. With regard to those perpetrating the bad conduct, it was revealed throughout the accounts from both former and current staff and students that although it is perceived to be a small group of individuals who engage in inappropriate behaviour, together, they make up enough of the BSA experience for some students and staff members it was felt to be almost impossible to escape an encounter with one of them; as one former student claimed *“A few bad apples it may well be, but you are never going to be protected from them”*.
122. Based on the reports we received, many of these individuals appear to belong to the same ‘preferred’ group or have been at the BSA for a sufficient period of time that they are afforded a level of protection and favouritism by leadership as a result of their BSA standing. The consistency with which the participants named the small group of staff members was alarming and gave us real cause for concern. Even though investigations should be conducted to address certain specific allegations made by participants, the similarity which participants recalled past experiences with the same named individuals, suggests that much of what has been shared with us, most likely has occurred. Nevertheless, these allegations should be investigated fully by UCL.
123. UCL should follow best practice and process regarding such discreet investigations, and we have noted our suggestions in how this is addressed in the Recommendations section of this Report. That said, these experiences combined with the other themes identified, highlight several toxic and unsafe practices at the BSA which have for a long time, silenced people. In any organisation, leadership sets the tone for ensuring the safety and wellbeing of staff and students. When management know that certain behaviours will not be accepted from senior leadership they are less likely to perpetuate bad behaviours and where this does happen, more often than not, other staff members feel sufficiently empowered to call out such behaviour.
124. The evidence collated throughout this investigation suggests that this seldom occurs at the BSA. These experiences and perceptions are understandable and come as no surprise to us, particularly if the few occasions where concerns have been formalised internally at the BSA have yielded little action or consequence for those who are alleged to have acted inappropriately.

## WELLBEING AND PSYCHOLOGICAL SAFETY

125. Throughout our investigation we have had an increasing level of concern for the wellbeing of participants. We received reports from former and current students who appear to still struggle with mental ill health which they allege is as a result of their time at the BSA. Some participants shared that the consequences of their experiences have prevented them from obtaining a role in the industry or participants feeling as those they could no longer remain the industry as a result of the trauma they have experienced. This was a consistent theme from former student and staff participants spanning the last three decades of the BSA. These experiences were attributed to systems, practices, processes and behaviours by staff at the BSA, similar to those highlighted by current staff and students.



126. Although in recent years the BSA has made a concerted effort to recognise the importance of wellbeing for its staff and students, this has come too late and at the detriment of staff and students who came before this time of change. Additionally with the experiences of current staff and students being echoed by those of the past, it suggests that the support systems require an urgent review and assessment as to their current effectiveness. This assessment should robustly consider the experiences shared by participants, the culture of the BSA as is experienced by staff and students, and the socio-cultural issues which are experienced by staff and students and can impact culture and their experiences at the BSA. For example, we found that participants perceive the BSA's response to the recent moment of societal unrest such as the murder of George Floyd, Sarah Everard, Sabina Ness and Ashling Murphy as *"placating"*, *"a lot of platitudeness"* and *"tokenistic"* conduct on the part of leadership.

127. The BSA is at a critical juncture in its tenure as a revered institution and immediate action must be taken to address the themes identified on all fronts, including addressing the bad actors and open secrets referred to in the Report. Without this action, students and staff will continue to experience the culture at the BSA in the manner in which many participants have described over the last three decades of teaching. We recognise that the detail included in this Report and the quoted commentary within illustrating such experiences may be hard to read. Whilst this may be the case, it is much harder for those who had to endure such experiences and their impact thereafter. We strongly recommend that only robust action and change must occur at the BSA, following the findings of this Report.

# SECTION G

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## RECOMMENDATIONS



## RECOMMENDATIONS

128. Noting our findings throughout this investigation we have set out below a series of recommendations for the BSA, which provides a foundational structure on which to build a safer, supportive and more positive culture for students and staff. Where relevant and helpful we have provided an order in which such recommendations should be developed and implemented, together with guidance regarding communications to ensure the development of a culture of trust that is needed at the BSA amongst its students and staff, current and former.

## INVESTIGATION INTO CERTAIN ALLEGATIONS

129. Whilst our investigation and engagement with participants was undertaken on the commitment, insofar as possible, of anonymity, we strongly recommend that further investigation is undertaken into certain, serious allegations made by some participants with appropriate disciplinary sanctions considered and assessed where appropriate. To do this, we shall contact such participants and enquire about their willingness to formally make their complaints to UCL. This would then permit UCL to engage with the complainant regarding their experiences, to fully investigate those concerns, and allow the individuals accused, an opportunity to respond. Based on the severity of certain allegations that have been raised during our investigation and that some may connect or relate to wider processes and procedures at the BSA or UCL as applicable, we further recommend that these investigations are undertaken by an independent investigator with experience in people, cultural and wellbeing related investigations.

## STRUCTURES

130. **Unit Structure:** With respect to the unit structure, we recommend that the BSA review and formalise the unit selection process. This should include removing or at a minimum, reassessing the current interview and selection process in line with the feedback provided from both staff and students that this process can cause unnecessary stress to experience at the BSA, that decisions are felt to be not based on talent and capability, but bias, and can contribute the culture of favouritism.
131. Should the BSA decide to maintain an interview process in place for the allocation of units, we recommend that the BSA also:
  - (i) ensure that students are well informed about the interview process prior to commencing their studies at the BSA;
  - (ii) support students in preparing for the unit interviews inclusive of guidance and interview practice opportunities;
  - (iii) train staff regarding interviewing, selection and anti-bias practices to be better prepared for the process; and
  - (iv) introduce a panel style approach to interviews and decision making so that appropriate challenge can be made regarding decisions for selection to further reduce and mitigate bias and provide staff an opportunity to speak up for the betterment of the BSA, staff and students alike.
132. Regarding the unit structure and teaching mechanism, we further recommend creating and enforcing a more standardised approach to outcomes for the units. We understand that tutors and students need some flexibility to allow their projects to reflect their research, creative and study interests, however, we recommend implementing clear compulsory, enforceable rules supported by guidelines to reduce the varying degrees of assessing students, use and practice of Crits and overall development of students. This approach should also support the BSA mitigating the perception and commentary provided by staff and students that certain tutors abuse unit structures and to ensure that students do not work for tutors for free on non-BSA endorsed related projects.
133. This recommendation also includes guidance and an improved structure regarding the grading of students such as that in each academic year, there are set objective grading elements that are consistent across every unit to ensure a more fair and independent grading process. We understand the need for the units to maintain some independence and distinction, however this standardisation could ensure some consistency in grading or at least support the assertion from certain leadership that grading is consistent, despite commentary from participants (both students and staff) during this investigation.
134. If the BSA hold a strong view that this structure is already in place, then we alternatively recommend that the BSA assess the effectiveness and the level of awareness and understanding among staff and students regarding that structure, as this was consistently referred to as a gap and area of concern for participants during the investigation.
135. **Tutor Hiring Structure:** We recognise and understand the benefit of former students becoming tutors at the BSA. However, the commentary shared by participants is that this cyclical nature at the BSA maintains and perpetuates unhealthy and problematic aspects of the culture at the BSA. This approach also does very little to drive greater equality and equity at the BSA, including a diverse representation of students and staff alike. Therefore, we recommend that the BSA review its hiring and promotion practices for full and part time staff, ensuring that processes are reviewed to mitigate bias and promote greater equity, equality, and inclusion.
136. This includes ensuring that there is diverse representation within candidate pools as well as setting targets or goals to work towards, regarding staff and student representation. We recognise that the industry statistics regarding diversity may well be perceived by the BSA as a limitation or challenge to improving diversity. That said, we advise that this recommendation is implemented and developed over time rather than a suggesting a recommendation that can be implemented and fully achieved immediately.

137. **Crit Structure:** Similar to the recommendations regarding the unit structure, we recommend that the BSA implement enhanced and clear rules and guidelines regarding how Crits are conducted, how work is assessed during a Crit, and that leadership or UCL, as appropriate, monitor the compliance of rules and guidelines with mechanisms for regular feedback and insights gained from those participating in Crits (including students, guest critics and staff). Such rules and guidelines should also include that:
- (i) guest critics are guided and adhere to the same rules and guidelines as staff regarding Crits and are trained on the approach;
  - (ii) staff are trained on the Crit structure including how feedback should and should not be given, how to speak up and challenge when they witness or hear guidance that has not been followed or a critic has spoken inappropriately during a Crit;
  - (iii) students are trained and prepared for Crits including how to receive and respond to challenge and strong feedback, and the Crit criterion that will be applied when considering their work; and
  - (iv) that feedback is routinely given to critics, regarding their contribution to a Crit in a timely and productive manner, and any feedback and insights gained are reflected on and consideration whether further changes should be made to the Crit structure.



## PROCESSES

138. **Complaints:** We recommend a review of the current complaints policy and procedure to ensure it meets best practices and ensure a stronger integration, where possible, of UCL processes at the BSA to ensure a level of independence which should assist with improving trust in the process. In addition, we recommend that a member of staff from UCL's support services increase presence and visibility within the BSA building to enable students and staff to become familiar with and access available support services in a safe and confidential manner. In doing so, we advise that this recommendation is tested for a period of two to three months and then reviewed in order to assess the experience of users and whether there has been a positive shift in attitude regarding the desire and trust to access the relevant support services.
139. We understand that it is the BSA's desire to have a stronger integration with UCL as noted above. We therefore recommend that the BSA adopts and actively promote UCL's complaints policies and procedures and ensure that the policies relied upon align with EDI strategy, enabling the BSA and UCL to adapt the strategy where possible depending on the nature of complaints made.
140. We recommend engaging a process wherein complainants can be updated at regular intervals on the status of their complaint or, at a minimum, can receive an acknowledgement that their complaint has been received. This will involve a review of the complaints procedure and those involved in it to ensure it is effectual in investigating matters promptly and thoroughly. We received many reports of complaints that were escalated and left without resolution or conclusion nor was there any evidence or commentary shared by participants regarding the use or awareness of the appeal process. We recommend updating the procedure to ensure it operates as the updated policy will dictate with regular reviews, and both staff and students are well informed of their right to file a complaint and the process.
141. Due to the nature of some complaints and the concerns from some participants relating to the independence of those who handle complaints, the BSA together with UCL, should reassess the persons responsible for investigating certain complaints and the threshold at which some complaints ought to be referred to an entirely independent party outside of the BSA and UCL where appropriate.
142. **Policies and Procedures:** Update policies and procedures for legal compliance, best practice, clarity, and alignment with the values. Whilst we understand that these updates will not be directly undertaken by the BSA, we recommend that academic and non-academic staff are properly communicated to and trained on existing policies and procedures to raise awareness of them and the services that are available. We recommend that communications to staff should focus on addressing specifically matters of harassment, sexual misconduct, microaggressions, bias and tokenism, anti-bias and other intersectional areas of focus and complaints, to ensure that behaviours and languages used throughout the BSA do not trigger any further unintended consequences that may cause to create deeper tensions or experiences had at the BSA.
143. Updates in policies and procedures should clarify and communicate clearly and often, new processes such as informal complaints processes, formal complaints processes, support services, and consultation processes and a clear understanding of the impact of non-compliance of the new policies and procedures.

## SUPPORT

144. We found that the support services offered at UCL were described by participants as not being tailored to suit the specific needs of students and staff at the BSA or the specific demands on the BSA students. We recommend, that those specific needs are explored, and a tailoring exercise is undertaken for the services available to BSA staff and students.



145. We further recommend the implementation of long-term counselling and support options, but most importantly, we recommend updating UCL's websites and information to clearly publicise the available support services and crisis support services, such as Care First to ensure that students have access to some form of help, regardless of the time of day.
146. Once the tailoring exercise has been completed, we strongly recommend that the services available are regularly communicated to staff and students and where such services are located.
147. We likewise recommend that the BSA take more advantage of the programmes and curriculum made available by UCL, such as the Race and Space Curriculum, and advertise and make these programmes more well known to BSA students. These types of initiatives help students feel a sense of belonging and reflects BSA's commitment to making students feel welcomed and supported.
150. We further recommend EDI (as defined by UCL) training that is compulsory for all staff members, regardless of employment status and goes beyond the training that is currently being provided to staff on a voluntary basis. Specific crisis handling training should be provided to any members of staff at the BSA who may be privy to or have to handle serious complex and sensitive issues such as sexual harassment so that the situation can be dealt with appropriately and proportionately.
151. In tandem with this, we recommend that leadership at BSA take ownership of their EDI responsibilities (strategy and deployment of training) and sets the tone for staff members to take seriously their responsibility to attend support the development of EDI at the BSA, including through training and engage the training in their areas thereafter.
152. With specific reference to training, this would provide leadership the chance to be able to spot issues that are arising within the BSA and within wider society that may impact both students and staff alike, in the form of workshops, addressing the challenges that leadership may have in staying engaged and up to date on matters of EDI, and the logistics and support they may need in implementing these changes.

## TRAINING

148. We recommend training and support to all levels of staff who are responsible for or have direct supervision of or interaction with students. This should be coupled with staff only training to provide understanding and support of the behaviours expected in the workplace. Training should be ongoing alongside other recommendations and should leverage the lessons learned from this investigation. In our experience, tailoring that training specifically to staff, managers, leaders and HR will better support those groups in their roles, leading to a better experience of culture at the BSA.
149. Training sessions should also be mandatory for all staff, regardless of employment status. Even though staff are busy, mandatory training will ensure that everyone has at least the same base knowledge of them. It also signals to staff that the BSA is taking the learning and insights from this investigation seriously and sets the standards and expectations that all employees have a basic understanding of the issues and how they impact students.

## DEI STRATEGY

153. The first step is to design a new three-to-five-year DEI strategy, with a full understanding of where the BSA is now and where it wants to get to in the future. Deciding on the commitments to different aspects of DEI at the outset, providing a clear structure on how this will be achieved. The duration allows the BSA to fully embed and commit to the changes it wishes to make to the current practices and ensure compliance throughout the faculties. We also recommend that the BSA clearly communicate the DEI strategy to all part-time and full-time (academic and non-academic) staff with expected behaviours, commitments and compliance required from the staff.

# SECTION H

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THEMES

## THEME ONE:

### SYSTEMIC & STRUCTURAL CONCERNS

*"What I experienced was a pervasive culture of psychological games. It comes from the top down, in terms of work ethic, and it becomes embedded."*

*"It's such a waste of resources, has potential to be great but the culture is limiting so much, so happy that something could change"*

154. Throughout our investigation we were presented with consistent and corroborating commentary from participants describing structures that they felt had promoted and sustained a toxic working and educational environment which in part, has resulted in the need for this environmental investigation. These structures have over time become systemic and embedded within the BSA and the impact of these structures were felt by both current and former staff and students alike. The structures described below are those that have been identified by participants as contributing to their low resiliency and experiences which left both students and staff feeling stripped of power.

### STUDIO STRUCTURE

155. The BSA curriculum, in particular the accredited programmes are *"organised around 'units'"* or studios. Each of these units at the BSA has their own approach to research and practice methods as well as their *"own distinctive position on the discipline and subject of architecture that evolves through a new theme each year."* The units were established in the early 1990s intended to provide students and staff with the *"freedom to explore diverse approaches relevant to their mutual research interests."* Per the curriculum description on its website, the BSA *"units have become a defining feature of these programmes"* and *"act as incubators for progressive agendas beyond the institution."*

156. According to the BSc Architecture Year 1 handbook (ARB/RIBA Part 1) 2018-19, *"the design work is the main focus of activity"* throughout the three years of BSc Architecture, the first of which students are taught in a year-wide group, while in BSc Years 2 and 3 *"students are given a choice of design units."* During these units, students create design projects which should *"not [be] seen as isolated exercises"* within the curriculum but as *"something which is integrated into other intellectual and professional activities in a holistic manner."* The programme is designed so that the level of integration increases throughout the three years, with the end goal that the design units *"extend to all other areas of the syllabus."* Generally, units hold between 12-20 students and are often led by two design tutors who teach and guide the students to complete their design projects. One former student described the unit structure as *"the base of the other two power systems"* and described concerns that the *"different units can be pursuing wildly different outcomes"* based on who the tutors are.

157. Although described above by the BSA's literature as a *"choice,"* the selection process to place students into the units is not expressly defined by any procedure or documentation that was provided as part of this investigation and was described by one current staff member as a *"horrible process."* Based on the accounts of those we spoke to, the unit selection process involves the students being briefed on the various design units and the respective design tutors and then selecting their top choices of units. Culturally, some units have well-established reputations based on anecdotes about design tutors' intense treatment of students. Some students view these units as a challenge and they *"act as adrenaline for the students and they get a buzz out of working so hard"* and will select that unit as a top choice on that basis, whereas others choose to avoid them. However, these choices could ultimately be moot as students have to be interviewed and then selected by their first-choice

unit design tutors. If not selected, they undergo this interview process every day for three to four days with their remaining choices until selected or eventually placed into one of the units that have remaining slots on the last day. One former student summarised this process and shared that *“on the start of the program you do another round of interviews where you interview for your design studio. The system goes live at 9, [and if chosen by tutors], they give you an interview.”*

158. The former student recalled that *“the process was stressful for everyone involved”* and that *“some friends interviewed at four different design studios because they didn’t get into the first or the second.”* The participant ended by stating there was a real fear amongst students that *“they were going to end up in a bad unit.”* A current staff member opined that the *“competition is unnecessary”* and that *“as an educator, you should be happy to have your students, regardless of their skill level.”* They described the interviews as *“hard and intense”* and that if you’re not selected, *“the effect of this mentally on the student is that you’ve been rejected.”* The staff member compared this *“dreadful mechanism”* to their knowledge of other universities’ studio units remarking, the tutors *“get allocated students and that’s it”* referring to other universities not initiating an interview process where they have unit structures. Additionally, many students reported having no knowledge of the unit interview process prior to accepting admission at the BSA. This was corroborated by a current staff member who reported that *“students are not aware of their second or third or fourth interviews at all,”* and a former student who shared *“you don’t really know what’s coming when you apply.”*
159. Regarding the process and once a student is assigned to a unit, a former staff member expressed that the *“studio process is seen as this process of attrition [to] weed out those who can’t hack it”* and the determination of who *“can make it”* is based on *“factors that aren’t related to their design ability.”* Additionally, the experiences of students within the unit structures once assigned, also indicate structural practices that do not support equitable opportunities for development. For example, a current student shared a similar account that they felt it was *“obvious certain students were being favoured”* and that it was usually those *“not from a working-class background, and likely from South England.”* This student participant had seen *“students praised over [wearing] designer clothing”* leaving them to feel that a perceived class status held more weight in the success of being assigned a unit of their choice, than capability.
160. Additionally, we identified concerns shared by participants about the structure of the tutorial style studios, which is used as part of the academic framework for both the BSc and Master's programmes of architecture. One staff member shared that *“some unit masters have different teaching techniques and make different demands than others, [and they are the most] closely involved with student teaching and examination.”*



161. Further examples and comments shared by participants include:

*“Studio teaching is at the heart of the [BSA] and architecture schools around the world. It clearly works in shaping a particular type of architect. It also has some inherent flaws. The first is the power of the tutor. This opens the risk of sexist and racist behaviour by creepy or misguided individuals as reported in the Guardian. It is possible to deal with this on case-by-case basis, but it will be a game of anti-harassment whack-a-mole, as long as the tutors reflect the profession they are training students to enter.” – Former Staff*

*“The long working hours and intense scrutiny of the studio is seen as preparation for architectural practice. In turn this links to the wider problems of inequality and dysfunction in the profession. It may be beyond the scope of UCL to directly change this, but as a world leading architecture school it is important that the Bartlett steps up. Not only is it urgent to address problems in house, but also to lead by example in taking bold to action address underlying causes.” – Former Staff*

*“Students commence at the Bartlett with a different starting point based on their gender. Males are automatically accepted, whereas females had to do well and prove themselves before they were valued.” – Recent Graduate*

*“The tutors had very clearly built stronger relationships with the male students. They had a very clear bias favouring the males. Of the 5 girls, 3 had a very hard time. Of the males, only 2 had a bad time, both were LGBTQ. At the end of the year summer show the bias was made very clear. All the students that the tutors favoured had 1 whole A3 board to themselves with space for their models too, whereas the 5 students who had not been favoured were all lumped together on 1 board with just an A5 presentation space per student. I pulled my work out of the show when I saw this because it felt like the tutors were embarrassed to show my work. These shows are very important for our onwards careers.” – Recent Graduate*

*“Tutors displayed a strong bias in favour of male students who they would treat with a laddish, friendly attitude, and never attack or criticise strongly – them or their work.” – Former Student (2000)*

*“The idea of studio tutorial is amazing, but if you lose that connection with [that] tutor it can become intimidating to have to engage with them.” – Former Student (2020)*

*“[What was most valued was] our ability to meet your tutor’s artistic tasks and demands, was about recreating their style and furthering their visual culture, those who would excel at that would be lauded and presented as the model to recreate.” – Former Student (2007)*

*“The tutor also sets the culture of the studio. Working intensely in a small group on a shared purpose can be exhilarating if you feel part of that group. It can be extremely isolating if not. If the tutor and most of the students are from the same taken-for-granted, privileged background and share the same cultural capital that is tested for in the admissions process, then those few BAME and working-class students who make it through are likely to feel isolated and unsupported, even in the absence of overt discrimination. The focus on the studio and the extreme working hours means that students have limited opportunity to make connections and build support networks across the school, faculty and university. This is before consideration of outside commitments to work or family that are disproportionately experienced by BAME and working-class students, creating additional pressures on them as they try to fit in and keep up.” – Former Staff*

162. Whilst the unit structure was intended to progress the architecture industry and provide students and staff with an opportunity to explore their interests within their chosen fields, in reality, staff and student participants felt that it created siloes within the design course that rested on, in some cases, the creative ambitions of certain tutors who also had full time careers in the industry and exacerbated the pressure they both felt to perform. This feeling of pressure was underpinned by the unit structure and overlaid by the culture of competition encouraged at the BSA by staff and students alike and embedded in their practices (as described further below). Additionally, participants shared views which suggested that the siloed approach meant that there became an imbalance of opportunity and learning, and access, depending on the unit a student was assigned to.
163. This is particularly emphasised when considering the interview process for a unit after successfully gaining admission to the BSA. Our investigation found very little documentation to support the interview process, or any considerations regarding how potential pitfalls of such processes could be addressed to mitigate bias and to ensure that decision making as to the allocation of the unit is fair. Based on commentary and insights shared by participants, there appears to have been little support provided to students to mentally prepare for what has been described as a rigorous and challenging interview process which can last up to four days. As noted by some of the participant responses, this experience was a stressor for many and based on our assessment, established the culture at the BSA, from an early point of a student's educational development.
164. Per the Bartlett Tutor Manual (2018 –2019), “*Tutor*” is defined as “*a generic term used to denote anyone who delivers teaching and/or supervision to students.*” Throughout our investigation participants would use the term “*tutor*” to refer to many roles including: design tutor, module tutor, Faculty Tutor, Departmental Tutor, and personal tutor amongst others. The use of this term to encompass such a large group of individuals with varying degrees of responsibilities and duties can lead to confusion, as was expressed by some of the participants, particularly on the basis of them not always knowing which tutor they should speak to in all circumstances.
165. Structurally, in combination with assessing the responses from participants, the range of tutors at the BSA assigned to roles with responsibilities for different purposes can lead to a lack of support for students or concerns that are raised, being missed or unaddressed. For example, both student and staff participants commented that they were not always able to distinguish between the varying roles and responsibilities of the staff and tutors they encountered.
166. Participants also described many design tutors as “*highly competitive*” and that culturally, there was a hierarchy of elitism within the tutor cohort. Those that were considered the most successful were in the ‘elite’ group “*and all the rest of the tutors are in a lower order of people.*” One former student recalled that there was “*quite a lot of rivalry between the design studios... mostly from the tutors,*” whom they described as “*each having their own reputation – narcissistic, flamboyant.*” It was presented to us throughout the investigation that design tutors compete against one another and academics at other institutions at a national and global level, to win awards and professional acclaim.
167. Student and staff participants reported that in some cases, in order to win these awards, “*the students were tools to express the tutors’ artistic ambitions and interests*” and that what was most valued in a student was their “*ability to meet [their] tutors’ artistic tasks and demands and recreate their style and further their visual culture.*” As discussed in more detail below, this arrangement has served to further emphasise a culture where some students are favoured over others. One former student recalled that “*those who would excel at that would be lauded and presented as the model to recreate.*” Student participants described that the competitive drive would at times prevail over learning objectives, reporting that tutors would change students’ projects in material ways to benefit their chances

## TUTOR STRUCTURE

164. Per the Bartlett Tutor Manual (2018 –2019), “*Tutor*” is defined as “*a generic term used to denote anyone who delivers teaching and/or supervision to students.*” Throughout our investigation participants would use the term “*tutor*” to refer to many roles including: design tutor, module tutor, Faculty Tutor, Departmental Tutor, and personal tutor amongst others. The use of this term to encompass such a large group of individuals with



at winning awards, including one staff participant who shared that a design tutor altered a student's design project after final submission but before going to the external examiners. Another staff participant recalled design tutors *"sometimes telling students to fail modules so they can focus more on their design work"* offering that this method of *"competing dissertation with design work was very stressful for students."*

168. One senior member of staff who was mentioned over eight times during this investigation by both former and current staff and student participants for their behaviour towards students on their course, has also been alleged to have deceived students about their academic progress and encouraged students to leave their respective courses. During our investigation we received a number of similar and identical accounts of their experiences with this senior member of staff. One student participant recalled being told *"[they] had barely passed at the end of [their] fourth year and that [the student] should quit and take a year off"*. This same staff member was reported to us in three separate former student interviews who attended the BSA, that this senior tutor, would regularly engage in this *"recurring 'joke' in Crits when they were going badly."* For example, a recent graduate participant shared that *"[the senior member of staff] would ask the student, 'did I interview you?' and when the student would say 'no,' he would then say 'good, because if I'd accepted you, it would have been a mistake."* The participant shared that *"this had been normalised as something witty"*.
169. Participants shared a strong belief that the demeaning behaviour is accepted conduct and communication at the BSA, that it has gone unchecked and is condoned. By way of illustration regarding this belief, a student participant who graduated within the last four years described that *"the school normalised this member of staff's erratic moods and behaviour regardless of the negative impact that it had on students. There were times other staff members would call him out in Crits in front of students when he was mistreating students, but little came of those instances."* This senior member of staff's

Crits were described as regularly *"horrid"* and a current staff member shared that *"[this senior staff member] developed such a reputation of being horrible that within the last two years, a student videoed one of [their] Crits and sent it to Report and Support. To the student's dismay, they never heard back."*

170. The particular pattern of behaviour of this senior staff member deceiving students about their academic progress and encouraging them to leave the course was corroborated by three other former students, two of whom had nearly identical experiences and by two current staff members who represented they were aware that the staff member would say or do what was needed to get a student off their course. The commentary shared by participants supports the theme *Systemic and Structural Concerns*, in particular that the unit structure and power that tutors hold, encourages and promotes competition and gives tutors the stamp of approval to pursue excellence at all costs. This behaviour is also consistent with the *Culture of Fear* theme, whereby tutors have been known to use failure as an incentive to increase competition between students.
171. Participants also shared that the competition manifests amongst staff as well to maintain their courses and ultimately, their jobs. One current staff member described that the tutors are invested in choosing high performing students because *"if your projects aren't good enough, you lose your classes and you do not teach that class next year, so it's a constant competition between tutors to keep their classes."* The staff member went on to explain that if a tutor loses their unit, they do not replace them and *"the excess students are allocated to the remaining classes,"* she added to exemplify the intensity of the competition that, *"if you get cut off from giving classes you don't come back to the [BSA]."* They explained further that the staff members are *"well aware"* of the competition and will make efforts to undermine their colleagues to improve their own positions, giving an example of another colleague who *"took advantage of their powers," "sprang arbitrary deadlines on [them]"* and reported to leadership *"that [they were not] doing*

*a good job,” despite the colleague knowing they had recently recovered from a period of ill health and recovery.*

172. We understand from speaking with participants that the competition described is also bred out of what one former student described as *“the school’s overall ambition for the tutors to win awards”*. A former staff member described this culture as *“tribal”* but that it *“can be a strength,”* adding that *“it entirely depends on the tutors employed at the behest of the academic lead.”* This is explored further in *Culture of Favouritism*.
173. In addition to learning about the competitive culture amongst tutors, our investigation found that the majority of unit tutors are part-time employees or contractors of the university. This structure has been noted by participants as one of the main concerns within the unit teaching structure due to the fact that part time employees or contractors are not obligated to undertake the same training as full- time staff and suggested that they may fall out of the purview of the same standards expected of those in full time employment.
174. Several current and former staff participants corroborated this statement whereby, one staff member shared that *“there is no supervision of tutors and no training.”* However, some of the participants we spoke to suggested that the part-time contractor-training loophole was addressed at a meeting relating to EDI. It is unclear the extent to which this loophole has been addressed at this stage, however we have included within our recommendations, steps that UCL and BSA should take to close such gaps.
175. For example, a current staff member offered that they, amongst a *“small group of tutors who want change..., were quite critical about part time tutors not being part of [the training] and not having any understanding of it.”* The staff member offered that *“it is the downfall of the school”* and that the part time tutors *“are always protected because ‘they only come in for teaching.’”* The staff member continued *“if you have a job, you must attend the [EDI] training even if it’s just part time.”* The same participant also shared that *“in*

*the past three years there have not been any tutors’ meetings”* and that even *“before, it was more of a social gathering instead of speaking about changes that needed to be made.”*

176. Another structural issue we found was how tutors are paid. One former student shared that there is still a particular focus on underpayment at the BSA and that *“in order to teach at the [BSA] you need another form of income support.”* The former student went on to explain that this usually means that *“only people who can afford to be tutors come from affluent backgrounds,”* which can make them further removed from the needs of students.
177. The result of this structure is that alleged untrained, part time staff have significant influence and power over a major, integrated part of the student experience, that both full and part-time staff may act autonomously without a baseline or standards expected, which is usually taught and explained through training. This also creates a dichotomy of understanding and expectation if there are cohorts of staff that do not have the same type of training and support as full time staff. This dynamic creates an environment that is at risk for potential abuse as displayed by students’ accounts of tutors using the structure for their personal gain with little to no accountability if the tutors do not properly facilitate and manage that practice. As discussed in further detail below, students describe varying degrees of unchecked bullying, harassment, favouritism, coercion and a lack of processes for raising complaints about the structure. Additionally, the lack of transparency in advance about how the tutor structure operates and how unit selection is done was stated by one former student: *“It’s a kind of Stockholm Syndrome.”*

## CRIT STRUCTURE

178. Like the studio structure, Crits have been described as an integral aspect of architecture education, intended as opportunities throughout the year for students to present and showcase their work to external guest critics selected by their design tutors with the purpose that they provide constructive feedback to help the students



practice and develop their skills. The Crits involve students having their designs scrutinised in the same manner to be expected in their professional careers and as one current member of staff states *“should be used for encouraging students and encouraging speaking up and presenting their work”*. Intrinsically Crits are felt by participants to be an invaluable part of learning for some students, so long as they are delivered with consideration and with their primary purpose. The Tutor Manual 2018-2019, states that Bartlett tutors *“try to be inventive, inclusive and respectful in the way [they] hold discussions of student work. Crits can be very stressful for students when they need not be.”* Outside of the general suggestion that tutors are expected to be respectful, inclusive and the acknowledgement that they can be stressful for students, we were not made aware of any additional rules or guidelines for tutors and guests conducting the Crits nor were there any identifiable consequences listed for tutors and or guest critics who violate perceived rules or act inappropriately.

179. The Tutor Manual suggests that Crits are intended to be manageable and collaborative and *“offer different kinds of conversations and feedback to all participants, staff, students and guests”*, even offering that *“they are not tutorials!”* The Tutor Manual also offers some bulleted guidelines for tutors to consider when conducting Crits. These guidelines, while helpful, lack clear expectations or learning objectives that students can rely on nor do the guidelines address practical considerations needed for conducting a Crit such as the frequency of Crits, where they will be held, the number of guest critics in attendance, the qualifications of the guest critics, how many students in attendance, additional detail about the experience of the Crits, and any physical standards and desired equipment/materials required in any Crit location.
180. Further, the experiences of the staff and student participants suggest that the current guidelines, albeit limited in detail and scope, are not followed by some design tutors which has led to issues and experiences of bias and inappropriate conduct towards students. For example, one former student shared that her tutors refused to

hold her Crit because her *“eyebrows were too arched”* and the tutors stated she *“didn’t seem humble and soft enough”* and appeared to be *“scowling.”* Participants indicated that receiving inappropriate comments in such a public sphere impacted their confidence and wellbeing. A former student recalled being mocked about how they presented during a Crit because they did not have English as their first language and noted *“from that moment until now I have problems speaking publicly because I fear this accident will happen again.”*

181. Regarding the inconsistency of Crits, one student recalled that their unit *“had Crits every six weeks”* and that *“75 percent of the time there would be crying at some point over the day”* in contrast with another student who recalled that that Crits would come up organically throughout their unit, based on project progression and a collective agreement on getting external input. A staff member corroborated the disparity in approach, stating that they stopped Crits in their unit because they thought they were *“useless”* and that they only organised Crits *“if/when students asked about it.”*
182. In terms of the Crit environment, one staff participant explained that before the Covid-19 pandemic, *“Crits were often held in the hall or landing spaces where there are temporary teaching spaces.”* They added that Crits are *“deliberately placed there because they are so public”* and that setting can be *“very intimidating”* to students. Adding to the environment, one current staff member shared that it can be *“wildly anxious to have up to six Crit professors in the room”* and that the *“environment is not conducive for anxious students.”* Another described that *“the presentation mode in a room where you have to pin up is quite difficult because one student may pin-up loads of things then other students may only pin 2-3 things on the wall.”* The staff member described that the optics of that immediately sets an expectation on the quantity of drawings and may leave a guest critic already asking the student, *“why didn’t you manage to do more?”* irrespective of the quality of the drawings. This staff member added that *“COVID helped because going to online presenting helped this culture.”*

183. Participants confirmed one current staff member's account that the *"tutors select guest critics"* and that tutors generally *"chose from their network."* Another shared that *"a Crit is always a stressful experience."* From a tutors' perspective, they offered that *"you must organise external people and people don't turn up because they aren't paid or only paid with free lunch."* The staff member added that *"you have to find someone else if they don't come in"* and that it *"is quite frustrating because we think 'why [do] I go through this if the students hate it.'"* Another current staff member expressed that *"where [the guest critic selection process] falls down is through poor organisation. Everything is last minute and you may end up with a guest who is not the right person for the particular Crit."*
184. Another staff member opined that for students, it's *"not clear who the guest critic is going to be,"* that *"it could be a teacher from another department"* or an *"outsider"* brought in from the profession. One current staff member described that they are reminded by colleagues *"to be careful about how [they] phrase things"* to make sure the commentary is *"not about the student"* but about the *"work not representing the student's skill."* The staff participant offered that those efforts are *"good"* but ultimately, *"in the moment in the Crits or reviews, people forget"* or they visibly *"aren't paying attention sometimes"* and others *"make jokes to lighten the mood especially in front of other peers."* The staff member opined that *"you can't tell tutors to mind their business during these Crits"* while another added that those tutors engage that type of conduct *"to boost their own egos and build rapport with well-known architects."*
185. From another staff member's perspective on selecting a guest critic, there is *"a lot of emphasis on the reputation of the person giving the Crit, rather than their ability to provide a good Crit."* The informal guideline-procedure of allowing tutors to select guest critics from a range of backgrounds and qualifications while it purports to incorporate diversity into the perspectives of the external guest critics appears to have to opposite effect as participants commented that tutors appear to select critics without a lens of diversity.
186. For example, one staff member described concerns regarding the *"lack of diversity in terms of demographic"* amongst the guest critics chosen while another shared that they had *"never seen a Crit panel with an all-female majority"* and that usually, it is *"all white males."* Further, it is understood that tutors reply upon their network, therefore limiting any formal consistency or process in the selection of critics, such as on the basis of teaching qualifications, training in the field or in mental health first aid or psychological safety, or character assessment in order to allow them to have direct contact with the BSA students. On this point, one current staff member shared that the *"professionals brought in by tutors are not teachers,"* and another current staff member added *"no one is trained. No one knows if there is a language barrier or other considerations."* Having such structures in place would ensure a strong and consistent calibre of critics supported by a constructive and structured process for providing feedback and development to students.
187. While some staff and student participants agreed with one staff member's idea that the Crit structure is *"outdated"* and an *"ego centric type of way of doing things,"* one current staff member *"believes there is genuine intention to make Crits more positive at the school,"* agreeing still with another staff member who believes *"an examination of the structural methods of how the Crit works is needed."*
188. The inconsistent approach to Crits and structure of learning risks creating a disparity of learning and development which is particularly concerning if marking and final grading has more rigor due to requirements of the applicable examination board. This approach also culturally creates a hierarchy of learning, emphasising the weight of future success and depth of development being placed on the tutor and their approach to the unit.

## THEME TWO:

### INEFFECTIVE PROCESSES

*"There was no clear formal procedure, it was just kind of arbitrary."*

*"Complaining about the culture felt impossible"*

189. The BSA uses UCL processes and procedures for complaint handling. We reviewed the policy documents which detail the process for how staff and students may make complaints, the formats available to them when making a complaint and the mechanisms for support that are available.
190. The UCL support services (commonly known as Student Support and Wellbeing) are available for students who are experiencing challenging or difficult times such as the Student Psychological and Counselling Services which is intended to be applicable to all students at UCL irrespective of their individual school. Per the UCL website on Student Psychological and Counselling Services, it is *"intended to provide free short-term counselling, single session therapy, psychiatric support and group workshops to help you manage a range of personal, emotional and psychological concerns."* However, from the participants we spoke with who had expressed having suffered with mental ill health at the BSA, this service was offered but under-used for generally two reasons, the first being the perceived distance between UCL and BSA. A former student shared that *"they had no reason to go to [the main campus] for anything else, so it felt out of place"* to go for counselling service. Another participant shared that they *"were told the service existed, but not where to go"* and that they were *"only ever in the BSA buildings."*
191. It is understood that another reason the services were under-used was due to the fear of confidential details being shared about those who use the service. The website states the service is *"unable to provide support for long-term conditions or in the event of a crisis situation"* and students *"will only be able to access the service once in an academic year."* We spoke to one former student who alleged that they had been sexually assaulted by another student. This student shared that they *"didn't know who to speak to"* immediately after it happened, and *"didn't trust that the school leadership would deal with the matter professionally or confidentially."*
192. Another student participant stated that *"people at the Bartlett said that that they knew each other very well [so] I felt like [I] couldn't speak to get the support."* When students are registered for the services, the website states that the *"waiting time for an initial appointment after registering is two to three weeks."* We found, based on student accounts, that these services felt inadequate to service the needs of the BSA students who shared with us their need for support. When experiencing potential mental ill health or events which require the need for urgent or prompt support, the current service, based on participant remarks, is not adequate or fit for purpose. These barriers, such as the perceived distance, the confidentiality concerns and the lack of availability of appointments and long-term services, render obtaining support even more difficult for a student to seek the help they need.
193. According to the university's website on the service, UCL offers Employee Support First from Care First to staff members and students, which is a *"free and confidential, Employee Assistance Programme (EAP) from Care First, an independent provider of employee support services."* As part of this service, staff members can, *"speak to a professional counsellor or information specialist in confidence"* and this service is available *"24 hours a day, 7 days a week, 365 days a year and is accessible by phone or online."* The Care First also offers staff members with a Practical Advice service *"team of Citizens Advice Bureau trained"*

*professionals who can provide independent advice and information about the practical issues linked with concerns inside and outside the workplace.”* When asked about support services offered to them, we did not have any staff participants mention the services without prompt. This is either indicative of a lack of demand for the services or a lack of awareness amongst staff. Given the staff participants we have spoken to, it is likely the latter illustrated by one current staff member who when asked if they had access to any sick, wellbeing or complaints policies within the university they responded, *“no not at all”*.

194. Additionally, participants commented on the lack of visible complaint processes available to staff and students at the BSA. UCL provides the Report and Support reporting service which allows staff and students to report incidents and complaints anonymously, or on the record. According to the Report and Support Duty Care Guidance, once a complaint is received through the system, *“UCL will ordinarily only carry out an investigation or make a report of the complaint to an external third party with [the complainant’s] consent.”* However, when participants have brought grievances against an individual or process, they have felt that nothing would or could be done regarding addressing their concerns. With respect to this, one current staff member shared that *“they received complaints from a student about a tutor being rude”* and when they escalated the complaint to a senior leader at the BSA, [they] responded, *“that’s the way things are, deal with it.”* When the staff member eventually went to HR with the emails to say, *“this was not acceptable and this culture of bullying is being accepted,”* they allege to being told that *“no one wants to deal with it and that [the] senior leader doesn’t have [an] obligation to do something.”* The current staff member added that they didn’t know what to do beyond that, as *“there is no protocol of who you should speak to.”* We reviewed the UCL Staff Grievance Policy and found it addressed the necessary components for complaint handling, such as describing the procedure, timescales, appeals, and ensuring *“all procedures and documents relating to a grievance should be treated confidentially.”*

However, despite this process and guidance, participants expressed a limited awareness of the processes and for those who were aware, had a low level of faith and confidence in the policy and that stakeholders would adhere to it. A former student similarly expressed that *“in order to make a complaint or raise an issue with the school you really need to “search for it” and “the policy and procedure for dealing with complaints [are] not well known to [them] or the other students.”*

195. Participants commented further about the lack of transparency and independence in the grievance process and of the individuals responsible for dealing with complaints. A participant shared that some of those responsible are *“known for being in their gang”* and having close relationships with the person(s) being complained of. The participant went further and stated that those responsible share *“[an] office with all the other tutors”* describing their behaviour as *“not the most trustworthy.”*
196. A former student also shared that they reported concerns that they were *“uncomfortable with two of the tutors”* and the leader they spoke with replied that they were *“a snitch”* and *“disgraceful [for] making a fuss”* and *“complaining about what others are ok with.”* Similarly, another student participant stated that following an alleged aggressive incident by a staff member, the student reported this to the BSA, but *“[the staff member the student spoke to] just made excuses on behalf of [the] tutor”* rather than addressing the concerns raised.
197. The question of the independence to fairly assess and address complaints was raised as a concern by participants on several occasions. The BSA’s unit structure and its culture of students returning to the BSA as tutors (as documented further in this Report below) was commented on as being one of the main reasons there is a strong belief that no one independent to turn to when issues arise.
198. This was illustrated through the experiences of one former student who shared that *“everyone knew there was nothing you could do about it,”*

that complaining would “*put [them] in bad books*” whilst another student agreed that they “*felt [they] would just burn the bridge with the tutor and whoever that tutor was involved with.*”

199. Similarly, one student reported raising a concern to their tutor who responded that they “*did not want to know*” about the student’s concerns as they were friends with the tutor being complained about. The overall allegation that staff and leadership fail to address complaints is summed up by one current staff member that shared “*a running theme throughout my... years of education is that the tutors that were taught [and now] currently teach at the BSA seemed to be the ones that projected negative behaviours and attitudes towards students, ultimately damaging the mental health and wellbeing of their students and my friends.*”
200. Additional examples include a student who shared that they made a complaint against their second-year tutors and “*escalated it up to the ombudsman, but it was thrown out at every level.*” Another shared that they wanted to make a complaint about their treatment in a Crit and went to pastoral care to be directed. The student stated they were told by a staff member, “*everyone knows that [the senior leader] is an arsehole.*”
201. Both staff and students reported to us fearing the consequences of their job or place on the course were they to challenge some of the behaviours they had witnessed and/or had first-hand experienced, often being told to “*be careful*”, making it clear to the students we spoke to that silence was preferred and “*if you don’t like it, leave.*”
202. According to Paragraph 13 (2) of the Charters and Statutes for UCL, the “*Council, on the advice of the Academic Board, and after consulting the Students’ Union, shall approve a Disciplinary Code and Disciplinary Procedure and determine procedures, including a student complaints and appeals procedure, which shall be published and made available to all Students of the College.*”
203. It is understood that a complaint that is logged with the BSA is then referred out to be assessed and handled by UCL. This means that no one at the BSA would be aware of either the nature of the complaint or how it was being processed within the BSA. Throughout our investigation we found that very few participants were able to explain the procedure of complaints handling at the BSA.
204. Staff and students have also reported instances where a grievance that they filed or that has been brought against them have returned no updates or outcome. Participants we spoke to stated they have been prevented from knowing the specifics of the grievance or how it was being handled and were only updated at the end of the complaints handling process, with no details on how the matter was investigated and how findings were reached. This led staff participants to call for “*more transparen[cy]*” and rules that “*apply across the board.*” A participant added that “*it is a problem that no one heard the outcome [relating to a grievance filed against them.]*”, the effect being that these staff members feel a sense of abandonment by their peers when they are faced with a wall of silence.
205. We are aware that up until recently (approximately 2016), the BSA did not have the role of a personal tutor and all students who attended the BSA before this date had no independent tutor to assist with pastoral care and many students we interviewed who attended the BSc programme prior to the introduction of the personal tutor role reported being negatively affected by the lack of formal care at the BSA. During this investigation we received several accounts by participants not feeling supported or heard, and in cases where they escalated through appropriate channels or found the courage to speak up, they were allegedly met with discontent, accusations, inaction and at times, hostility. In this section of the report, we received six different accounts by participants relating to the same tutor.
206. Examples include repeated failings by this tutor to adequately address the needs of those students. One student participant shared that this tutor stated when they raised concerns to them that



“if they couldn’t hack it they could leave”, and “that is just how the [programme or particular person] is” or “it used to be so much worse.” The participant felt that these remarks were described as a means to justify why students were subjected to the behaviour of a tutor. Other incidents shared by participants include one member of staff involved in pastoral care allegedly dismissing student reports. An additional example provided by a participant recalled this tutor stating to them that “[they are] not that much of a bright student anyway” implying to the student, from their perspective, that the treatment was deserved. The same student shared that their experiences with this tutor were “awful, [and] it [wa]s just a stressful environment.” This experience and others with certain tutors and faculty were described as damaging, not only to student’s self-esteem and sense of self-worth but also hampered their ability to learn. Similarly, it was also shared with us that “[students’] confidence is totally smashed into nothing at that place [the BSA], they laugh at you and it’s totally institutionalised. There is no one to go to at the school. [They][the staff members] were supposed to be [in] roles [of support] and when you went to them they expected students would just accept the tutors’ poor behaviours and [offer comments such as] ‘Oh, that’s just what they’re like, hush-hush’ or ‘if you can’t take it, you can leave.’”



207. Although the BSA has now introduced the role of a personal tutor that is overseen by the director of studies, it is understood that there is still a low rate of students that attend the services on offer by the BSA. When we asked why the rate was low, those responsible for personal tutoring believed it to be a mixture of the fact that students are still wary of the system which is “hard to get the students to engage” and the fact that “they are often very busy.”

## TRAINING PROCESSES

208. As part of the investigation process, we took steps to understand the level of support and guidance available to students and staff regarding people, practices, and culture, such as anti-bullying, anti-harassment, grievances, wellbeing and EDI training.

209. The BSA tutor manual from 2018-2019 states that “all staff should complete mandatory training and familiarise themselves with the policies on equalities, induction, and probation”. Once staff have passed their probation, the manual mentions that “[staff] are encouraged to do a minimum of three training courses annually as part of their continued professional development.” However, in practice, staff participants confirmed that they have not received such training, with one member of staff confirming that they had “never had an induction process at the BSA.”

210. We understand that recently induction training has been provided to new starters by the BSA. While training may be limited in scope and frequency, the culture at the BSA also underpins staff’s willingness to engage. For example, a current staff participant observed that even if this training is provided to staff, contracted (staff who are not under an employment contract with UCL) or part-time staff “will not engage” in any staff training at the BSA as it is understood they are not paid to attend staff training. We note that contracted staff make up 17 per cent of staff at the BSA, meaning that most staff who teach on a day-to-day basis will have no formal training which exacerbates the dichotomy of experiences we have received by participants as part of this investigation.

211. It is understood EDI training has been provided to many staff members however we have not been informed of the percentage completion rate. We have received mixed views about the EDI training available for staff. Some staff participants commented on its helpfulness to spark the beginning of a discussion on matters related to EDI. A participant shared that the sessions *“were quite transformative”* noting that *“tutors [had shared with them] that this was one of the best sessions they had [received].”* Conversely, others found the training to be limited in detail. Participants also described the training as a *“box ticking”* exercise.
212. It is understood that the EDI training is planned to be developed further, with a recent development in place with ChangeMakers (a UCL wide scheme) to *“run a project with students and staff”* partnering. The participant continued to share that the *“intention [of the training] is to leverage the staff training, the active bystander training and leverage the other staff training ‘where do you draw the line’ we have gathered these sources, we are going to work with students to write a set of workshops, student EDI assertiveness, that will hopefully be led by students. These will become part of the compulsory intro for joining. And maybe stage two, hopefully students running workshops for staff - this is very early days. This will be in place very soon.”*

## THEME THREE:

### HARASSMENT, MICROAGGRESSIONS AND SEXUAL MISCONDUCT

*"I was abused at the Bartlett School of Architecture."*

213. Throughout our investigation, we had student and staff participants share both first- and second-hand experiences of incidents involving students that may amount to harassment or sexual misconduct by a fellow student or staff member. Many of the reports of these incidents also involved a fear of reporting the incident or a lack of faith in the complaints process, despite the BSA having applicable sexual misconduct policies for both students and staff.

#### GENERAL HARASSMENT

214. It is understood that the BSA falls under the purview of UCL's Prevention of Bullying, Harassment and Sexual Misconduct Policy, which per the policy on a website page, states that the purpose of the policy is to ensure *"students, staff and the wider UCL community are protected from bullying, harassment and sexual misconduct"* and that student and staff have an *"inclusive working and learning environment."* The policy states it is applicable both off and on UCL property whether UK or abroad and online, on all UCL IT systems and applies to *"bullying, harassment and sexual misconduct that is committed or is alleged to have been committed by students, academic, research or professional services staff, UCL appointees, or third parties."*
215. The policy also states that UCL is *"committed to preventing incidents of bullying, harassment or sexual misconduct where reasonably possible"* and *"commits to make available timely support for those who have been affected by such behaviours; and to provide prompt and equitable methods of investigation and resolution to stop bullying, harassment and sexual misconduct, to remedy any harm, and to prevent its recurrence."*
216. In investigating and resolving these claims, the policy defines certain terms, such as, 'Harassment' as the *"unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. The unwanted conduct can be physical, verbal or non-verbal."*
217. Our survey found that of those that participated, 27.1 per cent of students experienced discrimination at BSA and 43.3 per cent of students know someone who experienced discrimination. One former student shared that, while displaying vulnerability during a Crit, a member of staff on the leadership team argued that *"this is what we do, we break you and build you into a Bartlett Army."* Another former student recalled, *"[the tutors] wanted us [the students] to go through what they went through."* In describing the repeated nature of the behaviour, one recent student shared that *"there is a constant questioning of why we are here, and of our presence."* The concern with this type of conduct is that over time, small microaggressive comments can ultimately develop and manifest. A recent student further revealed they are always being told by their tutors, *"this is ugly, this is horrendous"* with regard to their work, so students ultimately *"ended up in our loophole where [the students] can't improve, [they] are more demotivated and no matter what work [they] do [they] will be made fun of and humiliated on online tutorials with everyone watching."*
218. Another student alleged being told by one associate teaching professor that his *"work [was] schizophrenic or the work of a schizophrenic"*. Although we were not able to corroborate this exact account, we found the sentiment to be concerning if true. In student-facing roles, staff need to be well versed in the issues and factors that could impact a student's learning and mental health is indeed one of those factors.



219. Another example of how these behaviours manifest over time came from another former student who shared they were “*constantly having [their] work belittled no matter how many hours [they] put in and eventually became so anxious about the way [their] work would be received that [they] stopped being able to produce. This lack of work then lead to worse and worse tutorials, making [them] more anxious, and perpetuated the problem until [they] developed an anxiety disorder [they are] still being treated and medicated for today.*” As discussed in further detail above in *Ineffective Processes*, when students raised these concerns with leadership or pastoral care, they remarked often being told, “*that is just how the programme is,*” or met with further questioning about their ability to succeed, such as, “*are you sure this is the right course for you?*” or simply told to leave.
220. Participants also remarked of microaggressions they were subjected to. Microaggressions are defined at Schedule 2 of the Report. Two tutors were highlighted in particular as being microaggressive towards three former students. Examples included one former student who remarked that they were subject to “*abrasive [and] targeted*” behaviours and experienced “*possibly xenophobic treatment*” by one of the two tutors. When asked to provide an example, this participant shared that they received comments such as “*you should be grateful for what your family has immigrated to*”. A different experience involving the same tutor was also shared, in which a former student was described as “*anti-British*”, that they were “*rude, cheeky and 'had an attitude' because they were wearing a scarf with a 'traditional Arab print on it' and their friend was 'wearing a keffiyeh*”. In a separate and historic incident relating to the other of the two tutors, it is alleged that they “*held tutorials at [their] home and refused to teach [a student] and locked [that student] outside [of their] house*”. This tutor also was accused as having “*assaulted [the student] physically by pushing [them]*” and verbally, by making comments about their body, calling the student “*vain*” and “*shallow*.” Other examples of microaggressions include a student participant who shared that when they raised a concern, they were asked, “*if it was a religious issue because [staff names] are Jewish and you are Muslim?*” A member of staff also shared that they are “*treated at times as [a token]*” and that they “*have to pay the price [of] being used*” in order to also protect students and “*make sure they are taken care of.*”
221. In a separate incident, another student shared how she had been subject to microaggressive behaviour by a long-standing professor. This student participant explained how the professor “*told a male student to 'stay away from [her] because [she] is trouble' and expressed issues with students dating outside their race*”. This same student also reported how the professor “*ripped up her hand drawn drawing in a tutorial*”. A more recent graduate explained how upon returning to the BSA, the professor had “*asked [her] what [she] was doing with her life and asked if [she] had no shame returning.*”
222. Some examples shared with us throughout our investigation relate or involve protected characteristics as defined in UCL policies and the Equality Act 2010. In an anonymous report filed by an undergraduate student via Report and Support in 2021, it was alleged that one tutor was “*extremely racist*” and argued that this was evidenced in “*the way [they] treated the non-western students*” providing examples such as, “*[the treatment of] 'Afghan, Indonesian, Pakistani, [and] Thai students was honestly shocking*”. The student commented in their report further that the tutor “*loved the white students and spent an hour tutorial with them and 20 minutes with the non-white students.*”



223. This student participant also noted that in a meeting that they were unable to attend but were notified of thereafter, the tutor in question had “*shouted at the only other person of the same race and gender, mixing us [the two students] up because [the tutor] couldn’t tell us apart.*” A member of leadership that we spoke to corroborated this type of behaviour, at least in part, regarding one tutor who was described as having a “*bullying manner*” and “*can be sexist and racist*” offering the example that “*[the tutor] talks differently to our Chinese students than our European students.*” This was supported by the reports of three former students, one of whom shared that they had “*seen [this tutor] speak in a bullying manner, and that [the tutor] makes sexist and racist remarks.*” Two other participants shared that the same tutor “*forced [their] students to participate in [their] own projects and penalised them if they didn’t.*” These participants recall this tutor, stating: “*be careful, I am a top person*”. A staff participant shared that they “*have tried to tell [the tutor] about it*” because it makes others feel “*uncomfortable*” but that the tutor “*apologises and goes back to being the way [they are].*”
224. Participants recalled three microaggressive and harassment related incidents involving a different senior member of staff. Examples included a recent graduate participant that shared their

concerns about the way this senior member of staff spoke to students, in particular, Asian female students. The participant shared that “*all the Asian girls who were applying said that [this staff member] was not very nice to them.*” The participant shared further that they believe the “*rumours [about this staff member’s] attitude towards female students in Crits and interviews are true,*” that this member of staff is “*very harsh on students psychologically and more so towards females*” and that “*everyone talks about these issues.*” A second participant who was a recent 2019 graduate shared that “*over all my years at the [BSA] the worst Crit ‘attack’ I can remember from all the Crits was by [this senior member of staff], towards a female student. [This staff member] was savage and [the student] cried in front of everyone.*”

225. The participant added that they do not “*ever remember an attack as bad as that from [this senior member of staff] towards a male student,*” that “*the level to which she was criticised was unnecessary and it felt like she was being victimised.*” Another example shared by a student participant, who attended the BSA in 2019 referenced that a female student laughed nervously during her Crit presentation and this senior member of staff was “*extremely scathing*” and “*laid into her over it and would not stop.*” The behaviour, conduct and how this senior member of staff made participants feel, and the fear participants shared regarding speaking up and challenging this senior member of staff, was consistent throughout our investigation. As one current staff participant stated “*[this senior member of staff] would make sure your life was hell. [This senior member of staff] will make a formal complaint about you if you challenge [them].*”
226. We received reports from four current staff members (two of which identify as men) and five students (two current and three former students) regarding a senior member of staff and their behaviour towards women. One participant stated that this senior member of staff has “*a notorious history of not liking difficult women.*” Their behaviour was further described by participants as “*misogynistic*” and “*sexist.*” Three

of the participants recalled this senior member of staff's behaviour at a Crit in 2019 where allegedly, they would not allow female guest critics to speak, would demean female students and would *"attack them relentlessly."*

227. One former male graduate's first-hand account of a 2019 incident corroborates and supports a female student's account that she was *"targeted by [this senior member of staff] because [she] is a female."* This student recalled that *"there were very sexist undertones"* in the way this member of staff spoke to her and that she *"went into her presentation psychologically shaken."* The male graduate recalled that *"she received very negative feedback and harsh comments [from the senior member of staff]."* This participant commented that *"[the senior member of staff] was much nicer to [him]"* with no clear indication as to why. It was also reported to us by a former student that the same senior member of staff, described a young, woman's hair as *"oily and disgusting"* and their perception was that the comment was antisemitic in nature, because the woman was Jewish.

## SEXUAL MISCONDUCT

228. The Prevention of Bullying, Harassment and Sexual Misconduct Policy defines Sexual Misconduct as *"a form of harassment and [] unacceptable behaviour of a sexual nature."* The definition offers that, *"it can include: sexual harassment; sexual violence; intimate partner violence; sexual assault; grooming; coercion or bullying with sexual elements; sexual invitations and demands; sexual comments; sexual non-verbal communication; creation of atmospheres of discomfort; and promised resources or advancement in exchange for sexual access."*
229. Per the Equality Act 2010, sexual harassment is *"unwanted conduct of a sexual nature which has the purpose or effect of violating [a complainant's] dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for [the complainant]."* The UCL policy definition is consistent with the act's definition.

230. Additionally, although the UCL Prevention of Bullying, Harassment and Sexual Misconduct Policy addresses instances of sexual misconduct, the Personal Relationships Policy has some overlapping applicability. It sets out *"expectations and obligations of UCL employees and workers, honorary staff, emeritus staff and joint appointees with respect to personal relationships between students and staff and between colleagues, regardless of sexual orientation and identity."*

231. In setting these expectations, the policy considers some definitions such as, *"abuse of power"* where *"someone uses their position of power or authority in an unacceptable manner. Abuse of power can take various forms and may include, but is not limited to, grooming, manipulation, coercion, putting pressure on others to engage in conduct they do not feel comfortable with."* This differs from the definition in the Prevention of Bullying, Harassment and Sexual Misconduct Policy which adds amongst other language that the use of someone's position could also be *"abusive"* and that the *"abuse of power may also occur in the context of a close personal or intimate relationship."* Although the definitions are similar, there should be consistency amongst the policies with respect to these terms, particularly when the policies are being used in tandem and need to be understood by students and staff.

232. Per the Prevention of Bullying, Harassment and Sexual Misconduct Policy, students who feel they have experienced or witnessed sexual misconduct by another student or member of staff may make a formal report through Report and Support or contact the Student Casework Team. Members of staff who feel they have experienced or witnessed bullying, harassment or sexual misconduct have the same options or may make a formal complaint against a staff member by using the Staff Grievance Policy.

233. In contrast, the Personal Relationships Policy states that a *"student or staff member should seek advice immediately if they feel they have been subject to unprofessional or inappropriate conduct from a student or colleague, by speaking to their personal tutor or line manager, the*

*Head of Department, Faculty Dean, or their Human Resources Business Partner to ensure appropriate support is provided.” Whilst the policy provides guidance for accessing support, participants shared that their experiences were not as described. A former student participant shared that after someone attempted to sexually assault her, she brought it to a tutor who insisted that she “got the golden boys in trouble” and asked what the student’s “issue” was since she and the person she was complaining of “looked good together.” The student later took her complaint to a professor who implied that the student had encouraged the advances because of the way she dressed was “flirty.” Another student shared that “if she had a support system” after being sexually assaulted by a fellow student, “things would have been so different for her.” She added, expressing her frustration, that she “knows there are others who have had similar experiences, and thinks there needs to be a system at the [BSA] where students can have a face-to-face conversation with a trained professional.” She emphasised that there needed to be “clear routes for support so people can access them at the BSA,” not just at UCL.*

234. The personal relationships policy also defines consent as “agreeing by choice and having the freedom and capacity to make that choice. The person seeking consent should always take steps to ensure that consent is freely given, that it is informed and recognises that it can be withdrawn at any time.” The Policy further makes clear that “a person is free to make a choice if nothing negative would happen to them if they said no” and gives examples, such that a person is not free to choose if, “they are being threatened with violence, blackmail or humiliation” or “they believe that the continuation or assessment of their studies, or progression or advancement of their career, will be at risk, if they refused” or “there is a significant power imbalance and the party without power feels pressured to continue in the relationship against their will.” The policy also forbids relationships between staff and students where there is a supervisory relationship, and consent does not negate this expectation of such relationships.

235. Throughout our investigation, there were a number of remarks, both first and second-hand accounts of staff allegedly engaging in intimate relationships with students. Our survey also found that of those that participated, 34.3 per cent of current and former staff had witnessed or been made aware of other staff abusing or misusing their authority. Whilst the survey did not specifically address relationships between tutors and students, this was reflected in the experiences of two current members of staff concerning the knowledge of staff members engaging in relationships with students over their time at the BSA. One current staff participant shared that when they were interviewing with the BSA “there was a weird boys club with [this senior staff member and colleagues] who were all dating students and things”. Another separate member of staff shared that it was “common knowledge that two [more junior members of staff] had stayed out with the students and slept with one of the students”. These accounts if accurate, raise concerns of consent, as it cannot be clear whether a student considered if their studies or career would be at risk in deciding to engage in a relationship. While the reports we received did not reference students’ identities, we did get reports of certain named tutors who have allegedly been known recently to “sleep with students.” Without knowing the identities of the students and investigating the allegations fully which was outside of the scope of this environmental investigation, it cannot be determined whether these allegations are valid and, if they are, whether consent was truly given in those situations. That said, we have recommended to UCL that this allegation, along with others, are fully investigated. See the *Recommendations* section of this Report for more information.

236. We were informed of two incidents involving a senior professor. A participant informed us of an incident which we understand was formally reported, on or around June 2021. It was alleged that this professor had been “touching a student inappropriately, [which included] cutting the student’s hair, giving unsolicited negative feedback on the student’s work and taunting the student with threats of how the student will



*turn out as an architect.*” The second incident shared by a different student participant alleged that this senior professor “[told] students to burn their work” when they thought it was not up to standard and that one student’s work “look[ed] like a hamburger so maybe [they’ll] eat it.”

237. The Personal Relationships Policy makes suggestions on what staff can do in order to maintain appropriate relationships with students, and to help reduce the risk of sexual misconduct, abuse of power or conflict of interest, including how they ensure that they, “maintain an appropriate physical and emotional distance from students,” “avoid creating special friendships with students as this may be seen as grooming.” Guidance includes that tutors should “use a University email account, University telephone, University software and applications with students where possible” and “set an example by writing and communicating with students in a professional and business style.” It also provides some guidance on unacceptable behaviour towards students such as “physical touching, that could be construed as sexualised,” “paying undue special attention to a particular student which may be seen as grooming” and “accepting gifts from a student, unless it is following final assessment completion and deemed to be a minor token of thanks in accordance with the UCL gift policy.” Whilst these are only suggestions, we received reports that this guidance has not been followed in several ways. For example, one student alleged that their tutor “refused to communicate on any other platform other than Facebook Messenger.” In terms of offering special attention, one former student claimed that a peer was given an “an external collaborator” to help advise and complete her projects whereas the other members of the unit were not. Whilst if accurate, the rationale for why the tutor provided this student with additional resources is not known, decisions like those can give the perception of special treatment. With regard to tutors setting the tone of conversations and maintaining professional discussions, another incident was shared by a former student who felt that the nature and tone of a conversation a tutor was having with another student was “unprofessional” as it appeared they had a very close relationship. The student shared

that they felt so “uncomfortable that they left the room.”

238. In another incident, a former student highlighted how they had heard that a member of staff commented “more boobs less stomach” when a student presented a project during a Crit. A current student highlighted how the only women that were favoured, where the ones to be likely to be “found more attractive by members of staff.” The perceived bias towards women continues in the following experiences shared by one student who recalled how in Crit and review spaces “if you presented in a way that might be read as having a body, maybe wearing a vest top or something, that would be a reason to tear you down.” This participant continued by stating that a fellow student once shared that tutors had told her she was “deceiving” them [the tutors], and it felt that “the words they [the tutors] were using had a sexual charge”. This same student recalled being asked to accompany a female friend/student during a third-year feedback session as she was “not comfortable being with her two male tutors”. The participant was not certain if these behaviours were intentional or even known to the tutors allegedly exhibiting them. That said, these remarks do highlight the importance of awareness when it comes to conduct, language and professional boundaries.
239. Another, albeit historic incident, was reported to us by an invited guest critic from around 20 years ago who shared that when “one of the students presented their work, [a BSA tutor] loudly stated [that] ‘if you show that to the external examiners, they will f\*\*k you up the arse’”. The guest critic shared that the comment, “never left” them and made a lasting impression. It was felt by some students that they are only at the BSA to serve the purpose and needs of the tutor which is illustrated in one quote: “Once a tutor walked in and asked us why are there very few girls in your studio, and we told them we are equal in the number of boys and girls. They then said, ‘those girls [mentioning their nationality] do not appeal to me sexually’.” Another current student shared how a current lecturer “used to rank first year girls by level of hotness in the early 2000s.”

240. We have also received anonymous reports containing details of how three tutors held parties and invited students. One of the three tutors is alleged to have had drug taking at their party. Whilst some participants referred to substances allegedly taken as ‘drugs’ others referred to the consumption of “cocaine”. The concerns regarding these tutors and their conduct were shared with us on a number of occasions throughout our investigation by different participants. Of the three tutors, two were alleged to have held parties with female students at which *“they [the tutors] would often engage in behaviour that [was] inappropriate in a tutor-student relationship and at times criminal”*. For example, one staff participant we spoke to shared that a meeting was held to address some *“very troubling”* conduct by two tutors because there had been reports of them *“grooming”* students and having *“sexual transgressions with a student [] that took a violent turn.”* The staff participant added that even if the student was consenting, *“it is not appropriate because there is a power dynamic.”* One of the two tutors referred to above was alleged to have also engaged in *“some violent incidents”* although we were not provided with details of what conduct would be categorised as such by a participant.
241. Of the three tutors referred to above, we also heard from a current staff participant who alleged that two of the tutors would *“date students”*. Regarding the parties to which some female students were invited, a participant shared second hand knowledge that their colleague, who was invited to one of the parties referred to above, left immediately realising that students had been invited and drugs were in use which they did not believe were ever addressed by the BSA. In discussing why these allegations were never addressed or investigated, the staff participant shared that *“[a senior member of staff] is protecting those people [and also] has questionable behaviour admitting that the participant “[did not] have the power [at the BSA] to fix this.”*
242. To reiterate, the power imbalance created by the tutor and studio structures leave the tutors with an immeasurable amount of power and influence, allegedly without accountability or ethical code. These circumstances, combined with fraternisation between the tutors and students, if accurate, indicates a misuse and abuse of power which could lead to lasting emotional and physical impact on the students, placing them in greater positions of vulnerability. The incidents alleged above are deeply concerning and are example of what we have strongly recommended to UCL to robustly investigate further.
243. Other reports received from both staff and student participants recall instances of where boundaries were crossed by tutor behaviour. For example, a participant shared with us that a tutor suggested a student *“tak[e] drugs to stay awake”* overnight and to promote their creativity. Another participant told us of a time during a Crit where a tutor instructed the rest of the group to *“turn away for the strip show”* as the student *“removed [her] jacket to reveal a part of [her] project that was attached to the body”*, leaving the student feeling *“mortified.”* This experience was then exacerbated by the lack of intervention by an associate professor who was on site for the Crit and allegedly heard the comment. Whilst we were not provided with information to explain why the associate professor did not speak up, this example potentially further supports the theme *Culture of Fear* where we identified several examples from staff and students alike, who had not formally complained or verbalised the examples of inappropriate behaviour that they had witnessed or experienced. This example demonstrates the severity of both the conduct alleged and the inaction of the associate professor in this circumstance.
244. Additional examples include an account from a former student who was reportedly physically harmed by a tutor at the school *“[they, the tutor] randomly came up and kicked me...[they] stood behind me and kicked me in the back in a lecture”*.
245. The staff handbook expressly references the duty of care owed by the teaching and learning team to all members of staff and students and whose role it is to ensure the implementation and adherence to UCL’s dignity at work advice. According to participants, their experiences

were at times contrary to the expectations and commitments set out in handbook, in particular that they did not feel that a duty of care was provided to them by the BSA. Examples include a current staff member who allegedly suffered from a life-threatening illness as a “*result of the stress*” due to the expectations placed on them to return to work despite personal medical circumstances preventing them from doing so. This participant was allegedly asked by a senior member of staff if they were ready to return to work following a personal medical circumstance that the senior member of staff had knowledge of and according to the participant, should have fully understood the unreasonable depth of the request. Irrespective of this, this participant returned to work at the BSA. When this participant returned, they attempted to complain about their experience and this senior staff member and were allegedly told by a fellow staff member that “*no one cares*”. We have purposely not provided details of the ‘life threatening illness’ or the ‘personal medical circumstances’ so as not to reveal the identity of this participant. Whilst we have not taken steps to further corroborate or disprove these allegations, we can share that the demand on this participant to return to work in the manner they have described, if accurate, was contrary to employment law and best practice policy standards in the circumstances.

246. A further example is provided by a current student participant regarding a lack of a duty of care being shown to staff and students by the BSA. This participant shared that during a field trip to New York they became very sick and were admitted to the hospital and left alone to handle the situation by themselves. This participant shared “*[the tutors] did not come to the emergency room [and they were] completely detached*”. In addition to this account, we were made aware of an incident during a field trip to Brazil in which a “*student was pushed to the floor and robbed*” and their passport and wallet were stolen. According to this former student, the attacker had “*a machete*” and the victim was “*left in Brazil and had to get back to the UK...and we all left [them]*”.

247. Our investigation found that staff members were not immune to incidents of sexual harassment.

One staff member alleged that their colleague had been receiving inappropriate messages from senior management. The staff member disclosed that their colleague said they were “*uncomfortable because a [colleague] was calling [them] late at night talking about [their] marriage problems*”. The staff member disclosed that [their] colleague shared that “*when [they] went to [escalate their complaint within BSA], [the BSA] did not really do anything about it*”.

248. Participants also expressed concern about the culture of the BSA, noting the cycle of students becoming staff, in particular how the culture and treatment that students experience during their period of study is then perpetuated by those students when they become staff. This cycle of student to staff has supported the continuation of behaviour and conduct which has become normalised and part of the monolithic BSA culture and the ‘BSA way’. Comments from participants surrounding this view include:

*“Behaviours are proliferating in areas we do not expect i.e., younger tutors who do not realise their own behaviour and these complaints are serious complaints.”*

*“Students who stay on who have been taught by the bad apples tend to take on the bad behaviours of those that they were taught by. [It’s] History is repeating itself.” – Former staff*

*“Very few tutors, up until very recently, came from outside the Bartlett, so despite the range of topics and units, the school is in reality a monoculture.” – Former student*

*“Fourth year tutors fall into the category of former Bartlett students and current Bartlett tutors, and to say that they completely destroyed my mental health and wounded my self-confidence is an understatement.”*



249. This challenges the tutor/student relationship where students are taught by these former students, with one former student sharing that on a trip, *“both tutors spent most of the evenings and afternoons in an Irish pub, and the students were trying to be with them as much as possible to please them and be in their close entourage.”* In expressing the extent students would go to satisfy and appeal to the tutors, the students described that *“one of the students got really drunk and got arrested because he pissed on the street.”*

## THEME FOUR:

### BULLYING, GASLIGHTING AND PSYCHOLOGICAL ABUSE

*"Because of the bullying from [a senior staff member], I felt ostracised at the school - a number of the other students would bluntly say things like 'what are you doing here?' implying that they had thought I'd dropped out"*

250. Participants shared numerous accounts of what they described as bullying and gaslighting from both students and staff at the BSA.
251. UCL's Prevention of Bullying, Harassment and Sexual Misconduct policy defines bullying as follows: *"According to ACAS guidance, bullying is intimidating, hostile, degrading, humiliating or offensive behaviour, through means which have the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, or humiliating environment. Bullying usually involves a repeated course of conduct"*.
252. Whilst UCL's definition provides a broad description of bullying, it does not acknowledge the depth in which bullying can also involve a misuse or abuse of power. Power refers not only to holding a position of authority but also includes both a personal strength and power to coerce another person. Though UCL's definition states that bullying is an act that is usually repeated, this is not always the case and isolated incidents or one of events, may also be acts of bullying depending on the circumstances and relevant facts. The policy also provides a narrow description of *"abuse of power"* that does not include taking advantage of uneven bargaining powers or withholding access, resources or opportunities within its definition. Widening these definitions will aid in identifying and reducing behaviours and demonstrate how acts of bullying manifest in reality.
253. We found that the UCL Prevention of Bullying policy also lacks imploring language that condemns this type of behaviour. The policy states that *"no member of the UCL community is expected to tolerate such unacceptable behaviour"*, rather than expressing a zero-tolerance approach to bullying. Whilst we recognise that for some organisations the term *"zero tolerance"* may be perceived as antiquated, the policy language as it stands, could further emphasise the expectations and boundaries of acceptability regarding behaviour and conduct.
254. In 2020 UCL updated their policies on the prevention of bullying, harassment and sexual misconduct and personal relationships as part of its *"Full Stop"* campaign committed to tackling such behaviour at UCL, of which it *"invite[ed] [readers] to join... in saying 'Full Stop' to bullying, harassment and sexual misconduct"*. We note that the terminology of *"invite"* makes the policy seem voluntary or a reference of encouragement, rather than a clear expectation within the roles and responsibilities of all who are a part of the BSA.
255. UCL and the BSA do not appear to have a formal position or definition for gaslighting. We define Gaslighting as a form of psychological manipulation or abuse, where a person is manipulated by another leading to force the person on the receiving end, to question, and ultimately invalidate, their experiences and what they know to be true.
256. Our participant survey showed that of those that participated 39.4 per cent of students or former students confirmed that someone they knew experienced bullying and harassment at the BSA. Interviews with participants demonstrated that this bullying often manifested through feedback being provided to students about their work which they described as inappropriate. A contributor to the Dossier wrote that feedback

was given *“indirectly and viciously, in a way that made [them] feel inadequate and stupid”* through phrases such as *“you have no talent, you will never understand what we are doing here”*.

257. Similarly, a former student participant recalled being told *“you will never be an architect, let alone a good one so you should just quit”*. These statements, if accurate, had the impact of disempowering students, many of whom felt their experience at the BSA stripped them of their confidence and self-belief. Another participant recalled that when tutors were in bad moods they tended *“to criticise not only the work”* but also made personal digs and snide remarks towards students, accusing them of *“trying to act smart”* and saying, *“my young kid can easily make what you have done here”*.
258. We received comments from participants stating that *“students feel bullied, patronised and that bias comes in too much”*, as observed by a current member of staff. Several accounts from participants shared experiences of some tutors shaming students and asserting their dominance instead of providing constructive feedback or insight that would reflect their work and allow them a fair opportunity to improve. From the participant survey we issued we found that of the respondents, 41 per cent of staff or former staff have witnessed or are aware of staff using inappropriate language when speaking to students. A current student recalled that during a Crit, a tutor picked a model and said, *“do yourself a favour and burn it”*, a comment which was allegedly captured on recording, circulated amongst students and made aware to staff. Another former student had a similar experience with this tutor, who allegedly threw their model out of a window.
259. We were informed of four incidents and experiences involving a professor which included allegations of bullying and gaslighting. These were shared with us by former and current staff and students. Examples include, a former student participant recalled this professor, destroying and defacing one of the student's hand drawings during a tutorial. The student

recalled having to glue back together their work so that they were able to submit it for assessment and marking. Another current student participant also shared that *“[the BSA's] main means of motivating students is through public shaming”* and cited the same professor as a perpetrator of this behaviour. Further, a current staff member participant shared with us that they too had been bullied by this professor and they had witnessed them telling students not to attend other lectures (only theirs). This current staff participant also noted that more senior members of staff appear to excuse, accommodate or justify the behaviour of this particular professor. They noted that they were told *“that's just the way [this professor] is, and that students love [them].”* Finally, a different current staff member participant noted how *“students are being put under unfair control and manipulation”* by this professor and that *“most people are terrified of [them]”*.

260. The remark regarding public shaming was not an isolated incident and was supported by one current student who described the behaviour of one associate professor towards students as *“intentionally malicious”* and that other tutors frequently *“slut shame[d]”* students and has *“made a very inappropriate remark on a student's father's anatomy”*.
261. Other examples include experiences from students regarding a current staff member who allegedly *“has a reputation of being violent”*. We heard from participants that this staff member had allegedly thrown a *“laptop in a student's face”*. Additionally, another separate incident, submitted to us via email detailed the ongoing bullying this student had faced from this particular current staff member including numerous instances of physical assault. On the first occasion, after the student submitted an assignment late, it is alleged that this tutor *“began screaming and shouting at [the student], saying [they] didn't deserve to be there and then physically pushed [them] out of the office and slammed the door in [their] face”*. Another incident alleges that this tutor grabbed *“[the student] by the shoulder and began pushing them”* after the student missed a tutorial. According to the participant, the tutor

stopped when a colleague prompted him to. In another example shared, this participant recalled this staff member had called them a “*stupid cow*.”

262. This was supported by two further separate incidents of misconduct by a tutor in which it was alleged by one former student that after buying materials for a project, this tutor was not happy and “*suddenly got angry and threw a [large oak] table at [the student]*”. The student noted that all those present just watched or “*tr[ie]d to show they were taking [his] side to have [the] approval as a tutor*.” The student said this formed a pattern of behaviour for this staff member who would throw things like hammers and screwdrivers around “*because of [their] temper*”. The behaviour of this tutor as a bully was cited by numerous participants.
263. Another student alleged that this same tutor “*kicked [them] at the back of a lecture hall and was very physically intimidating*”. This was felt not only by students, but also a current staff member who expressed concerns to us about this tutor, stating that “*anyone who meets [this tutor] is often shocked [by] the way [they are]. He has a bullying manner*”. Though the incident involving the table was reported to another staff member within the faculty, it was alleged that the staff member responded with “*that’s awful but it is a stressful environment*.” The response was received as gaslighting by the student, leaving them to feel that they may have been “*the source of the problem and deserved to be treated that way*”. Through the course of our investigation, we uncovered that the staff member who received the initial report about this behaviour was also subject to abuse at the school and felt that there was no recourse or support available.
264. We also received some, albeit limited, accounts of student-to-student bullying. A number of witnesses believed that their tutors set the tone for how they would be treated by other students. Reflecting on their experiences, a participant felt that this conduct was normalised as “*the open bullying culture from the top gave students the greenlight to bully as well*”. Another current student shared that they felt more of the racism came from their peers rather than the tutors since most students came from “*privileged*” backgrounds.
265. Participants indicated that staff have also experienced bullying at the BSA. Our survey found that 63 per cent of staff participants (current and former) agreed that they had seen behaviours from tutors, professors or other staff that they did not think was appropriate. We were made aware of at least four incidents and experiences from former student and staff participants concerning a senior member of staff at the BSA. This particular staff member has been described on multiple occasions during this investigation as “*bully*”. Examples include a current staff member who stated that this particular staff member is a bully; “*[who has] a terrifying manner at times and has made people cry*”. This participant continued to state that “*even staff are treated this way*” as there is “*a boys club*” who “*seek for people [such as this senior staff member] to protect them*”. Due to the power and seniority of this staff member, another participant shared that people at the BSA are reluctant to challenge this member of staff. The participant shared that when behaviour and poor conduct was witnessed, no one “*did anything to stop him*”.
266. Regarding the point of this senior member of staff allegedly protecting other members of staff when they have behaved inappropriately, participants shared several examples of this staff member and leadership more broadly, protecting certain tutors and allowing them to perpetuate their behaviour. This view was endorsed and corroborated by

two current staff and one former member of staff. These participants agreed with the description of this staff member as a “*protectionist*”, and another current member of staff claimed that “*you cannot deny that [they] enable [their] boys*”. This participant continued to state that these bullies (referring to the group of tutors that are allegedly protected) “*have been enabled to continue*”, other members of staff are left without “*the power to fix issues even if they are escalated to this leader or others [in their peer group]*”. This participant concluded that “*[this] is harmful to students*” as it “*shows that bad behaviour is rewarded*.” Tutors who do not perpetrate bad behaviour are disempowered and unable to help their students. A current staff member noted that despite “*tak[ing] a great deal of pleasure in what they do*”, bullying is an issue that has frequently been reported to them. Though this participant “*passed the complaints to the right people, in nearly all cases it is alleged that [the BSA have] asked [them] not to escalate it*”, leaving these issues unaddressed.

267. This perception is reflected in the experience of another current member of staff. The participant recalled an incident where, after telling another tutor they were using a piece of equipment, the tutor “*erupted, launched ... a ruler above [his] head and said, ‘how dare you talk to me like that in front of my students, you should respect me.’*” The participant clarified that another tutor was present “*never did anything to stop him*”. It is understood that this incident was reported to the senior leader accused of protectionism, who responded to the person making the complaint “*please clarify who it is that you are accusing.*” The effect of such clarification made the participant doubt their own experience. We understand that the person who acted unprofessionally, was disciplined, however there was a perception that this was not enforced adequately leading them to feel that certain staff members are afforded the protection of senior leadership, which in turn, by omission, permits the behaviour of these staff members and enables bullying to continue.

268. This is further supported by another incident, where a member of staff recalled a fellow leader punishing them and telling them to “*go sit on the floor*” to sort an issue with materials for some

work they were doing together. The participant recalled feeling “*humiliated*” and “*wanting to cry*” as they “*sat there for an hour and a half*” as students came into the room to be taught. This participant also recalled having negative encounters with the same member of senior leadership who “*went ballistic*” when he found out they booked time off. With allegations that leadership perpetuate aggression themselves and permit tutors to behave in an unrestricted way, it is unsurprising that staff also allege they have experienced bullying and gaslighting.

269. Earlier in the Report, we referred to an allegation by a former student that her tutor refused to hold her Crit because “*her eyebrows were too arched, [and she] didn’t seem humble or soft enough.*” This former student participant also shared that after this incident, she felt the need to fit in so “*when the tutor made jokes at [her] expense [she] just laughed*” and “*would carry around a drink to fit in,*” although she did not consume alcohol. Additionally, the former student recalled being pressured to defy their religious principles, detailing, “*they kept asking me to eat pork which I didn’t want to do. I really tried to integrate.*”

270. In describing how Crits are ran, a current student told us that tutors would divide them into rooms to “*be shamed publicly*” about the way they dress or speak, where they are from, or some other personal aspect. For example, it was alleged that one tutor would “*discriminate against students from Russia and China as he told the students they were from homophobic countries*” and he would reportedly “*give [those students] way lower marks than to the people coming from English speaking countries.*” The student shared that “*undergrads were treated as incapable*” adding they are “*worked like a work horse*” and told that no one is going to listen if they complain. In depicting another example of students being shamed, one former student overheard this same tutor ask one of his students why they had printed their words so small, “*is it because you can’t afford bigger paper?... if you can’t afford the right paper you shouldn’t be here.*”

271. We received further reports from one former student and five members of staff (four current and one former) regarding the same senior member



of staff referred to above and other tutors, concerning the perceived sexist behaviours, inappropriate conduct and protectionist practices occurring as early as 2000. One student participant recalled that this senior member of staff *"displayed a strong bias in favour of male students who they would treat with a laddish, friendly attitude, and never attack or criticise strongly – them or their work."* The former student recalled that female students were *"treated with a disdainful demeanour"* and *"were second class citizens alongside the male students."* The former student shared a specific example of when the senior member of staff *"went through [their] portfolio before the final examination and tore up whichever pages he wanted"* and recalled there was a sense of *"tribalism"* amongst this senior member of staff and two other tutors, specifically that they were all aware of this type of conduct and *"were happy to go along with it."*

272. Four current and one former staff participant shared similar accounts of the senior member of staff's poor behaviour towards students and corroborated the existence of a preferred circle amongst staff that includes this senior member of staff who they described as *"unprofessional and sexist,"* who would *"dismiss opinions in conversations"* and that they *"never felt like [this senior staff member] was listening or paying attention"* to what [they] were saying. A participant felt that it *"was not the case for men."*
273. This impression of favouring men was also reported to be demonstrated by other members of staff at the BSA. A senior professor was the subject of several claims relating to sexist behaviours and his disparate treatment of women compared to men. For example, a former staff member *"recalled that [there were two] units [that] were more male dominated in terms of student numbers"* one unit which this senior member of staff led. This was corroborated by the experience of a former student who shared a similar recollection that there were *"no girls in [this senior member of staff's] units,"* suggesting that he intentionally never selected women to be in his unit per the selection process described in the theme *Systemic and Structural Concerns* above. This was supported by two current staff

members and six former students with one recent graduate who believed *"it is a true fact that [this member of staff] mainly has male students"* adding that they *"only saw two girls in his unit throughout the three years [they were] at the [school]."*

274. By way of further examples, the Dossier explained that during a Crit this senior professor commented that their *"ambition is only to work for the Sheikhs, implying [they] had no talent and [making] a racist reference to [their] Arab background"*. This former student also recalled the staff member telling a *"Chinese student [that] he must have come from the farming class in Hong Kong because he was dark"*. Another incident by the same senior staff member was shared with us by one student who attended the BSA in 2019, who remembered during a tutorial that *"[this tutor told] a male student who was practicing Ramadhan to dismiss his practice leading up to a submission, telling him 'God will understand'."* It is understood that these examples occurred in public settings where other staff and students were both present.
275. Most of the students who we interviewed and who have had negative experiences at the BSA described the difficulties they faced in trying to succeed at the BSA with little help and support, as discussed in *Wellbeing*. Notably, some former students also recalled instances where staff would bully students who were already in vulnerable positions, showing their proclivity to *"target the weak"* according to a participant. In one such instance, a student was struggling to help a friend through a bereavement, to which a tutor said, *"I don't know why that is your business in the first place, that is not a good enough excuse"*. Another former student described seeing multiple incidents during presentations where people who were more introverted or do not have English as their first language were being accused by tutors of *"wasting their time"* despite already being *"visibly stressed and breaking down"*.
276. We have been privy to concerning accounts from former students who described becoming *"targets"* of bullying and allege their career at the BSA were dominated by poor treatment. Participants shared that certain staff members

would express personal biases, which were then repeated by other staff members and students. One such former student recounted her experiences with former leadership and current staff that began when a staff member thought the student was affiliated with a political protest. The former student participant explained how this staff member would go out of their way to criticise her work and would tell her she *“didn’t belong at the BSA and [was] taking someone else’s place”*. This participant alleged that these staff members would encourage students to exclude her, citing an incident where a tutor told a friend of student to *“stay away from [her] because she is trouble.”*

277. Several former student participants shared that bullying also manifested as discriminatory or insensitive comments about their background. One participant shared that *“the environment was very toxic, especially for women, working class people and individuals of colour”*. For example, a participant alleged when selecting a name for her project that had a prominent connection to English culture (of which this student was unaware), the tutor remarked following their presentation *“what the fuck is that name?”* to which the student recalled the audience *“smiled as if it was funny”* and the fellow panellist tutors *“did not say anything.”* The participant shared feeling unable to engage with the remaining panellists during the presentation.
278. Several former students described that it was common for tutors at the BSA to gaslight students into believing they were failing the course throughout the academic year. One participant highlighted that a tutor revealed at the end of the year that these sorts of statements were *“just a game”* and told to students so they would work harder. Another former student relayed that their tutor told them they *“barely passed at the end of fourth year”* and that *“[they] should quit and take a year out because [they] didn’t understand how buildings worked”*. This student knew this was a lie but *“almost believed them”* and *“[just] didn’t have the money to take a year out”*.
279. We were informed of a historic serious incident from a student who explained that a leader at the BSA allegedly, unfairly failed and made them repeat their final year of the accredited

architecture course, gaslighting them into believing that their work had not passed. This student was reportedly told by the director of the programme at that time that they did not submit drawings which were later published under the name *‘unknown students’* and this student was repeatedly told they had failed despite external reviewers, tutors, and the RIBA confirming they would pass. When this student attempted to speak up and challenge this behaviour they were allegedly accused of lying by this member of leadership. The student explained that they tried to escalate the issues with the director of BSA at the time, who also confirmed their drawings would pass but said he *“does not get involved in undergraduate politics.”* After their third attempt at submission, they were told once again by the same tutor that they had not passed and *“would not get anything from the Bartlett”*. The participant shared that a few weeks later the student claimed they *“got a degree in the mail for architectural studies.”*

280. As indicated above, when staff and students attempted to speak up, many of them felt gaslit into questioning the validity of their experiences. A current member of staff participant noted that, *“HR doesn’t respond [and lies]”* and that they *“[had] never seen such gaslighting.”* It was not confirmed by this participant whether the HR department referred to relates to the UCL HR department or the BSA, however, the sentiment remains. A former student recalled reaching out to a member of staff following alleged physical and verbal harassment from a tutor, who said, *“this is what it takes to be in a very competitive environment”*, which left the participant feeling that once again, their experienced had been minimised the behaviour, normalised.
281. Many former members of the BSA when sharing their experiences also remarked that they had been discredited in their professional career as a result of speaking up and that very little action was taken to resolve their concerns at the time of them being a part of the BSA. For example, a former student noted that the BSA are *“delusional about their impact”*, noting how students would change their identities as a result of their treatment at the BSA, such as *“so many girls took off their hijab”*, shared by one participant.



## THEME FIVE:

### CULTURE OF FEAR

*"What I experienced was a pervasive culture of psychological games – a culture of fear. It comes from the top down, in terms of work ethic, and it becomes embedded"*

282. During our investigation we identified that both students and staff described a culture of fear at the BSA. Participants shared that this culture made speaking up about issues at the BSA extremely difficult. Staff and students alike expressed worry about the repercussions of going against the BSA (such as making a complaint) and had a general lack of faith and trust that their issues would be adequately addressed, leaving this coercive culture to cultivate, and spread.
283. Participants observed that *"the BSA has always tried to be a little bit detached from UCL itself"* and that the reputation and prestige of the BSA as an independent school was stressed to them. One participant relayed that *"the school try to sell this story that you can only achieve these amazing results here"*. Another participant observed that the school's priority *"[is] not the learning of the students, it [is] just the sparkling image of the Bartlett"*. This separation from UCL creates a pressure to perform and conform amongst student and staff who fear failing to uphold the BSA's esteemed image above all else.
284. Students reported being threatened by tutors that *"if you don't do this [project] you will not be put forward to connections."* We found that the threat of connections played a big part in the success of the architects' trajectory for students from the BSA. As one former student participant stated, the BSA has a *"strong visual identity"* which has *"no outside meaning or connection to the world"* where the *"overall ambition of the school is for the tutors to win at the RIBA."*
285. We asked a current staff participant what drove the fear for some students and they shared that it stemmed from the widely held perception that *"design is king at the school, over and above practical purpose"*. It has been reported that Crits are used for tutors to show off to their peers rather than display the work of their students, reinforcing this idea that this is how students can progress throughout their architectural career.
286. A member of the support staff noted that *"even things that are UCL regulated aren't implemented in the Bartlett."* For example, though UCL core staff working hours are from 10:00am to 4:00pm, most people *"are working early mornings, late nights and weekends"* to keep up with the BSA's demands. Other participants commented on the tutors scheduling lessons late in the evening and at weekends, and students feeling that they must comply with such practices to meet the tutors needs (referred to in more detail in the *Wellbeing* section of this Report).
287. Participants also commented on the concentration of power held by leaders of the BSA and how it compounds the culture of fear. This fear was due to feeling that leaders at the BSA have discretion to behave how they choose without oversight. For example, a current staff participant stated that the *"power [at the school] is consolidated at the top and doesn't trickle down"*, which causes issues in proffering any change at the BSA and renders recipients of bad behaviours incapable of action. Participants felt strongly that this sentiment underpins the culture of fear at the BSA.
288. This theme relates closely with the above Ineffective Processes as we uncovered that both students and staff had little awareness of the complaints process and where they were aware, little faith in its ability to protect them from the school's culture. A former student commented *"there is no way out for students, students are*

alone". Another participant shared, *"there was no Bartlett process [for complaints], people were told to just go to UCL or raise it with [your tutor] or head of specific course"*. The majority of participants relayed that these options were known to yield ineffectual results with our survey indicating that of those who participated in the survey, only 12 per cent of current and former students and 27.3 per cent of staff felt grievances are handled appropriately at the BSA. A participant noted that their personal tutor *"had been at the school for a long time and she felt the best thing was to deal with issues individually rather than trying to change anything with the school, as even if she tried nothing would happen"*. This view was also reflected in the experience of another staff member who received complaints about a tutor which they reported to leadership at the BSA, receiving the response *"that's the way things are, deal with it"*. It is understood that this staff member tried to also approach HR with this issue with no avail, relaying to us *"no one wants to deal with it, the director doesn't have [an] obligation to do something and there is no protocol of who you should speak to"*. A student participant also explained *"I had been asked not to escalate it [the incident] because of fear."*

289. A senior member of staff who has been referred to throughout this investigation by participants about their conduct and behaviour towards staff and students, was also referred to by participants as being a driving force for a significant amount of fear that has been felt across staff and student participants. This member of staff was mentioned on several occasions throughout this investigation, such as participants regularly *"hearing [this staff member] yelling from other studios"* or making concerted efforts to avoid them in the halls around the BSA, even if they were not that student's tutor. Two separate current members of staff shared knowledge of this staff member's behaviour, with one sharing that they *"know so many people who know of this staff member's behaviours and will not come and speak to [us] out of fear"* and the other current member of staff claiming that they *"have seen [this senior member of staff] in a Crit legitimately offer a student a flight for free [to go home] so the student would leave the course"*.

290. Another current staff member participant shared how there is little effort made to cover up the privileges this staff member receives, including the fact that they are *"a full-time professor, but do not have to attend training [sessions]"* like the rest of full-time staff. They added *"it's very obvious why"* alluding to this staff member's fame, notoriety and close proximity to those with power and influence. The senior staff member referred to above is not alone in allegedly driving fear among communities at the BSA. A tutor who has also been referred to on several occasions throughout this investigation was also flagged as an influencer of fear among participant groups. For example, two former student participants recalled that their tutor group were expected to help their tutor's girlfriend who was a PhD student, with her project *"using lecture and tutor hours"* and when a few of the students declined in order to focus on their own work, they were allegedly ostracised from the tutor group. Additionally, a former student commented that their tutor once threatened them saying, *"be careful. I am a top person"*, making this student fear their reputation being tarnished.

## STUDENTS' FEAR OF FAILURE

291. Of those we interviewed who felt they had a negative experience at the BSA, we found that both current and former students at the BSA agreed that they feared academic failure which they allege was instilled in them by the BSA and described as *"absolutely terrifying"*. A contributor to the Dossier noted that *"the Bartlett does use fear as a means by which to make students work"* which caused *"an intense stress level"*. A participant described that the high standards at the BSA were *"driven entirely on fear"* and that this fear was built from *"[their] first year by failing 50% of the students so they have to work through the summer to repeat"*. Another former student participant similarly explained that tutors would tell students not to *"expect to make it [through the course]"*. Our survey found that of those that participated 56.8 per cent of students or former students agree that tutors' bias impacts how students' work are assessed.

292. Regarding the culture of fear and where it originates, a contributor to the Dossier similarly observed that this behaviour *“comes from the top down, in terms of work ethic, and it becomes embedded”*. Many former student participants described a routine of working long hours daily while still experiencing significant fear of performing poorly, as discussed in more depth below, in the theme *Wellbeing*. For example, a participant stated that *“you forgot life outside the Bartlett really existed”*. This sentiment was shared by many, including a staff member who acknowledged that students would stay up until 4am working. That said, this participant also commented that *“they get a buzz out of working so hard because of the creative nature of the work”* and therefore *“still won’t be tired and will be mentally balanced”*. Conversely, we found during our investigation that this was not most students’ experience of the academic pressure as described further below.
293. Of the participants who felt that a culture of fear existed at the BSA many of them agreed that the influence held by tutors and course leaders contributed to this culture. A contributor to the Dossier described that the tutors created a *“cult like atmosphere of fear”*, noting with concern that even decades later these same tutors are still teaching at the BSA. For example, a participant shared how they believed this culture was sustained and stated, *“if you were not doing what was asked of you or imposed you were left alone”* and given *“no support from the school”*. They shared that they feared being discriminated against and shunned by the BSA if their views did not align with the vision of the course leader.
294. Another participant similarly shared *“once you lose [a] good relationship with your tutor it becomes so daunting and pressured”*. This sentiment was shared by a different participant who explained that they feared being in the tutors’ *“bad books”* and felt the criticism they received from tutors was *“always so personal”*.
295. Some students also commented on their fear of being excluded from the BSA. For example, a participant relayed that *“the minute a student is struggling they ask, ‘why are you on this course?’; it was a mistake to accept you”*, describing this as *“being psychologically thrown out of the school.”*
296. Participants felt that this type of culture was allowed to exist as the BSA values its *“staff’s egos”* too highly. An anonymous Report and Support contributor explained that this culture was sustained by staff *“taking advantage of their positions as tutors [to create] an unhealthy culture of competition led not by students work, but their ‘relationship’ with tutors, [which] created an extremely toxic environment to work and study in.”*
297. Two former students recounted remarks which instilled fear, particularly among students such as a tutor allegedly stating, *“your sketch makes me want to commit suicide”* and phrases like *“oh yeah, how about your scholarship?”* when referencing the quality of their work. This former student said they would be *“scared easily”* by these statements and felt that *“the tutors have too much power”*. This participant recalled feeling they *“had no pushback for that”* and *“that kind of*

*language was normal*". Participants also shared that tutor would compare students, pointing out who was doing well and who was not by making remarks such as *"why are you being so stupid; why are you wasting my time?"*

298. When we questioned the effect of such perceived fear on the participants, they shared how the fear perpetuated at the BSA impacted their wellbeing and some suffered with mental ill health. Our survey found that only 31 per cent of current and former student survey participants felt psychologically safe within the BSA. A participant described falling into depression due to *"the constant fear of failure which stayed with [them] until the end of [their] studies at the Bartlett"*.
299. Additionally, a participant shared that they had developed anxiety during their second year due to their tutor insisting they were failing and should be working more. This participant recognised the way they were spoken to *"was very harmful"* given how hard they felt that they were already working. A current staff participant shared that their first-year students were *"breaking down"* and needing medical attention. Another participant, who was a former student, said *"I think [it was] almost inevitable [to] run into anxiety and depression. If I came into school and complained about panic attacks students would say, 'well we all have them, you are not special'. It was almost like if you can't hack it here how will you hack it as an architect."*
300. Through the discussions with participants, we observed how they felt the culture permeated the student environment and how students would also emulate the learned behaviour by mimicking tutors and instilling fear amongst each other. For example, a former student shared with us that the *"friends [she] made in [the] first year stopped talking to [her] as soon as [she] started failing"* and describing it as *"a boiling pot of pressure."*
301. Regarding the remarks shared by participants that *"design is king"*, student participants also shared that they had received or were aware of tutors using the threat of moving students from an accredited to a non-accredited course,

as a means of maintaining the feeling of fear and holding power. For example, a student participant shared that AIS *"had a reputation of being the course you went to if you couldn't hack architecture"*. A former student who moved from an accredited to non-accredited course at the BSA, shared that people at the BSA told her she was *"throwing away"* her career. Another participant corroborated this perception by recalling that both staff and students would refer to the AIS course as a threat to students who were underperforming, with statements to the effect of *"next year, look where you'll be"*. Though some students agreed that the culture at the BSA was different and less intense on the non-accredited course, this was not the case for others who felt that negative experiences at the BSA were more universal, as reflected in a participant's claim that *"dealing with one of the lead[ers] of the course] is still challenging and paradoxical at times [in AIS]"*.

## CULTURE OF FEAR AMONGST STAFF

302. We identified through our investigation that both academic and support staff were also impacted by a culture of fear at the BSA. Participants, who were also current academic staff explained that *"there is competition between tutors to keep their classes"* and a fear of losing them if the projects produced are not good enough. A current member of staff explained that though *"healthy competition is positive"*, some tutors are *"spreading fear, competition and secrecy"* due to their worries about losing classes.
303. Notably, participants felt that staff who succeeded in the environment by adding to the culture of fear were rewarded and in turn able to ensure that the culture persisted. Support staff also relayed that they fear saying 'no' to academic staff and conform to unhealthy working practises due to the power dynamics at play. A participant commented that *"some of the [support] staff [are] uncomfortable [with] saying 'no' to the academics about issues like working outside of core hours."* The participant continued, stating *"academics don't listen to us, especially the higher ups"*

which creates an unequal environment. This environment is further compounded by the fact that the majority of staff at the BSA, are academics.

## FEAR OF SPEAKING UP

304. Participants commented that they feared speaking up about issues at the BSA or with staff because of the actual or perceived consequences of doing so. Our survey found that 44.8 per cent of students and former student participants did not believe they could voice a contrary opinion to staff, professors, or tutors without fear of negative consequences. Students worried that they wouldn't be offered fair opportunity if they spoke up. Our survey found that 60.4 per cent of current student participants have seen behaviours from staff they believe to be inappropriate, but only 16.7 per cent reported inappropriate behaviour from staff or students.
305. A former student explained that even in the absence of *"specific swear words, [or] threats to [their] personal life"*, it was clear that *"there were going to be repercussions [for complaining about staff] such as biases with awards or taking away the possibility to attend certain BSA events"*. Another former student noted that they feared their *"projects would not be deemed good enough and wouldn't be shown outside"* based on their tutors' personal feelings about them. This student noted that his peers would even be scared to bring up small things with their tutor and felt *"there was no way we were going to raise anything with [them]"*. The pressure to be on a tutor's *"good side"* was shared by many students. A former student commented that after raising concerns with the head of their course *"there was not any improvement but [the head] also demanded that all students needed to be on board with the complaint"* which was not possible as *"the [rest of the] students were concerned about receiving repercussions on their final grade"*. There is no indication in any UCL or BSA policy or guidelines provided to us, that students need to come together to make complaints to form a group complaint.
306. Participants worried that their complaints would not be handled confidentially and were concerned for their anonymity. One participant shared that *"you worked so closely with design tutors, they had so much control on your work and progression. I think I was just worried about it being targeted"*. These worries were not unfounded as demonstrated in the theme *Bullying and Gaslighting* which details how participants felt unfairly targeted by staff who were able to abuse their positions of significant power.
307. We understand that UCL facilitates anonymous reporting in two ways. Firstly, staff and students are able to use the UCL Public Interest Disclosure or whistleblowing policy to *"raise concerns or disclose information at a high level which the discloser believes to show evidence of malpractice"*. However, the policy provides that *"concerns expressed anonymously are much less powerful and far less capable of being addressed"* and will only be considered *"at UCL's discretion."*
308. Secondly, UCL's New Students' Guide also notes that students can report misconduct via Report and Support *"anonymously, enabling [UCL] to build a picture of issues where people do not feel able to reveal personal information but would like UCL to be aware, helping [UCL] monitor trends and inform our proactive and preventative work."*
309. Though anonymous reporting is covered in UCL policy, participants were largely unaware of any clear and effective ways to make complaints anonymously and still feared for the outcome.
310. As detailed in the outset of this theme above, a number of students worried that if they spoke up about the BSA in any capacity they would ruin their network of professional connections. A former student commented that *"one of the threats [their tutor made] was to make it seem like you wouldn't get a job when you get out the BSA because [the tutor] would cut the connections."* We noted that this fear remained consistent throughout our investigation with participants commenting and sharing their own concerns of



speaking up and being placed ‘on the record’ about their experiences. These included former students, still worried, even after leaving the BSA, that the tutors they may speak of, may still hold some power over them regarding their career success.

311. We observed, when exploring this theme with participants, that this fear of speaking up was genuinely held by many participants, some of whom allege receiving direct threats from the BSA. This was reflected in the experience of another participant who explained “[the BSA] blocked [them] as much as possible and made [their] life a misery” when they tried to make a complaint. A contributor to the Dossier commented that they had been trying to make a complaint about the BSA for years but were “threatened and bullied” and “told [they were] imagining these problems and other problems.” Influential figures at the BSA were alleged to frequently attempt to manipulate and coerce people into thinking their complaints were not material. A member of staff who has been referred to throughout the report for alleged inaction when they are made aware of complaints and concerns, was also noted as being a trigger of fear amongst student participant groups in particular. For example, a participant shared that

after suffering serious mistreatment from the BSA they got “a call from [this staff member], asking if [they] would be pressing legal charges” and was told by this member of staff that “it’s better for you to move on, you can’t take on a university”.

312. This was corroborated by another participant who described the process of speaking up about an issue at the BSA as akin to “throwing petrol on fire”, explaining how it would only have made the situation worse. They recalled that when they approached staff very distraught and seeking help, they were threatened with the statement “we know what to do with students like you”, which the student did not understand but felt uncomfortable and intimidated by it, nonetheless. Similarly, another participant noted that after speaking up about the BSA, as well as “reliving the trauma” they were constantly “fearful of getting sued” by a tutor, which allegedly resulted in significant health difficulties for them. This participant continued that it “was never [their] job to [become a whistle-blower]”, a feat which has “taken its toll.”



## THEME SIX:

### CULTURE OF FAVOURITISM

*"[Senior leadership's] ethos of 'backing winners' is terrible."*

313. Throughout our investigation many of the participants alluded to particular individuals or groups of individuals at the BSA that they believe to be responsible for the more challenging, problematic and negative aspects of the culture and that this was underpinned by culture of favouritism wherein both preferred students and staff members reaped privileges and benefits not afforded to all students or staff members equally. This was supported by our survey data, which showed that 66.5 per cent of students or former student participants agreed that tutors' express favouritism towards certain students. The determination on who is "favoured" is by a select small group of staff members who likewise benefit from the privilege. Participants felt that this created a dichotomy of experiences between those participants that had benefitted from this favouritism, and those that did not, as we detail below; exploring how this favouritism has manifested and impacted both staff and students.
314. We found that this theme manifests via the unit and Crit structures described in the theme *Systemic and Structural Concerns*, above. As referenced, the unit structure creates and embeds competition in both the tutors and the students and there is little consistency or rigor in determining which students are assigned to certain units nor is there a consistent approach across units how they apply and utilise Crits. Favouritism has been alleged by participants to play a role in the selection process of assigning a student to a unit. As one current staff member participant shared, *"tutors would identify those [students] they thought were 'good' early on and try and push them."* A 2019 graduate similarly shared that *"the Bartlett has a culture for being dismissive of [students] who are struggling,"* especially women. The graduate added that *"any sign of mental struggle is seen as a weakness at the Bartlett."* In tandem, the pressure to perform well and avoid harsh criticism in Crits exacerbates the students' need to appeal to the tutors' preferences. This is reflected in the words of one former student who said, *"the professors think they can say anything to students,"* alluding to the fear of presenting during a Crit, and added *"the structure emphasised Crits, so if a student messes up [in a Crit], everything will be ruined."*
315. These structures do not inherently create a pattern where there is a favoured group, however, as detailed in *Systemic and Structural Concerns* above, the lack of rigor and structure of tutor and staff member teaching and conduct can and has fostered an environment where some participants feel that students are deemed a priority based on their ability to further the tutors' pursuits, while other students are ignored. This is reflected by one former student, *"If [the tutor] liked you and your personality, they always commented about it. And if they liked you, you flew. You received a huge amount of support and appreciation. There was a culture of favouritism toward certain students."* Another recent student described it as *"almost like there is a popular crew—those who were doing well had the clout."* The student recalled that their friends *"stopped talking to [them] when [they weren't] doing well,"* and that they would *"say things like, 'I'm throwing away my career' and to 'just stick with it' in a judgmental way"* as if to suggest the student was intentionally not doing well.
316. Another former student explained their experience with their tutor sharing *"he had a favourite student and gave [that student] her own collaborator"* who was *"an external individual artist who did all the work for this student."* The student participant went on to describe that *"this student was always praised, the tutor never cursed at her and he always changed his tone when speaking to her."* The former student



we spoke to described one incident where she “*left the room*” because the relationship between the tutor and the “*favourite student*” felt “*unprofessional*.”

317. The former student shared that this favoured experience was not unique and that “*there were other favourites, who worked hard and followed the tutor and whatever he said*.” The student participant recalled one of his peers in particular who “*simply did this so his grades were not harmed. The tutor will sometimes curse at him, but not as bad as he will curse to other students*.” A current student participant described that their tutor “*was continuously comparing students, pointing out who was doing well and who wasn’t*.” The participant added that the tutor “*wasn’t commenting on [their] work only, he was commenting on [their] person, [saying things] like ‘why are you being so stupid? Why are you wasting my time?’*” The student felt “*he was gaslighting [them], and [that the tutor] would turn everything into a joke*.”
318. Further, participants reported that favoured treatment by the select tutors that engaged in this conduct would be amplified by the perceived work ethic of the student, if their background was similar to the tutor (i.e., the work ethic would be viewed more positively if the tutor felt the student shared similarities with them). It was shared during this investigation that where a student came from a perceived lower socio-economic class or English was a second language, they would typically be ‘out of favour’ with certain tutors. For example, one current student participant shared that one of his peers who was from a working-class background dropped out because they could not afford a £500 camera that they were told to purchase by their tutor. Comments from the tutor included that the student would purchase the camera if they were “*serious*” about the course and that renting one for free would not suffice because that camera is “*cheap*.”
319. Examples of how perceived class status and favouritism is experienced at the BSA was provided by participants and included the

expectation of students to spend a lot of money on materials and equipment from certain tutors’ beliefs that the quality of a students’ work is reflected in the amount they can spend on supplies for the course. On this point a student participant shared “*how much you spent on work had a huge impact*” on how students were viewed by tutors, adding that they recalled a tutor refusing to accept a design because it was “*on cheap paper*.”

320. Another student who shared a similar encounter described having to decide “*between paying rent or buying supplies*” and that the latter would often win to satisfy expectations. Corroborating this view, another former student offered that they believe “*class is a big part of the interview process and that generally coming from middle to upper class [backgrounds] is a requirement of getting in*” the BSA. This expectation, that students can afford high quality supplies creates a hierarchical system of privilege and access to opportunity. As a result, those students that cannot afford expensive materials may be ostracised and othered, as supported by one former student’s remarks who shared that they were “*ridiculed*” because they could not “*afford*” to buy “*tracing paper one week*”. Outside of purchasing supplies, participants recalled that students, were also expected and felt “*pressured*” to afford and attend field trips. For example, one former student shared that “*field trips were only the tutors’ decision*” and that “[*students*] *didn’t have a choice to say no to field trips*.” The participant shared that this was particularly difficult because “[*students*] *didn’t get enough money from the school – sometimes it barely even covered our flights*” and the “*the tutors would say ‘you should be grateful*.” The same participant recalled that the “*trip would have happened during the school break*” so “*one student refused to go*”. The former student shared that “*the student who refused to go was then outcasted*” and denied help and support from the tutor, “*if [they] had questions, the tutor [would] say ‘you should have come with us on the field trip’*.” The former student found this response to be ironic as they “[*did*] *not think [the*

*students who went] learned much during the field trip,” and that they “assisted the tutor teaching a one-month course” and “[they were] basically a source of cheap labour.”*

321. Another former student participant shared that *“students are just there to be groomed to be [tutors] minions and fulfil [their] artistic vision.”* Supporting this experience, another former student gave an example of one of the units that held the belief that *“we’ve ‘allowed’ you to come in, so prove yourself,”* adding that *“the tutors act as if they have all the knowledge and [students] have to work for it”* and *“please them”* offering that it can be *“tricky”* and *“uncomfortable”* to build that connection if you have *“less in common,”* particularly if the student is of a different socio-economic background than the tutor. One current staff participant offered that *“there are a lot of students from Hong Kong and China and their Crit is never as good as other people. Part of it is because the way they speak is not as eloquent and the tutors don’t take into consideration that [English] is not their first language.”* Another incident corroborating this difficulty, was during a virtual Crit; a staff participant recalled a group of faculty members retreating to another virtual room on Teams or Zoom and stated it was, *“white men making fun of Chinese students and mak[ing] fun of the way they speak and their work.”* A former student shared how these incidents also happened during in-person Crits, sharing that they were *“watching a Crit from another cluster and felt the tutor was using abusive words and questioning the character of the person presenting. They were kind of making racist comments based on the country [the student was from] and linking it to the design.”*
322. In describing how favouritism infiltrates the unit structure as a whole, another former student participant expressed their view, that the units are *“in effect, mini fight clubs”* where decisions are *“arbitrary and based on [the tutors] own preferences”* adding that *“in some cases [students] are even told what [they] should wear.”* Another agreed that the *“amount of time and effort [the tutors] spent on each project and group was inconsistent”* and that they believe

*“there were elements of bias [in that decision]”* likely *“because of race”* and they *“don’t think it stemmed from the work.”*

323. The autonomous nature of the unit structure further contributes to the culture of favouritism wherein several participants recounted that some tutors have been found taking advantage of students and their labour in exchange for perks and academic support. One former student participant explained, *“there are particular studios with particular tutors, [who] are expecting students to continue with their work.”* The student grimly described that in these circumstances, the student is *“literally a servant to the tutors”* adding that the power dynamic between the student and tutors contributes to this, because *“you already feel like you have something to prove”* and *“tutors would kick people out at the end of the year”* if you weren’t up to their standards. The participant shared *“[that the tutor could say without warning] we are not inviting you back [to the studio unit],”* meaning the student would *“need to re-interview”* for another unit.
324. Regarding comments about students being used as a source of labour, another student shared, *“we will sometimes assist on [an] external project from the tutors. This will be outside of the BSA.”* The participant added that the benefit was that *“the students that assisted the tutor independently will get more supervised time with their [school] projects.”* A current staff member participant shared a similar account, that *“there is a unit where students will be subservient to their tutor and this behaviour goes unchecked.”* They continued to describe that *“[the tutor] makes students work for him for free during the summer holiday and if they do not do it [the tutor] will get rid of the students. We all know that is happening.”*
325. Another participant who is a former student, shared *“the culture of working for the tutors existed.”* They added it was clear, *“they wanted to redirect our ideas to what they really wanted.”* In sharing a repeated anecdote, the participant said that at the start of the year, one of the tutors would ask their unit if they were in relationships or had significant others and would demand that

*“their first task is to break up with them because you won’t have time to maintain a relationship as the tutors expect you all to be working here the whole time.”* The former student shared that in this unit, the perception *“was you had to dedicate your whole life to [the tutor].”*

326. Whilst participants shared their concerns regarding the culture of favouritism, we noted that participants also demonstrated a level of acceptance to that culture being inherent at the BSA. Some participants commented on how the tutor practice of favouritism *“just became normal[ised].”* When describing the abusive behaviour they suffered during a Crit, one current participant student stated, *“[they] didn’t even know [they] had a right to say it’s not ok to be treated like that.”* A student also compared the tutor to student relationship to that of kidnapper and captive stating, *“it feels like Stockholm syndrome”* because despite how poorly the tutor treats them, some students still feel inclined to please and satisfy the tutors and remain in their good graces.
327. Two senior members of staff that have been frequently referred to in the investigation and several of the themes referred to in this Report, were also described as creators and perpetrators of a culture of favouritism echoed by participants as the *“boys club”* or one of the senior members of staff as a *“protectionist”*. Participants have shared their strong belief and experience of this culture of favouritism being a core consistent thread throughout the BSA and rooted in its identity. The tether between students and tutors has been described as overwhelming with one current staff member reporting that one of the two senior members of staff referred to above *“gets [their] ex-students to teach [their] current units for free.”* It was believed that this was a mechanism to enable them to continue this practice, because as one staff member claimed, *“[they are] very senior, very famous and very supported by [a senior member of staff, which is the other member referred to in this paragraph]. [They] win all the prizes”,* noting that students are *“terrified”* of retaliation and the potential consequences of that retaliation.
328. The perceived allegiance between these two senior members of staff is supported by another staff member who expressed concerns with the validity and security of the Report and Support database. The participant shared that they *“think they are in bed [with each other]”,* working to get rid of people who made the complaints. Whilst this cannot be proven with regard to the functionality and scope of Report and Support, we noted the core of the concerns expressed related to the many concerning incidents recalled and alleged by participants involving one of the senior members of staff referred to in this paragraph, some of which were been escalated, and yet, appear that no action was taken by the BSA or appropriate sanctions imposed against the senior member of staff. It is felt that this did not happen because of the other senior member of staff protecting them from the consequences of their behaviour and conduct.
329. We found the remarks shared by participants concerning, particularly when certain participants noted having evidence to prove the severity and impact of one of the senior members of staff's conduct. One participant noted that they have seen *“over 300 incidences of [the senior member of staff] bullying staff and students, [and has] heard them being racist to people and [they] regularly steal work from people.”* When we asked the participant why they think this senior member of staff remains at the BSA, they responded that *“[the BSA] protects [this member of staff]”*.
330. Other participants commented on having video evidence of conduct which proves their allegations regarding this senior member of staff and that they are protected. A participant commented *“[both leadership and the tutor in question] went on a charm offensive about this [tutor]”* and even counter-claimed, and *“accused [those that complained] of bullying this member of staff”*.
331. The inaction of addressing this conduct by the other senior member of staff referred to above, was a consistent theme raised by participants. When we questioned why participants believed nothing had been done to address alleged

conduct and failures, many staff members reported that they fear retaliation, with one current staff member adding, *“you couldn’t go to RIBA and form a professional code of conduct complaint about fraud [against them]. [This staff member] has friends in many places.”* Regarding the recorded evidence referred to above, a staff member participant commented that there are *“lots of recordings of this behaviour”* but because of the close relationship with the other senior member of staff, nothing has been done about those complaints. The staff member went on to share that troublingly a meeting was shared *“in relation to the bullying complaints and 2016 survey results”* and that *“the complaints were so many”* that rather than to respond, catalogue or keep the complaints, *“they [the other senior member of staff] deleted them all.”* Following a complaint by a student in relation to the treatment they received during a Crit, the member of senior leadership was reported to have *“protected the staff member, not the student and even went against [a] staff member who was trying to protect the student.”*

332. By way of further examples, one former staff participant was allegedly subject to *“aggressive”* both *“physically and verbally”* behaviour by another member of staff, as detailed in *Bullying and Gaslighting* theme while the fellow tutors’ teaching partner and other colleagues looked on and did not intervene. The staff member recalled they *“had to write a report [that] stated everything that happened”* and in response they were asked by a member of senior leadership to *“please clarify who it is that [they were] are accusing”* which they felt was a suggestion that the identity of the perpetrator was relevant in determining the consequences. The staff member recalled *“there was a lot of politics involved”* and the end result was *“a mandate that [the fellow tutor] would not enter the school/grounds”* but it is understood that it was never enforced, and they continued to tutor at the BSA and *“receive money from UCL for*

*projects.”* This former staff member also shared that this particular tutor and their teaching partner would *“pass their students work [off] as their own”* by *“putting their work on their website and not crediting their students”* and *“neither of their careers have ever been impacted by how they have behaved at the [BSA].”* The staff member felt these individuals were among the favoured by members of senior leadership and that is why they never faced punishment or consequences.



## THEME SEVEN:

### WELLBEING AND PSYCHOLOGICAL SAFETY

*"I took three years out and I just couldn't face going back because of how difficult the undergrad was- I do really want to carry on with architecture but not at the BSA"*

*"Design is king"*

333. Notwithstanding the recognised improvements by the BSA to increase the awareness and focus on wellbeing, especially since the COVID 19 pandemic, our investigation identified historical and current repeated instances of where this intention did not reconcile with the experiences of both staff and students, particularly by those working on the BSC Architecture programme.
334. Of the participants we spoke with, many reported challenges to their mental and physical health whilst at the BSA stemming from, what they described as, unmanageable workloads and difficult experiences from the behaviours and actions of a 'few bad actors' at the BSA. They also commented on receiving very little to no support from the BSA in overcoming these periods after raising them with senior members of staff. This is supported by our survey in which 66 per cent of student participants agreed or strongly agreed that their time at the BSA has impacted their mental health in a negative way.
335. It is understood, as outlined in Systemic and Structural Concerns, that the teaching structure for BSC Architecture is designed in the unit system structure which up until very recently, meant that students would only have their two-unit tutors, but now students also have one other personal tutor as a means of support. Student participants recounted being faced with difficulty and some, hostility, when they attempted to seek support outside of this structure. As noted earlier in the Report, a participant who attended the BSA in mid-late 2000s shared that they went to a staff member to report an attempted sexual assault by another student and the student was told that *"these things happen,"* and that perhaps she *"encouraged him"* because she wore *"dresses with tights"* and that was *"flirty."*
336. Staff members who experienced mental ill health or a challenge to their physical health, told us of how when they raised their concerns with senior management (at director level) no support was offered or action taken. For example, a current staff member shared an incident where after suffering a potentially life-threatening condition, she shared the information with the director of the programme at the time, and she was *"never told to take any time off and HR never intervened."* When the staff member expressed their discontent at the lack of concern and process, she alleges that she was told, *"nobody cares."* This is further supported in our findings of our survey that 42 per cent of staff participants disagreed that staff wellbeing and mental health is a priority at the BSA.
337. The workload for the students and the pressure to be *"the best"* was repeatedly cited as a reason for why participants felt wellbeing ranks poorly at the BSA, with some staff members stating that they were *"still alarmed at the number of deadlines set for completion out of school hours/term time"* and students recalling how the workload at the BSA would be unmanageable from the first week of term with one former student confirming *"within the first week we were set unreasonably scaled tasks, demands for work [that] became bigger and bigger...and we were worked into a frenzy"*. This coupled with participant perception of the BSA's complaints processes has led to both staff and students experiencing impacts to their health. For example, during summer 2021, a student reported anonymously to Report and Support; *"[t]he abuse is widespread at the Bartlett and it has caused permanent irreparable"*



*damage to my life and health". A contributor to the Dossier reported that "[they] felt out of [their] depth and unsupported, [they] w[ere] working all the hours available but never felt that it was enough...[they] witnessed one student being sectioned and several more burning out and breaking down". In a separate incident, one former student we spoke with shared how they were subjected to the behaviour of one lecturer who "speaks harshly and destroy[s] the self-esteem of students and inducing panic attacks", corroborating the experiences of those who contributed to the Dossier.*

338. When we asked participants for their take on how the BSA addresses wellbeing we were met with a range of experiences shared by those participants, affecting either their mental or physical health and sometimes both.
339. For example, a former student spoke of requesting an extension on a deadline in order to undergo surgery or have to face nine-months of rehabilitation. When opting for the surgery the participant was allegedly told it was *"not really possible to provide the two-week extension"* and that she would need to *"submit the work at the same time as the other students"* leaving her with little option but to refuse the surgery and undergo months of rehabilitation instead.
340. We were made aware of wellbeing being in decline for some students during their time at the BSA from participants that shared *"a lot of people got very sick, run down and depressed as an effect of being at the Bartlett"*. Multiple former students spoke of developing depression, anxiety and one student spoke of experiencing a *"catastrophic breakdown"* during their time at the BSA which resulted in this student leaving the school altogether.
341. Notably, we spoke with former students who allege that they are dealing with mental ill health as a result of their time at the BSA with one participant sharing: *"I am 37 now and I'm doing fuck all, and I am one of the privileged ones who has family who will take care of me, I am finding life really tough; it has affected all my social and work interactions."*

342. We met with a participant who was visibly upset prior to our meeting. During our meeting this former student explained that, along with other students in their year group had been *"in and out of therapy since they left"* and since leaving the BSA over ten years ago, this former student had been rendered jobless as a result of his poor mental health after his time at the BSA. This particular student reflected and shared that *"your confidence is totally smashed into nothing at that place, they laugh at you- it's totally institutionalised...it's a sick system"*
343. Our survey found that current and former student survey participants do not think student wellbeing is a priority at the BSA, with 59.1 per cent of respondents disagreeing that their wellbeing was prioritised. This is illustrated by one student who shared that when they had glandular fever during a field trip and was having to make trips to the emergency room, none of the staff on the trip shared any concern or provided any support and it was other students that were expressing concern and support. This student returned home, and their parents raised a complaint to the dean of the school about how their child was treated by staff. Once the complaint was raised, the student recalls a staff member stepping in but *"showing signs that they were not trained on how to deal with the situation and not having a clear guideline of what their responsibilities as tutor were."*
344. Some of the staff and student witnesses we spoke to also studied, taught or delivered Crits at other universities or institutions and provided their comparative insight on the BSA. One former student shared that they studied at three different schools doing engineering and architecture and that at the other schools *"the environment is normal, unlike the ridiculous things you see at the school [the BSA]"*. The student emphasised that the *"main difference was that when students complain, the school listened and changed and if staff cross the line [with students], they are fired."* Another former student agreed in that attending another school, they were *"shocked"* by the response they received when they had *"a few personal mishaps."* They recalled *"not being used to having so much care and attention"* and

that they “*really felt like their tutors were more kind and willing to help out more.*” Another former student who now teaches compared that they “*now occasionally sit on panel for Crits at [a] university and its very nurturing for students and very supportive*” unlike what they recalled at the BSA. They added that “*they went to Westminster to do [their] Part 3 and the head of course there really wanted me to get through it*” comparing it to the lack of support they received at the BSA. It was shared by students and staff alike that there is an identifiable “*Bartlett Way*” of teaching, designing, and tutoring and that this is often what keeps the separation between the BSA and the rest of the industry. One current staff member reasoned that the BSA “*has a strong visual identity*” and can be “*self-referential with no outside meaning*” or connection to the world.

## GROWTH AND OVERWORK

345. Throughout our investigation, we identified concerns relating to students feeling overworked due to the competitive nature of the units. Staff reported feeling overworked due to the growth in the number of students attending the BSA, up 68 per cent since 2015 and key performance indicators remaining unadjusted for this increase (see more below). As a result of feeling overworked, both students and staff shared feeling demotivated, stressed, and undervalued which can directly impact their ability to perform at school or work. The impact of the growth of the BSA is believed to also be felt by students, with one current student sharing how their lecturer “*behaves unacceptably during my tutorials. He is constantly on his phone and acts like this is the last place he wants to be on earth*”. Tutors set the tone in their units and their disinterest can become the students’.

346. The Tutor Manual offers guidance on how tutors should communicate deadlines and expectations, for example “*arrange workloads and other commitments with foresight.*” However, we found throughout our investigation from those students that we spoke with, that the guidelines were rarely heeded. One former student described feeling “*intense pressure, five to seven days a week for over eight hours a day*” and recalled that they “*forgot about life outside of BSA existed*” and “*just lived in the microcosm.*”

347. Another former student shared that the workload is a “*24/7 commitment*” whilst a third former student shared their routine with us, saying it was “*seven-days a week, at least 12 hours a day in the studio until it closes,*” which they found to be “*relatively standard for an architecture student.*” One current staff member corroborated this view by sharing that up until recently, “*the BSA website contained a statement that said something to the effect that it is not unusual for students to have all-nighters,*” and that it was only removed when “*mentioned by students in a meeting during this year [2022].*” One former student shared that the expectation of an unattainable work ethic escalated to where their tutor was “*gaslighting them*” asking “*with reference to the amount of work [they] had done, ‘Do you have another job, are you working on the side?’*” The student felt the commentary was “*subtle but the suggestion was [that they] were not up to scratch.*” In corroboration of the culture of constant work, we received reports that tutors would schedule unit tutorials “*as late at 10:30 or 11 o’ clock at night*” to accommodate their own outside work diaries although one current staff member shared that they “*are not supposed to be allowed to book rooms after 6PM.*” Further, we were told that work studios “*used to be open 24 hours a day*” to allow students to access when needed. However, this further promoted the culture of overwork as evidence by the alleged incident that caused a change so that the studios close overnight.

348. In sharing that alleged incident, we were told by a former student that while they were in the studio working overnight, “*a student had a mental breakdown and destroyed other students’ projects.*” Another participant recalled that the student’s breakdown was “*drug induced*” which they felt was likely taken to stay awake through the night. We heard from more recent student participants that the closure of the studios at night did little to mitigate the overwork culture at all as students would attempt to “*hide in the studio late at night*” so that they could remain after hours to continue their work.

349. Similarly, it was also reported to us that tutors did not respect students’ time off and would expect they work on weekends and holidays, with one former student sharing that they were told “*not*



to go home over the break” if they lived outside of London. Another student who was met by the similar comment shared that it was more specific in that they told “foreign students not to go home for holidays and UK students were told they could go home for Christmas Day but were to return on Boxing Day.” This culture of overwork has existed at the BSA for decades, confirmed by a third former student turned staff member who recalled “[getting] into trouble” for going on an Easter holiday with their parents back in the late 1990s, and following this reprimand “did not go to visit [his] brother [abroad] at Christmas”, because of this pressure to be at the BSA.

350. During the investigation we received information which showed that the culture of work has continued and remains unsociable. For example, “on the last day of Easter holidays 2021, there was “teaching across the [BSA] from first year through fifth year.” The current staff member shared that the first-year students “had been emailed [...] and told they would be having two tutorials over the holidays, one before Easter and one after, [] and [would be] expected to bring their revised projects to the second.”
351. The current staff member explained that “in other words they were expected to work all Easter” and that they “were also strongly encouraged not to leave London in order to be able to attend these,” but were also given the option for “tutorials [to] be online if need be [so that] there would be no excuse [for students] not to attend.” With respect to the effect on students, the current staff member shared that concern about the “potential impact on [students] mental and physical health,” and expressed that the behaviour “also discriminates against poorer students or those who feel less able to say no [because] students did not attend, not only would they receive less teaching than other students, they also risk being criticised by the people responsible for marking their work.”
352. The culture of overwork also impacts staff. Regarding the growth at the BSA, one current staff member shared, the BSA is “creaking at the joints.” One current staff member present during 1997 recalled that the BSA “had 500 students compared to the 1,500 now” describing the BSA as

a “megalomania.” Another current staff member shared that they went from “40 students to 140 students in one year” which meant they grew from “4 studios to 10 or 11 studios” requiring a need for new staff. Other staff members who shared this experience explained that they were not given permission to hire additional staff until the day before the term began, causing unnecessary and undue stress on them and students. According to one current staff member the “scale of the school is too large” and that “often it is the management that make the decisions, [and they] do not see what is happening on the ground.” Several current staff members agreed with one account that “staff have to act through delegated powers [and] there is not enough delegation done from the top.”

353. Regarding decision making to support staff, a current staff participant described there being “a lack of autonomy for the tutors” while another shared that “there is no discussion about how to manage the increased volume of people [and] no one listens. We are told what to do [and] we do not feel like we cannot contribute to the changes”. While frustrations due to a lack of autonomy are to be expected to an extent, one current staff member offered the situation is more serious and that the exponential growth has resulted in pressure felt by staff, particularly those who work part time with the BSA, sharing that “the BSA does not acknowledge that [they have] work outside” and find themselves working extra hours on non-BSA workdays to achieve the volume of work required for the number of students. This same part-time staff participant also reported bullying by other staff members explaining that “[the] bullying of staff is getting worse as a consequence of the BSA’s rapid growth. [I] am part time and the BSA does not acknowledge that we have work outside” and reports that there is “no slack on the deadline”. When we asked what support was available from leadership this participant shared that “the general attitude is ‘it’s your problem’ and [you are expected] to solve it”. We found that the lack of support for staff ultimately impacts the students, as staff cannot perform to the best of their abilities on limited resources and support. A current member of staff shared their struggles with “trying to take into account all the deadlines”

and stated that they have *“accrued so much holiday and can’t even take them.”* The current staff member explained that they often have *“late sessions”* outside the *“UCL core hours of 10am to 4pm”* during which *“meetings and submissions should be held”* but that those rules are rarely abided by. The current staff member shared that they and others *“try to ask to take breaks to look after their wellbeing but they are told ‘that’s the way the programme runs.’”* Reflecting this strain on staff, our survey showed that only 29 per cent of staff participants either agreed or strongly agreed that staff’s mental health and wellbeing is a priority at the BSA whilst 42 per cent either disagreed or strongly disagreed

experiencing PTSD, anxiety and depression for which they are still reportedly dealing with in therapy today.

354. A former student shared that during their time at the BSA they were raped by another student on their course and had to face this student daily during their lectures and tutorial sessions. They shared this with their friends but did not share this information with any members of staff as they were *“not sure that there was a network in place”* and worried that if they reported the incident to the BSA it would be leaked to the alleged attacker. The impact of not having fully trained staff members to support in these sensitive issues had a silencing effect of and lead to the victim



# SECTION I

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## SCHEDULES

## SCHEDULE 1:

### GLOSSARY OF TERMS<sup>3</sup>

Many terms used in this report can be defined in various ways and definitions will continue to evolve alongside societal understanding and experiences. Definitions can change over time and across contexts. With reference to current, valid sources, the following glossary of terms defines words and phrases used throughout the Report, considering academic, legal, and working definitions and the present cultural context. The glossary also includes definitions of objective terms, such as place names and academic positions as they relate to the Bartlett School of Architecture.

**“Abuse”** is an umbrella term for a variety of actions and experiences. Where it relates to behaviour, the Cambridge Dictionary defines abuse as ‘cruel, violent, or unfair treatment of someone’. Abuse can take many forms and it is important to consider intention and that a person can be experience abuse even if the perpetrator does not intend to cause harm or to abuse:

**“Emotional Abuse”** includes intimidation and threatening behaviour that makes the victim feel small and scared; criticism that can affect self-esteem; undermining comments, such as dismissing your opinion; making a person feel guilty through emotional blackmail or ignoring them; economic abuse; and imposing strict parameters on what a person can and cannot do. Emotional abuse can be difficult to identify, which is why it is so important for victims to feel that they can speak up. Personal relationships are often the focus of discussions about emotional abuse; in the workplace it is both difficult to identify and often overlooked.

**“Physical Abuse”** is the most visible form of abuse and includes physical violence toward another person, including, hitting, kicking, slapping, burning. The intention is to cause harm and/or intimidate.

**“Psychological Abuse”** includes the deliberate use of words and non-physical actions used with the purpose to manipulate, hurt, weaken or frighten a person and/or influence a person’s thoughts and actions and harming their wellbeing.

**“Sexual Abuse”** and sexual violence ‘is any unwanted behaviour understood to be of a sexual nature that takes place without consent. Any behaviour of a sexual nature that causes distress is considered sexual violence or abuse.

**“Systemic Abuse”** Systemic refers to the embedded practices and processes within a whole system, or the practices and processes that are affecting the whole. Systemic abuse refers to a person or group being unfairly treated by a system (e.g., education establishment) of which they are a part.

**“ACAS”** Advisory, conciliation and arbitration service

**“AIS”** Architecture Interdisciplinary Studies (non-accredited Architecture course offered by BSA)

**“Anti-semitism”** is hostility towards or discrimination against Jewish people as a religious, ethnic or racial group.

**“ARB”** Architects Registration Board

**“Balance of probabilities”** is the standard of proof in civil cases requiring only the slightest tip of the balance to decide who wins the case.

**“BAME”** Black, Asian and Minority Ethnic.

**“Bias”** is being prejudice against one group or in favour of another, in a way that disadvantages a particular group. It can be conscious or unconscious and can have influenced the design of processes that have been around for a long time.

<sup>3</sup> Sources used in *Glossary of Terms*: <https://www.citizensadvice.org.uk/>; <https://www.gov.uk/>; <https://lwa.org.uk/>; <https://www.nidirect.gov.uk/>; <https://www.relate.org.uk/>; <https://safelives.org.uk/psychological-abuse/>; <https://www.ons.gov.uk/>; <https://www.merriam-webster.com/>; <https://www.survivorsuk.org/>; <https://www.nspcc.org.uk/>; <https://www.oxfordlearnersdictionaries.com/>

**“Bullying”** is behaviour that makes a person feel intimidated or offended. Bullying includes spreading malicious rumours, unfair treatment, picking on someone, denying training or promotion opportunities. Bullying is not against the law but when bullying is related to one of the protected characteristics this is classed as harassment and is against the law.

**“BSA”** The Bartlett School of Architecture

**“Coercion”** is the action of making somebody do something that they do not want to do, using force or threatening force.

**“Crits”** Public showings or critiques of students’ work that are often attended by staff, students and guest critics.

**“Cyberbullying”** Bullying can happen anywhere, including online. Cyberbullying refers to bullying that occurs online or through an electronic device. Examples include inappropriate pictures of colleagues being posted on social media platforms, sent via email, text message etc.; offensive messages and threats; heightened monitoring of remote workers to check they are being productive.

**“DEI”** Diversity, equity and inclusion

**“Discrimination”** is the practise of treating somebody or a particular group on society less fairly than others and is often related to the protected characteristics.

**“Dossier”** is a file containing detailed records, here, collection of allegations of bullying, harassment (including sexual harassment), racism and sexism at the BSA.

**“EDI Training”** Equality, Diversity and Inclusion Training

**“Gaslighting”** is a colloquial term to describe undermining what a person knows to be true, persuading them question their reality.

**“Grooming”** is when someone builds a relationship, trust and emotional connection with someone, usually a young person, so they can manipulate, exploit and abuse them. Grooming can happen when there is a power differential within a relationship, which the abuser exploits for their own gratification.

**“GTA”** Graduate Teaching Assistant

**“Harassment”** is behaviour that makes someone feel intimidated or offended. Harassment includes spreading malicious rumours, unfair treatment, picking on someone, denying training or promotion opportunities. When these behaviours are related to a protected characteristic then the behaviour is classed as harassment and is unlawful under the Equality Act 2010. Harassment is also defined by applicable UCL policies as referred to in the Report.

**“HB”** Howlett Brown referred to as (**“HB”**, **“we”**, **“us”** and **“our”**)

**“Islamophobia”** is the irrational dislike, fear of or prejudice against, Muslims or Islam.

**“Microaggressions”** describes the broad range of acts or remarks that make a person feel insulted, denigrated, offended or treated differently, unfairly or inappropriately because of their gender, race or ethnicity, disability, sexual orientation or other protected characteristic. Microaggressions are often indirect or subtle actions or statements. It is often the case that microaggressions are unintentional and have no negative intent. However, regardless of intent, they can have, over time, a material impact on a person’s health, wellbeing, and overall experience of the environment they are in or a part of. Accumulative microaggressions can also be viewed as forms of bullying, harassment, and overt racism, depending on the issues and circumstances involved.

**“PGTA”** Post-graduate Teaching Assistant

**“PhD”** Doctor of Philosophy

**“Physical Harassment”** is unwanted physical gestures or touching that a person finds offensive, intimidating or humiliating.

**“Protected Characteristics”** are personal characteristics that are protected against discrimination under the Equality Act 2010. These characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

**“Psychological safety”** refers to an absence of interpersonal fear, whereby people feel that they can speak up, share ideas and be their authentic selves, without being negatively judged, punished, or humiliated.

**“PTSD”** Post traumatic stress disorder

**“Report”** this Environmental Investigation Report

**“RIBA”** Royal Institute of British Architects

**“RIBA Statistics Report”** RIBA’s Education Statistics 2019-2020 Report

**“Sexual Harassment”** includes unwanted sexual advances and requests for such (summarised).

**“Socio-cultural climate”** refers to the social and cultural factors that affect and shape a particular context and influences the lives, thoughts and behaviours of those within. Factors include values, norms, standards of living, current affairs, the economy, healthcare, power structures, prevalence of discrimination. Such factors together create the socio-cultural climate.

**“Socio-economic”** relates to a combination of an individual’s income or family’s income, occupation, and social background. Socio-economic factors are usually important determinants to one’s privilege and opportunity.

**“Tokenism”** is the practice of making only a symbolic or perfunctory effort to be inclusive to members of minority groups. It can extend to the use and leverage of ethnic minority groups to operate as a veneer for leadership in the workplace, for example to deliver messages that may be better received by minority groups when delivered by a person of ethnic minority background. Tokenism in the workplace may also occur when an ethnic minority is put in a position to speak on behalf of all people that share that person’s racial heritage or more broadly, are a part of an ethnic minority community.

**“UCL”** University College London

**“Xenophobic”** is feeling or showing a dislike or fear of people from other countries.





## SCHEDULE 2:

### UNDERSTANDING RACISM, SEXISM, BIAS AND MICROAGGRESSIONS

As detailed in the Scope of Investigation section of this Report, there have been reports and concerns raised by students and staff (current and former) that relate to the culture, educational practices and environment at BSA. The concerns include race and sex discrimination, harassment and sexual harassment, bullying and abuse of power. It is important to define the basis on which terms have been considered during the investigation and in the context of this Report. While the terms “racism”, “sexism”, “bias” and “microaggressions” have been in use for some time, there is inconsistency in their definitions, understandings and everyday use.

Over the past few years there has been a marked change in the understanding of these terms and how they show up in the workplace. Reflecting the societal recognition of the need to address racism and sexism in society. We are a people intelligence company who are specialists in this area. We service global clients and have investigated and reviewed these issues in numerous workplaces and organisations. As such, HB draws on its wealth of experience to provide its understanding of the current social context for these issues.

Whilst racism encompasses overt racist behaviours, it can also include racialised language, bias, microaggressions, tokenism, systemic privilege, and power. ‘Overt racism’ describes behaviours that are commonly recognised as racism and many often associate the term ‘racism’ as only to refer to acts and behaviours that are ‘overt’ in their racist nature and intent. Overt racism includes offending, attacking, and violating a person because of the colour of their skin, national, racial, or ethnic heritage.

Dictionary and simplistic definitions of racism have long been challenged, including by academics, legal scholars and activists. Individual dictionary definitions vary and – though slow to do so – have changed over time. For example, the Merriam-Webster definition of racism was revised in 2020 following a campaign by a university student in the USA who called for Merriam-Webster to further highlight systemic racism as a form of racism

that can exist separate to and alongside individual prejudice.<sup>4</sup> This campaign, which ran following the Death of George Floyd and the subsequent Black Lives Matter movement, illustrates the impact of changing narratives and societal expectations on definitions. Whilst the use of a dictionary to define such a complex, multi-faceted and debated concept is questionable, it must also be recognised that such a source will be a go-to for many people and changes in definitions are a reflection of a societal change in language and understanding.

Racism is a key concept in sociological studies of inequality. There is no one definition of racism in sociological thinking due to the many schools of thought that sit under this umbrella, but in looking to this discipline we can better understand the complexities of considering race/ethnicity, the need to understand individual experiences, as well as observe the way in which inequalities manifest structurally. That is to say, we need to look at attitudes and prejudices on an individual level, but also look at structures and inequalities in systems and processes that are intrinsically excluding or determined by historic processes that were excluding to particular groups, we need to look at representation across society, and we need to look at overarching processes that are maintaining a status quo that is serving to exclude – intentionally or unintentionally. Removing prejudiced expressions of opinion is not enough and will not alone address racism.

Sexism is the prejudice, stereotyping or discrimination on the basis of sex or gender. It can include the belief that one sex/gender is superior to the other. This form of discrimination can encompass overt sexist behaviours as well as sexualised language, bias, microaggressions, tokenism, systemic privilege and power.

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<sup>4</sup> See: <https://www.theguardian.com/books/2020/jun/11/merriam-webster-racism-definition-revise-kennedy-mitchum>

In terms of sexism, women and men can both be victims of this form of discrimination, though women are more often the victims of sexism and the group most harmed by this form of discrimination. Examples of sexism include gender-stereotyping in the workplace, where women who attempt to succeed in male dominated fields are discriminated against through lack of promotion or support despite being comparable or more skilled than male counterparts. We need to considering power in relation to both sexism and racism. Where a person is without power, such as being in a junior position or from a minority group, they are often unable to challenge discriminatory behaviour without fear of reprisal or further discrimination. Power relations between women and men are historically unequal and this continues to pervade society – and workplaces, which is why sex discrimination is harmful to women.

The pervasiveness of sexism, similar to racism, can mean that it goes unseen by many but acutely recognised by those experiencing it. It may be that, historically, a particular role was filled by a man or a White person and then this became a cultural norm. There is no reason why a woman or Black person could not carry out the role, but because the industry does not represent these groups – or make efforts to include them – they experience a form of exclusion. This can then lead to overt discrimination if an employer/organisation internalises the cultural norm, does not recognise unconscious bias, or continues the trend of recruiting men/White applicants at the exception of women/ Black applicants who are as qualified for the role. This in turn can deter applicants from under-represented groups and create a cyclical process.

It is well recognised in research that racism and sexism can occur regardless of the intent of the perpetrator (<https://www.kevinnadal.com/> and

<https://www.mikkihebl.com/>). Intent is a variable factor that must be considered in the context of assessing all forms of discriminatory behaviour and whilst it does not excuse or condone such behaviours, it is notable in determining the outcome of investigations involving allegations of racism and sexism and what sanctions following such investigations are appropriate in the circumstances. Further, it is important to recognise the part that power imbalances play in racism and sexism, particularly if involving leadership and the forms of discrimination that are not overt.

‘Microaggressions’ describes the broad range of acts or remarks that make a person feel insulted, denigrated, offended or treated differently, unfairly or inappropriately because of their race or ethnicity. Microaggressions are often indirect or subtle actions or statements. It is often the case that microaggressions are unintentional and have no negative intent. However, regardless of intent, they can have, over time, a material impact on a person’s health, wellbeing, and overall experience of the environment they are in or a part of. Accumulative microaggressions can also be viewed as forms of bullying, harassment, and overt racism, depending on the issues and circumstances involved. An article in The Independent recently described racial microaggressions as “death by 1,000 cuts” and this can be supported by other research on the cumulative effect of microaggressions.

‘Bias and systemic racism/sexism’ describes the often-subtle ways that individuals’ cognitive and largely unconscious acts embed differential treatment between people of different races/sexes in everyday behaviours and responses.

## LIST OF DOCUMENTS/EVIDENCE

Set out below is a summary list of the documents reviewed and assessed as part of the DEI Strategic Review.

- Academic Promotions Guidance 2020
- Architecture Dignity at Work Report 2015
- Architects Journal's online article "Bullying Bartlett: abused ex-students are poised to take legal action."
- Architects Journal's online article "Bartlett Facing Investigation following allegations of sexism and racism"
- Athena Swan Department Application: The Bartlett 2020 (final redacted)
- Bartlett Architecture Suspicious Activity Reports
- Bartlett Freedom of Information Act Requests
- Bartlett Tutor Manual 2018-19
- BSA Finance and Workload Update Slide Deck AMG May 2021
- BSA Org Mapping 2021-22
- BSA Staff Overview May 2021
- Charter and Statutes of the University College London
- Dezeen's online article "Bartlett launches investigation after racism and sexism".
- Dignity at Work Action Plan 2016
- Dignity at Work Report 2017
- Dossier
- Event Registration "Dialogue Event on Dean's Pledge"
- Event Registration "OUT@UCL: Black trans lives lunch" 29 July 2020
- General Privacy Notice (version 3.1) 2018
- History, Charter and Bylaws of RIBA Architecture.
- Identifying the Barriers to Race Equity for the UCL Student Community.
- Induction Process PowerPoints: "Professional Teaching Qualifications", "Mentoring", "Induction Probation Checklist", "Flowchart" and "Setting Objectives"
- Information for UCL Students (Coronavirus)
- Information for UCL Students (HR)
- Inquiry into the History of Eugenics at UCL – Final Report
- Investigation into the History of Eugenics at UCL 2020
- Landscape Architecture MLA & MA Student Manual 2018-19
- New Policies on Bullying, Harassment and Sexual Misconduct and Personal Relationships
- Professor Peter Cook's UCL biography.
- Privacy Legal Services
- Race Equality Implementation Group Student Report: Identifying the Barriers to Race Equity for the UCL Student Community 2020
- Race Equality Implementation Group: Interim Staff Report 2020
- Race Equality Positive Action Initiatives
- Report and Support Narratives
- Safeguarding Children and Adults at Risk Policy and Procedure (Staff and Students)
- School of Architecture "Where do you draw the line?" Attendee List 5 December 2019
- Staff Disciplinary Policy and Procedure
- The Bartlett School of Architecture Civil Environmental and Geomatic Engineering The UCL Institute for Environmental Design and Engineering MEng Engineering and Architectural Design Year 1 Course Guide 2018-19
- The Bartlett School of Architecture Civil Environmental and Geomatic Engineering The UCL Institute for Environmental Design and Engineering MEng Engineering and Architectural Design Year 2 Course Guide 2018-19.
- The Bartlett School of Architecture Manual BSc Architecture Year 1 (ARB/RIBA Part 1) 2018-19
- The Bartlett School of Architecture Manual MA Architecture and Historic Urban Environments 2018-19
- The Bartlett School of Architecture Manual BSc (Hons) Architectural & Interdisciplinary Studies (AIS) Year 1 2018-19
- The Bartlett School of Architecture Manual MA Architectural History 2018-19
- The Bartlett School of Architecture Manual Architecture March Year 4 (ARB/RIBA Part 2) 2018-19.
- The Bartlett School of Architecture Manual Architecture March Year 5 (ARB/RIBA Part 2) 2018-19
- The Bartlett School of Architecture Manual March Design for Manufacture 2018-19

- The Bartlett School of Architecture Manual March Design for Performance and Interactions 2018-19
- The Bartlett School of Architecture Manual MA Situated Practice 2018-19
- The Bartlett School of Architecture Manual MSc/ MRes Architectural Computation 2018-19
- The Bartlett School of Architecture Manual MSc/ MRes Space Syntax: Architecture and Cities 2018-19.
- The Bartlett School of Architecture MPhil/PhD Manual (all courses) 2018-19
- The Bartlett School of Architecture March Architectural Design 2018-19.
- The Bartlett School of Architecture March Urban Design 2018-2019 Programme Guide
- The Bartlett School of Architecture Special Guidelines for Academic year 2020-21 Issue 001 / September 2020
- The Bartlett School of Architecture Special Guidelines for Academic School Year 2020-2021, Issue 001-011
- The Bartlett School of Architecture Special Guidelines for Academic year 2020-21 Issue 002 October 2020
- The Bartlett School of Architecture Special Guidelines for Academic year 2020-21 Issue 003 November 2020
- The Bartlett School of Architecture Special Guidelines for Academic year 2020-21 Issue 004 / December 2020
- The Bartlett School of Architecture Special Guidelines for Academic Year 2020-21 Issue 005 / January 2021
- The Bartlett School of Architecture Special Guidelines for Academic Year 2020-21 Issue 006 February 2021
- The Bartlett School of Architecture Special Guidelines for Academic Year 2020-21 Issue 007 March 2021
- The Bartlett School of Architecture Special Guidelines for Academic Year 2020-21 Issue 008 / April 2021 [updated 23 April]
- The Bartlett School of Architecture Special Guidelines for Academic Year 2020-21 Issue 009 / May 2021
- The Bartlett School of Architecture Special Guidelines for Academic Year 2020-21 Issue 010 / June 2021
- The Bartlett School of Architecture Special Guidelines for Academic Year 2020-21 Issue 011 / July 2021
- The Bartlett Faculty Race Equality Pledges 2021
- The Bartlett's History
- The Bartlett Masters Faculty Manual 2019/20
- The Bartlett PhD Faculty Manual 2019/20
- The Bartlett Undergraduate Faculty Manual 2019/20
- The Bartlett Welcome Guide for Students 2020/21
- The Bartlett "Where do you draw the line?" Attendee List 5 December 2017
- The Bartlett "Where do you draw the line?" Attendee List 16 May 2018
- The Bartlett "Where do you draw the line?" Attendee List 20 March 2019
- The Bartlett "Where do you draw the line?" Attendee List 3 April 2019
- The Bartlett "Where do you draw the line?" Attendee List 12 June 2019
- The Bartlett "Where do you draw the line?" Attendee List 12 September 2019
- The Bartlett School of Architecture, UCL Graduate Guide 2020-21
- The Bartlett School of Architecture, UCL Staff Handbook 2018-19
- The Bartlett School of Architecture, UCL Staff Handbook 2019-20
- The Bartlett School of Architecture, UCL Staff Handbook 2020-21
- The Bartlett "Taking the Lead" Register 2 March 2020
- The Guardian's online article "Ex-students complain of sexism and racism at UCL architecture school"
- UCL Academic Careers Framework 2018
- UCL Academic Manual 2018-19 Chapter 6: Student Casework Framework Section 8: Disciplinary Code and Procedure in Respect of Students
- UCL, Bartlett School of Architecture Dignity at Work Action Plan.
- UCL Career Frameworks for Professional Services Staff
- UCL's Daily Coronavirus Update: Issue 64 2020
- UCL Disabled Students' Network Report: Disability Discrimination Faced by UCL Students & Recommended Measures 2020
- UCL's EDI Newsletter
- UCL Equity and Inclusion Plan 2020-21.
- UCL General Student Privacy Notice (version 3.3) 2019
- UCL Human Resources: Employee Support from Care First,
- UCL Induction and Probation Policy 2019

- UCL Institutional Silver Athena SWAN Action Plan
- UCL's news statement "Everyone's Invited"
- UCL's news statement "The Bartlett Promise Master's Scholarship"
- UCL's news statement "The Bartlett stands in solidarity."
- UCL's news statement "UCL publishes annual report on Bullying, Harassment and Sexual Misconduct"
- UCL's news statement "UCL to host first-ever global conference on tackling sexual misconduct in higher education"
- UCL's online article "The Bartlett School of Architecture and Covid-19"
- UCL's online article "Tackling unacceptable behaviours in our community"
- UCL Personal Relationships Policy
- UCL Prevention of Bullying, Harassment and Sexual Misconduct Policy
- UCL Prevention of Harmful Behaviours Working Group
- UCL's Public engagement blog "Black Lives Still Matter: inclusion and diversity in our work" 2020
- UCL's 'Race' and Space – A New Curriculum
- UCL Report and Support.
- UCL Report and Support Duty of Care Guidance.
- UCL Staff Grievance Policy.
- UCL Staff Grievance Policy and Procedure
- UCL Staff Privacy Notice (version 2.6) 2019
- UCL Statute 18 – Redundancy, Discipline, Dismissal and Removal from Office (Academic Staff)
- UCL's The Week: "A Conversation about Race at

- UCL: A Lived Experience, 19 June 2020"
- UCL's Virtual Event: "Leading through Crisis: 5 Things We Have Learned about Organisations and People" 2020
- UCL Welcome Guide for Students
- Understanding Data Protection at UCL
- Values Statement "About US"
- Values Statement "Annual Review 2020"
- Values Statement EDI "Policies and Guidance"
- Values Statement "UCL Report & Support"
- Values Statement "Values on"
- 3xx – AB Reporting Review Task Finish Group docx.

List of listening circles (with up to 10 attendees per group) and individual interviews conducted by HB:

- Current Students Listening Circle
- Former Students Listening Circle
- Current Staff Listening Circle
- Former Staff Listening Circle
- Women's Listening Circle
- People of Colour Listening Circle
- Diversity Listening Circle
- Student to Staff Listening Circle
- 49 x Individual interviews
  - 5 x Current Students Individual Interviews
  - 16 x Former Students Individual Interviews
  - 15 x Current Staff Individual Interviews
  - 6 x Former Staff Individual Interviews
  - 7 x Current Leadership Interviews





## SCHEDULE 3: DATA NARRATIVE

355. The following provides a summary of descriptive data and student and staff responses to survey questions about experiences of studying/working at the BSA, providing key statistics about student and staff sentiment and experience at the BSA. We reflect on these statistics as they relate to the environmental investigation.

356. The two separate student and staff surveys went live on 7 December 2021 and closed on January 21, 2022. These survey responses provided key insights from 303 current and former students and staff. The data adds to our understanding of the BSA gained from the 49 in-depth interviews and 8 listening circles and 8 written accounts.

357. Of the 303 people that chose to complete a survey, 67 per cent (n=203) completed the student survey, 33 per cent (n=100) completed the staff survey. 14 per cent (n=43) of respondents had both studied and been a member of staff at the BSA at one point.<sup>1</sup> Any reference to 'staff' or 'student' current or former, is to refer specifically to those individuals that responded to the survey.

### DESCRIPTIVE DATA

#### Age

358. Survey insights were mainly represented by people aged 18-40, with fewer people aged 41+ taking part in the survey. In descending order, 48.8 per cent per cent of participants were aged 25-40; 35.6 per cent were aged 18-24; 12.2 per cent were 41-56; 2.6 per cent were 57-66; 0.7 per cent were 67-75. This representation of the younger demographic is likely related to the majority of the overall respondents were students, who are more likely to fall within the 18-40 age group.

359. This was confirmed when student and staff data were separated out, 49.8 per cent of student participants were 25-40; 45.8 per cent were 18-24; 3.9 per cent were 41-56; 0.5 per cent were 67-75. However, we found that the slightly elevated per cent within the 25-40 age group over the 18-24 age group may indicate that we spoke to more students within the post-graduate and masters programmes compared to the undergraduate programmes. This

could be reflective of the trend we identified throughout the interviews that suggested that undergraduate students were less likely to speak up as the perception that doing so may have an impact on their grades or careers was generally greater amongst the undergraduates compared to masters students.

360. In terms of staff members, 47 per cent of participants in the survey were 25-40; 29 per cent were 41-56; 15 per cent were 18-24; 8 per cent were 57-66; 1 per cent were 67-75. These figures generally meet the expectation that staff members would mostly fall into higher age groups than students, that is, within the 25-40 and the 41-56 age groups because they have completed their education prior to accepting a staff position.

#### Gender

361. The majority of survey participants were women (58.4 per cent); 36.3 per cent were men; 3 per cent preferred not to say; 2 per cent were non-binary; 0.3 per cent were agender. These data figures could be indicative of greater social and cultural considerations that women are more likely to have experiences with sexism, harassment and bullying, and thus are more likely to report them and/or engage in activities such as the survey. They could also reflect social and cultural norms of women having a greater propensity to self-select to participate in surveys, as research continues to show that they do.

362. When student and staff data are separated out, a larger majority of this group were women (62.1 per cent); 33 per cent were male; 2.5 per cent preferred not to say; 2 per cent were non-binary; 0.5 per cent were agender. Similar to the comparisons drawn above, the higher per cent of female student participants in the survey could either suggest a greater number of experiences amongst them compared to male students or a greater collective willingness to speak up about their experiences.



## Gender continued

363. For staff, there was more of an even split, with 51 per cent of participants being women; 43 per cent were men; 4 per cent preferred not to say; 2 per cent were non-binary. Compared to the student data, this shows we had 10% more male staff members participate than male students, suggesting male staff members are more willing to speak up about their experiences at the BSA.

## Race/ethnicity

364. In terms of race and ethnicity, our survey found 50.5 per cent of participants were White; 17.2 per cent were East Asian; 5.9 per cent were mixed or multiple ethnic groups; 4.3 per cent were South Asian; 4 per cent were Asian British; 3.6 per cent were Hispanic/Latinx; 3.6 per cent stated 'other'; 3 per cent were Middle Eastern. Smaller percentages (n=24) covered multiple other (n=14) race/ethnic groups and made up 8 per cent of respondents.

365. The data shows that the racial and ethnic demographic of the participants generally aligns with our understanding of the demographics of students and staff at the BSA however, when student and staff data are separated out, 43.8 per cent of student participants were White; 20.7 per cent were East Asian; 6.9 per cent were mixed or multiple ethnic groups; 5.4 per cent were South Asian; 4.9 per cent were Hispanic/Latinx; 3.9 per cent were Asian British; 3.4 per cent were Middle Eastern. Smaller percentages (n=16) covered multiple other race/ethnic groups and made up 11 per cent of respondents.

366. This is compared to 64 per cent of staff participants who stated they were White; 11 per cent stated 'other'; 10 per cent were East Asian. Smaller percentages (n=15) covered multiple other race/ethnic groups and made up 15 per cent of respondents.<sup>2</sup> This data shows that the per cent of student participants that are East Asian is over 10% higher than the staff participants who are East Asian, suggesting a large number of East Asian students wanted to share their experiences on the survey. This suggestion is also partly corroborated by our understanding of the BSA demographics as it has been reported to us that East Asian origin make up a large per cent of the student population.

367. Additionally, the data suggests that there is more diversity amongst the student participants

than staff where the student demographic results span seven different racial and ethnic categories above a "small percentage" with 43.8 per cent identifying as White whereas the staff data only spans three categories with 64 per cent identifying as White and 11 percent identifying as the next largest category, "Other."

## Sexuality

368. With respect to sexual identity, our survey revealed that overall, 70.6 per cent of respondents were heterosexual or straight; 8.9 per cent were bisexual; 8.6 per cent preferred not to say; 7.9 per cent were gay; 1.7% were asexual; 0.7% were lesbian; 0.7% stated 'none of the above'; 0.7% were pansexual; 0.3% were queer. When the data was further broken down, it showed that 69 per cent of students were heterosexual or straight; 10.8 per cent were bisexual; 8.9 per cent were gay; 8.9 per cent preferred not to say; 1 per cent were asexual, 1 per cent were pansexual, 0.5 per cent were queer.

369. Comparing this to staff participants, 74 per cent of staff were heterosexual or straight; 8 per cent preferred not to say; 6 per cent were gay; 5 per cent were bisexual; 3 per cent were asexual; 2 per cent were lesbian; 2 per cent stated, 'none of the above'. This data shows relatively consistent numbers across student and staff participants in terms of sexual orientation, particularly with those staff and student participants who responded, "preferred not to say," 8.6 per cent overall. This could be indicative of social and cultural concerns and fears about sharing one's sexual identity, especially compared to the lower per cents of individuals who preferred not to say on questions like gender at 3 per cent.

## Disability

370. With regard to disability status, 8.6 per cent of all respondents were disabled; this number consists of 8.4 per cent of students who were disabled and 9 per cent of staff. The data shows relatively consistent percentages across staff and students in this area.

### Length of time at BSA

371. The majority (59.1 per cent) of students who responded to the survey had spent 2 years or less at the BSA (43.3 per cent of students had spent 1-2 years at the BSA; 15.8 per cent less than 1 year); 14.8 per cent had spent 2-3 years there; 12.3 per cent 3-4 years; 12.3 per cent 4+ years. As half (50.2 per cent) of those who completed the student survey were current students, the figures are expected. Additionally, some of the masters programmes the BSA offers are one-year courses so the per cent is likely to incorporate some of those individuals as well. In terms of staff retention, 41 per cent of staff had spent up to 3 years at the BSA; 24 per cent had spent 10+ years; 20 per cent 3-5 years; 9 per cent 7-10 years; 5 per cent 5-7 years. The data shows that the first largest group are the individuals who have been at the BSA the shortest amount of

time at 41 per cent and the next largest group are the staff members who have been around for over a decade at 24 per cent of participants. This unique data suggests a polarised staff experience amongst the participants in that there is nearly a 20 per cent drop off in staff between the up-to-three-years category and the three-to-five-year categories. This could further suggest a trend that a large number of staff participants chose to leave the BSA after such a short time and could be indications of issues within the workplace culture and environment or other job opportunities. On the contrary, with nearly a quarter of staff participants indicating they have been at the BSA for over ten years, the data could also suggest employee satisfaction and a desirable workplace climate.

## SURVEY DATA

371. The following narrative reflects on the survey answers in relation to 5 key areas:

1. Tutor bias
2. Favouritism
3. Wellbeing and mental health
4. Inappropriate behaviour, bullying and harassment
5. Diversity, equality and inclusion

### 1. Tutor bias

372. The majority of student participants (56.8 per cent) agree (33.7 per cent 'agree' and 23.1 per cent 'strongly agree') that tutors' bias impacts how students' work/assignments are assessed. At 27.1 per cent, a large proportion of respondents neither agree nor disagree that tutor bias impacts assessment. This may be because students generally believe there are strict and objective criteria on which their grades are determined, unaware of the tutor discretion and the subjectivity involved even in attempts to conduct the most balanced of assessments. It is also likely that the concept of bias in an education setting such as this is not something they have previously experienced and so are not attuned to the possibility. The large percentage of respondents choosing neither to agree or disagree could also be indicative of their fear or concern about taking a stance on the matter. Despite our repeated assurances in communications that the survey participants identities and their results would be confidential, many respondents shared concern about whether their responses would be shared with the BSA and their fear of retaliatory consequences as a result. Only 16.1 per cent disagree (13.6 per cent 'disagree' and 2.5 per cent disagree strongly) that tutors' bias impacts assessment.

373. Comparing current and former student responses in relation to bias, at almost two thirds of respondents, a larger percentage of former students agree that tutor bias has an impact (64.7 per cent). Of current students, 46.5 per cent believe tutor bias has an impact on how work is assessed. The increase of that per cent between current and former students could be indicative of similar confidentiality concerns as mentioned above. Current students shared greater concerns

about the retaliatory impact on their grades and ultimately their careers than former students. In support of this, some former students admitted they intentionally waited until after graduating to file complaints against tutors as they believed doing so beforehand would impact their grades. Other former students and staff members we spoke to shared that some staff members equally encouraged students to wait as they also believed the student's grade could be impacted. This is supported by the data that showed the staff perspective was similar to the students. Half of staff (50 per cent) agree (29.6 per cent 'agree' and 20.4 per cent 'strongly agree') that tutors bias impacts how work/assignments are assessed; 27.6 per cent neither agree nor disagree that tutor bias impacts assessment; and 17.3 per cent disagree that tutors' bias impacts this. We would expect staff in the BSA to be aware of their own intrinsic bias – a bias that a professional should strive to recognise and remove when marking student work and interacting with students. Such bias may be in relation to a particular student but may be the more evasive bias such as a preference for a particular style of work or writing, for example.

374. Bias is something that we all have and it is a positive that we recognise it and strive to conduct ourselves, educate others and create processes that remove this bias as far as possible. It could therefore be seen as a positive that respondents were aware of the potential for bias to impact assessment – to a degree. However, considering the above alongside further survey responses paints a worrying picture of a lack of addressing of bias and the actions that stem from such bias.

### 2. Favouritism

375. Showing favouritism is the active demonstration of bias – being biased towards particular students, having favourites and demonstrating this. 62 per cent of respondents thought tutors express favouritism towards certain students. Only 16.2 per cent disagree with this, with only 3.3 per cent saying that they strongly disagree with this. 21.8 per cent of respondents neither agree nor disagree.

## 2. Favouritism cont

375. When we break this down by group, the majority (66.5 per cent) of student respondents agree that 'tutors express favouritism towards certain students' and the majority of respondents to the staff survey (53 per cent) also agree (30 per cent 'agree' and 23 per cent 'strongly agree').

376. The picture remains worrying when we consider current students and staff, with 50 per cent believing that tutors express favouritism (33.1 per cent agree and 16.9 per cent strongly agree). Furthermore, the majority of remaining respondents did not disagree with this statement, instead 27.9 per cent said they neither agreed nor disagreed and 16.9 per cent disagreed with this – with only 5.2 per cent strongly disagreeing.

377. This data corroborates what we found in our interviews with staff and students. Both groups depicted a strong culture of favouritism by tutors within the unit system with students offering reports more frequently than staff.

## 3. Wellbeing and mental health

378. The majority of student participants believe that their time at the BSA has negatively impacted their mental health, with 66 per cent of student participants agreeing (36 per cent 'strongly agree' and 30 per cent agree) with the statement, 'My time at the BSA has impacted my mental health in a negative way'. 20.7 per cent of student participants disagree with this (15.3 per cent 'disagree' and 5.4 per cent 'strongly disagree') and 13.3 per cent neither agree nor disagree. In addition to the negative impact on mental health, students also do not think student wellbeing/mental health is a priority at the BSA, with 59.1 per cent of respondents disagreeing (32 per cent 'disagree' and 27.1 per cent 'strongly disagree') with the statement, 'I believe student's wellbeing/mental health is a priority for staff/tutors/professors at the BSA'. 24.1 per cent agree (17.7 per cent agree and 6.4 per cent strongly agree) that it is a priority, and 16.7 per cent neither agree nor disagree.

379. The data above reveals a strong majority of students at 66 per cent who believe their time at the BSA negatively impacted their mental health with another 59.1 per cent stating they do not feel mental health was a priority at the BSA. The combination of these statistics suggests

the question of whether prioritising mental health could potentially decrease the per cent of students who feel their mental health was negatively impacted. Staff were also asked about the prioritisation of wellbeing/mental health, both for students and for staff members. Staff were more optimistic about the prioritisation of student mental health and were less positive about the importance given to staff wellbeing/mental health.

380. In relation to students, so as to draw a comparison with the above, half (50 per cent) of staff believe that student wellbeing/mental health is a priority at the BSA, agreeing (29 per cent 'agree' and 21 per cent 'strongly agree') with the statement, 'I believe student's wellbeing/mental health is a priority at the BSA'. 32 per cent disagree (21 per cent 'disagree' and 11 per cent 'strongly disagree') that it is a priority; and 18 per cent neither agree nor disagree.

381. Staff respondents were more negative about the importance of staff wellbeing/mental health. 42 per cent of respondents disagreeing with the statement, 'I believe staff's wellbeing/mental health is a priority at the BSA'. 29 per cent agree that it is a priority (16 per cent agree and 13 per cent strongly agree) at the BSA, and 29 per cent neither agree nor disagree with this. This data supports what we found throughout our investigation. While staff members could often articulate the available support resources for students, not one staff member was able to indicate the support and wellbeing tools for themselves.

382. The large proportion of staff and student participants that do not feel their groups wellbeing/mental health is a priority at the BSA is a concerning finding and speaks to the multiple former students we spoke to who have ongoing mental health concerns due to their time at the BSA, some reporting issues up to 10 to 5 years later. and current staff members who shared consistent stories about their wellbeing having been dismissed, with particular respect to the workload they are expected to manage. Both students and staff reported poor experiences with signposting, access, and the quality of the support services, with confidentiality concerns being reported most frequently.

### 3. Wellbeing and mental health cont

383. We also cannot avoid looking at context here; at a time when the nation's mental health was suffering as a consequence of nearing two years into a pandemic, as well as societal unrest and struggle in relation to matters of race/ethnicity, gender, the safety of women and the rise in the cost of living, at the time the survey was conducted we would have also expected to see a greater focus on mental health at such an institution.

### 4. Inappropriate behaviour

384. Students and staff were asked to think about any inappropriate behaviour within the BSA. A high proportion of respondents have seen behaviour they consider inappropriate, with 60.4 per cent of students and 63 per cent of staff agreeing (students: 34.2 per cent agree and 26.2 per cent strongly agree; staff: 41 per cent agree and 22 per cent strongly agree) with the statement: 'I have seen behaviours from tutors/professors or other staff I believe to be inappropriate'. In addition, 41 per cent of staff have witnessed or are aware of staff using inappropriate language when speaking to students, 39 per cent have witnessed or are aware of students being bullied or harassed, and 40 per cent of staff disagreed with the statement, 'I can voice a contrary opinion without fear of negative consequences'.

385. Reporting inappropriate behaviour may therefore be difficult for a member of staff or student to do when working within an environment that seems to have embraced a culture of criticism and degradation of students as a tenet for success. We saw this conduct exhibited in reports of staff members who claimed that leadership protected the interests of the accused staff members over the needs and interests of the students. We also heard reports of the conduct being sanctioned in the name of the reputation of the BSA and the "*Bartlett Brand*."

386. Staff were asked about the actions they have taken in relation to inappropriate behaviour. Despite almost two thirds (63 per cent) of respondents having been witness to behaviours they consider inappropriate, less than half of this number (28.1 per cent) had reported such

behaviours. This may be reflective of the trust that staff have in their report being well received as 29.3 per cent of staff disagree with the statement 'I trust the person I report to discuss matters beyond the curriculum, like my wellbeing, health, treatment and experiences at the BSA' (21.2 per cent disagree and 8.1 per cent strongly disagree). This is a large group of people who do not feel they can speak to matters beyond the curriculum. It must also be noted here that 56.6 per cent of staff agreed with the above statement.

387. Further to this point about trust, there is also evidence that staff do not feel confident that the BSA or UCL will deal with reported grievances appropriately. Staff were asked how far they agreed with the statement: 'Reported grievances are dealt with in an appropriate manner at BSA'. The most popular response to this, with 49.5 per cent of staff choosing this option, was 'neither agree or disagree'. This may be because they have not directly experienced the process and do not know if the BSA/UCL dealt with grievances appropriately, but this in itself is a cause for concern as employees should feel confident in the systems and processes that are there to protect them.

388. Students were similarly ambiguous about their position on the statement of whether grievances were handled appropriately, with 56 per cent of respondents answering 'neither agree nor disagree' here. This could be due to the similar suggestion that students haven't engaged with the grievance process and therefore would not know whether they are dealt with appropriately. It could, likewise, as mentioned above, reflect a fear or concern about taking a particular stance on the matter. Irrespective of the reason, students should equally have confidence and faith that the grievance processes will handle matters promptly and appropriately.

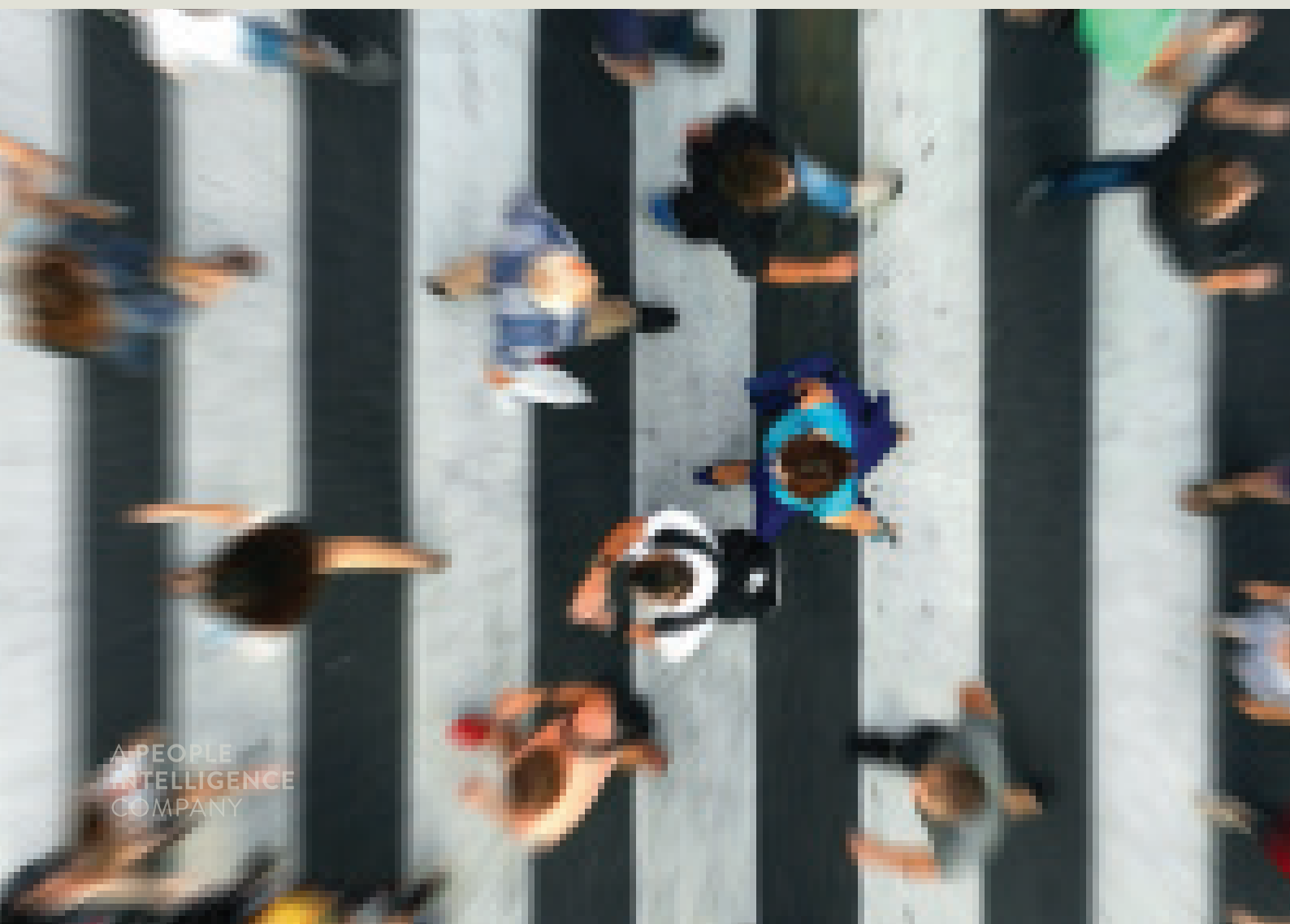
## 5. Diversity, equality and inclusion

389. A large proportion of student respondents do not believe the BSA is inclusive, and many believe it is actively exclusionary. When asked to say how far they agreed with the statement, 'I believe the BSA is exclusionary and classist', 58.2 per cent the majority of student participants (58.2 per cent) and almost half of staff (46 per cent) agreed with this.

390. Such sentiment aligns with other responses to the survey. For example, 42.3 per cent of student respondents disagree that EDI is a priority for the BSA, and 49.5 per cent do not believe the BSA is taking enough action to address EDI concerns at the BSA. 27.1 per cent of students responding to the survey have experienced discrimination at the BSA, 23.2 per cent have experienced bullying or harassment, and 43.3 per cent know someone who has experienced discrimination. Finally, over half (50.2 per cent) of students agree that

391. EDI concerns at the BSA are systemic. Taken together, these points speak to a culture of lacking inclusivity and a pattern of untoward conduct as we saw in the interviews. Many respondents shared personal first-hand experiences of discrimination, microaggressions, bullying and harassment while others described students being left out or ostracised on an arbitrary basis.

392. A large proportion (31 per cent) of staff participants also do not believe the BSA is taking enough action to address EDI concerns and 40.2 per cent have not received training related to EDI. Whilst 43.5 per cent of staff participants believe the BSA recruits staff from diverse backgrounds, 40.4 per cent do not think the BSA does enough to recruit students from diverse backgrounds. 29.3 per cent of staff participants neither agreed nor disagreed that the BSA does enough, and 30.3 per cent think that it does do enough.





SCHEDULE 4:  
DATA DASHBOARD

303 Total Participants - Staff 100 (33%) | Students 203 (67%)

Age by Staff & Students

Responses	Staff	Student	Total
25 to 40	15.5%	33.3%	48.8%
18 to 24	5.0%	30.7%	35.6%
41 to 56	9.6%	2.6%	12.2%
57 to 66	2.6%		2.6%
67 to 75	0.3%	0.3%	0.7%
Total	33.0%	67.0%	100.0%

Gender by Staff & Students

Responses	Staff	Student	Total
Woman	16.8%	41.6%	58.4%
Man	14.2%	22.1%	36.3%
Prefer not to say	1.3%	1.7%	3.0%
Non-binary	0.7%	1.3%	2.0%
Agender		0.3%	0.3%
Total	33.0%	67.0%	100.0%

Disability by Staff & Students

Responses	Staff	Student	Total
No	28.1%	58.1%	86.1%
Yes	3.0%	5.6%	8.6%
Prefer not to say	2.0%	3.3%	5.3%
Total	33.0%	67.0%	100.0%

Length of time at BSA by Staff & Students

Type	% of Total
Student	67.2%
1-2 years	29.1%
Under 1 year	10.6%
2-3 years	9.9%
3-4 years	8.3%
4+ years	8.3%
	1.0%
Staff	32.8%
0-3 years	13.6%
10+ years	7.9%
3-5 years	6.6%
7-10 years	3.0%
5-7 years	1.7%
Total	100.0%

Race/Ethnicity by Staff & Students

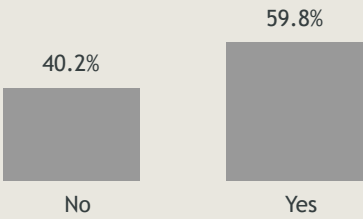
Responses	Staff	Student	Total
White	21.1%	29.4%	50.5%
East Asian	3.3%	13.9%	17.2%
Mixed or multiple ethnic groups	1.3%	4.6%	5.9%
South Asian	0.7%	3.6%	4.3%
Asian British	1.3%	2.6%	4.0%
Hispanic/Latinx	0.3%	3.3%	3.6%
Other	3.6%		3.6%
Middle Eastern	0.7%	2.3%	3.0%
Black or Black British	0.7%	0.7%	1.3%
Prefer not to say		1.3%	1.3%
South East Asian		1.0%	1.0%
African		0.7%	0.7%
		0.3%	0.3%
South East Asian		0.3%	0.3%
American Indian/Alaska Native		0.3%	0.3%
Arab		0.3%	0.3%
Arab Egyptian		0.3%	0.3%
Ashkenazi Jewish		0.3%	0.3%
Asian		0.3%	0.3%
Eastern European White		0.3%	0.3%
European Asian		0.3%	0.3%
European Indian		0.3%	0.3%
South east asian.		0.3%	0.3%
Total	33.0%	67.0%	100.0%

Sexuality by Staff & Students

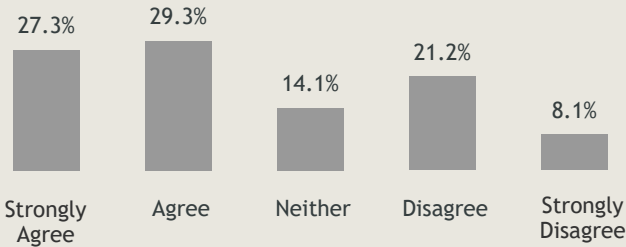
Responses	Staff	Student	Total
Heterosexual or straight	24.4%	46.2%	70.6%
Bisexual	1.7%	7.3%	8.9%
Prefer not to say	2.6%	5.9%	8.6%
Gay	2.0%	5.9%	7.9%
Asexual	1.0%	0.7%	1.7%
Lesbian	0.7%		0.7%
None of the above (please specify)	0.7%		0.7%
Pansexual		0.7%	0.7%
Queer		0.3%	0.3%
Total	33.0%	67.0%	100.0%

Staff Summary

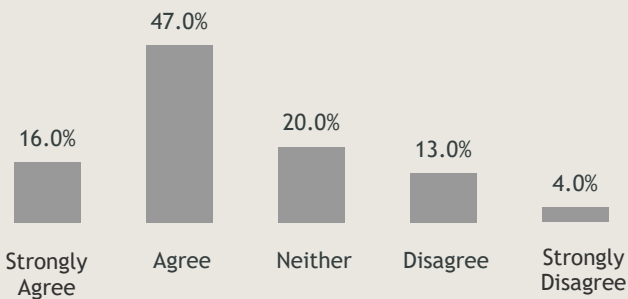
Did you receive training related to Diversity, and Equality Inclusion (this includes but is not limited to training on discrimination, racism, unconscious biases, microaggressions, tokenism, etc.).



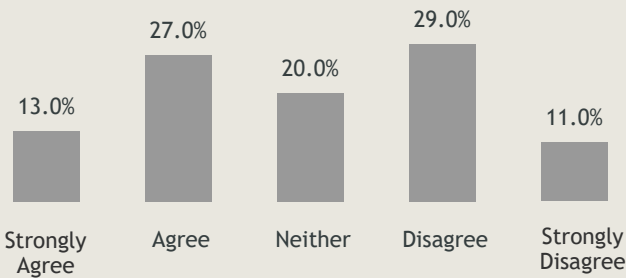
I trust the person I report to to discuss matters beyond the curriculum, like my wellbeing, health, treatment and experiences at the School



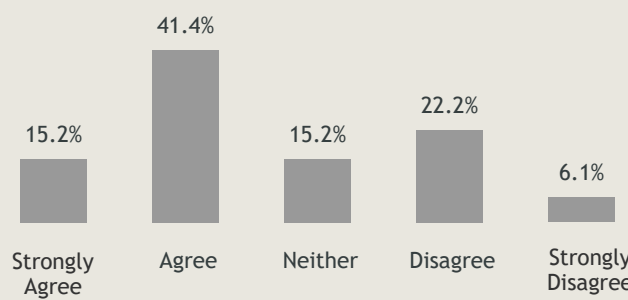
I feel like I belong at the School



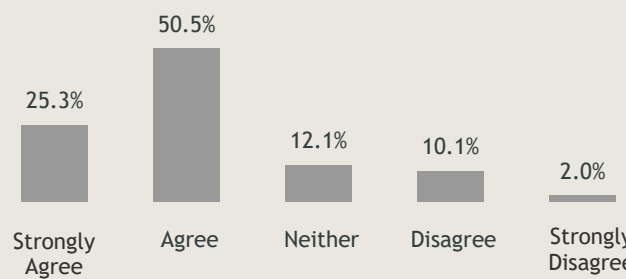
I can voice a contrary opinion without fear of negative consequences



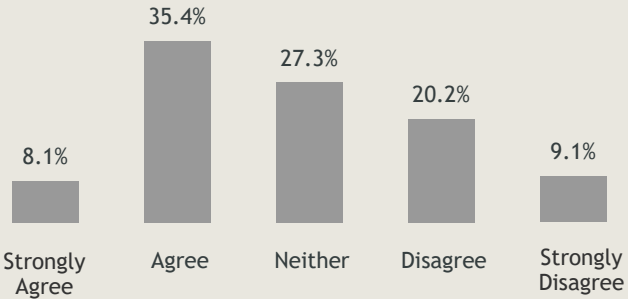
When I speak up at work, my opinion is valued



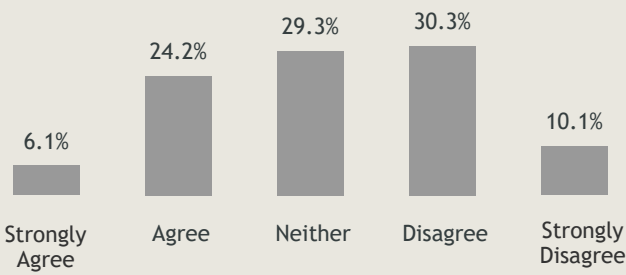
I feel respected and valued by my co-workers/teammates at the School



The School hires people from diverse backgrounds

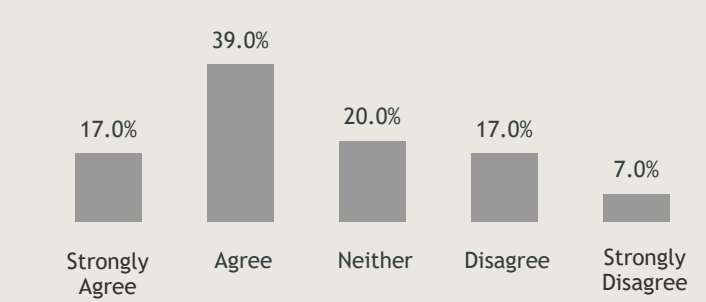


The School does enough to recruit students from diverse backgrounds

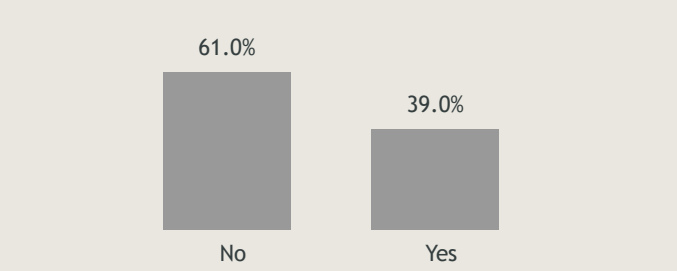


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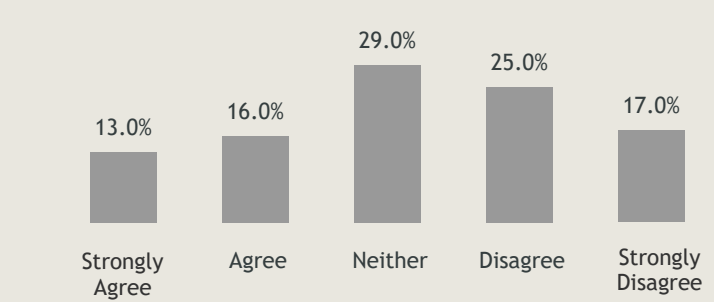
I believe Diversity, Equality, and Inclusion is a priority at the School



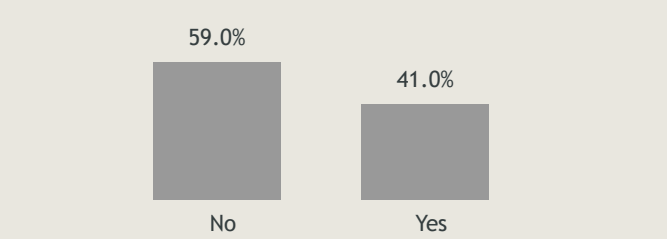
Have you witnessed or been made aware of students being bullied or harassed?



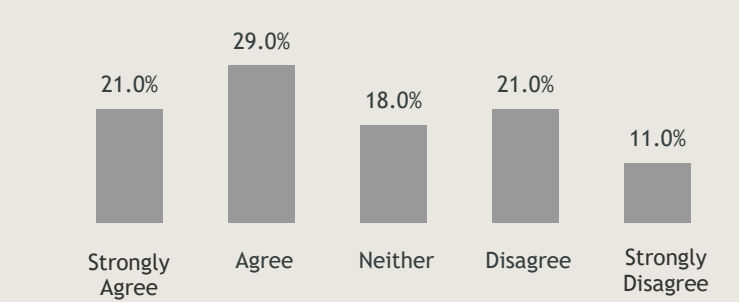
I believe staff's wellbeing/mental health is a priority at the School



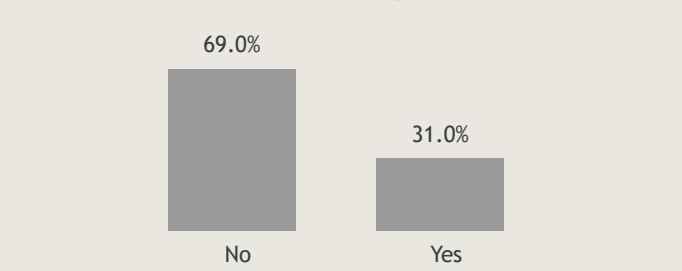
Have you witnessed or been made aware of staff/professors/tutors use inappropriate language when speaking to students?



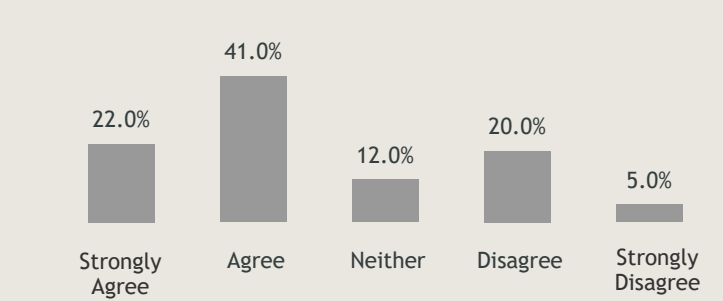
I believe student's wellbeing/mental health is a priority at the School



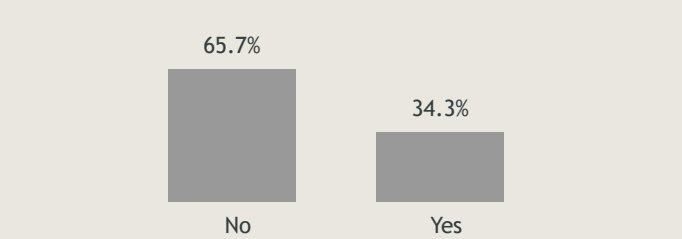
Have you witnessed or been made aware of a student being discriminated against?



I have seen behaviours from tutors/professors or other staff I believe to be inappropriate

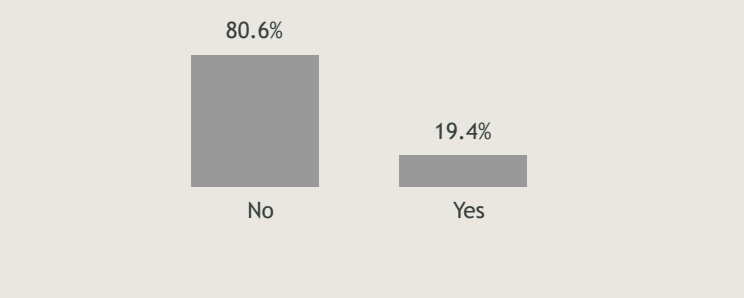


Have you witnessed or been made aware of staff/tutor/teacher abusing or misusing their authority or role?

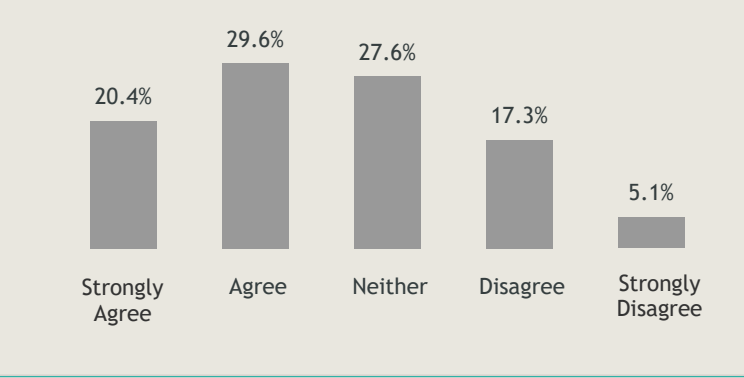


Staff Summary Continued

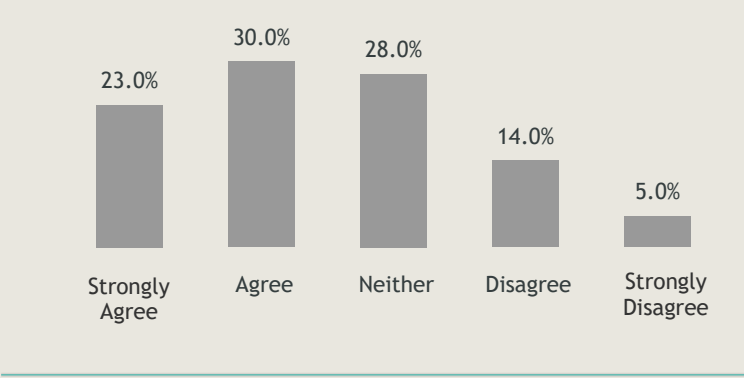
Have you witnessed or been made aware of staff/tutor/professor engaging in any sort of misconduct towards a student?



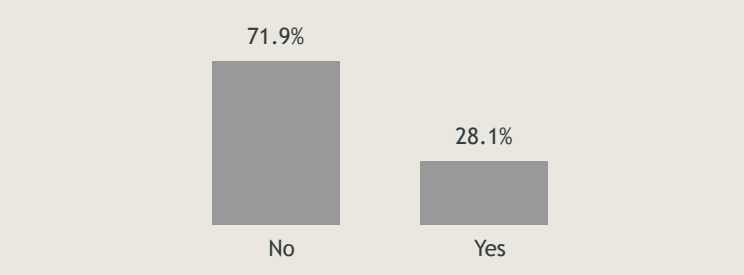
I believe tutors bias impacts how work is assessed



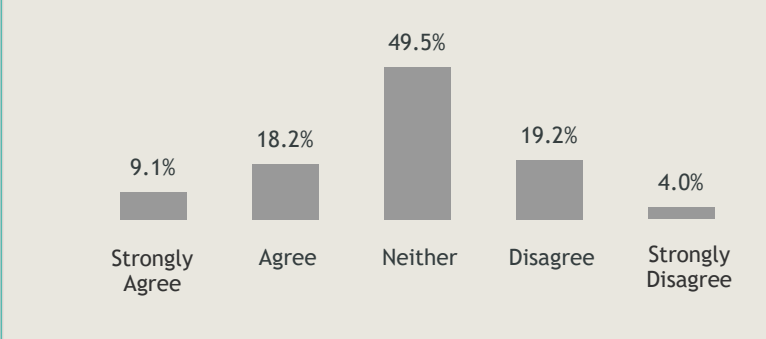
I believe tutors express favouritism towards certain students



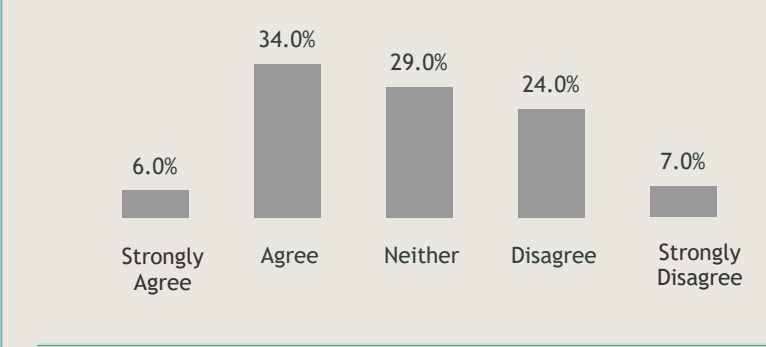
I have reported behaviours by staff/tutors/professors I felt were inappropriate



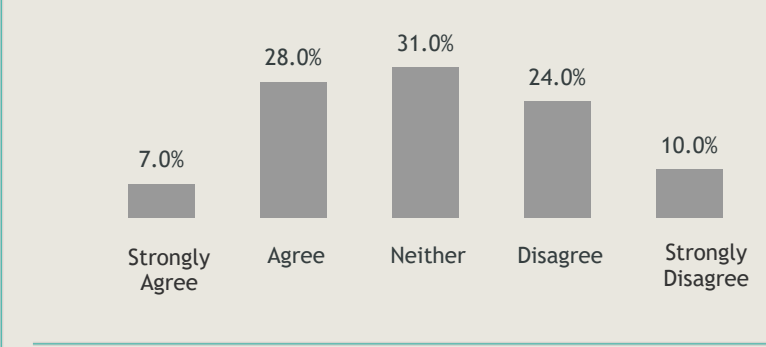
Reported grievances are dealt with in an appropriate manner at BSA



I believe the School is taking enough action to address Diversity, Equality, and Inclusion concerns at the school

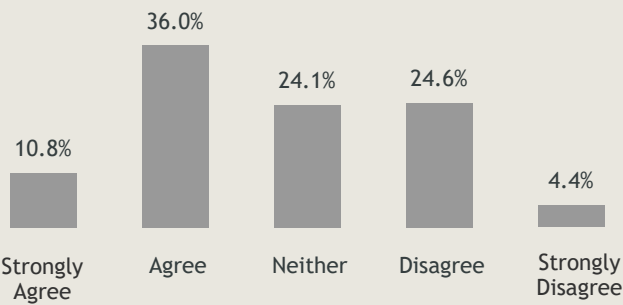


I believe the School is taking enough action to address harassment and bullying at the school

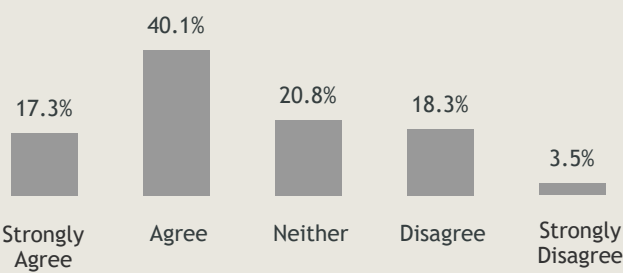


Student Summary

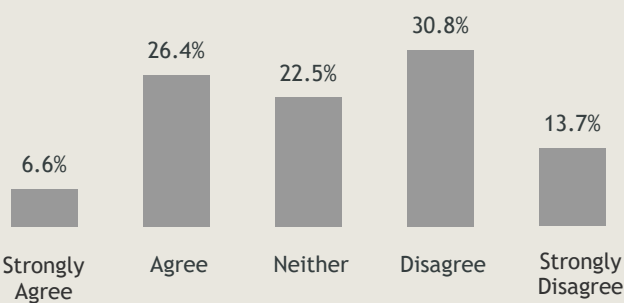
I feel like I belong at the School



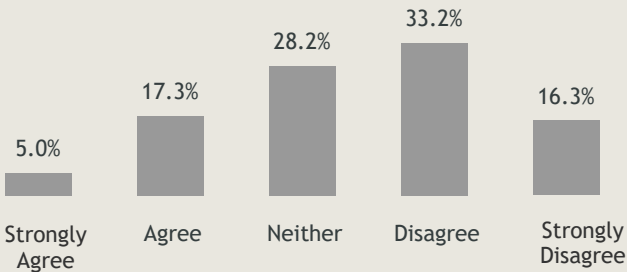
My tutor(s) believe that people can always improve their talents and abilities



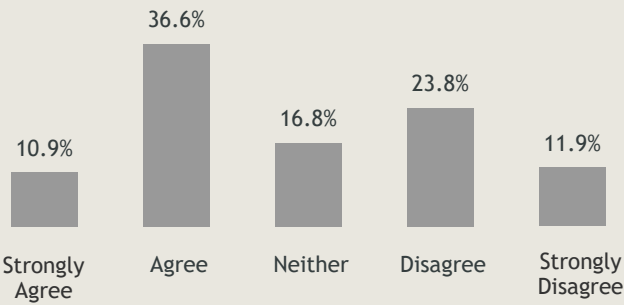
There are equal opportunities at the School



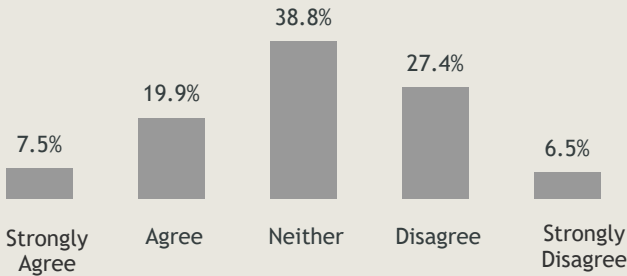
I believe the School is taking enough action to address Diversity, Equality, and Inclusions concerns at the School



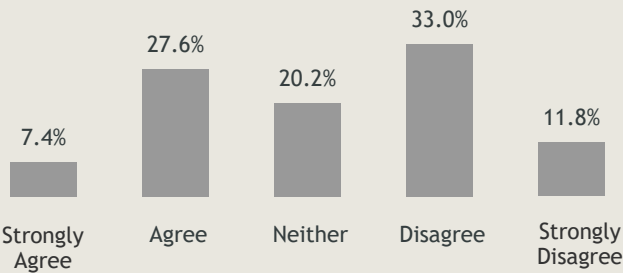
I feel respected and valued by my tutors/professors



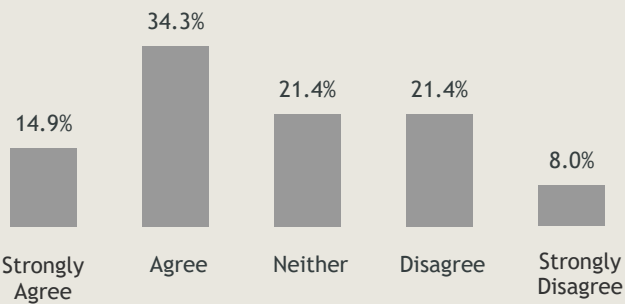
My tutor(s) believe that people have a certain amount of talent, and they can't do much to change it



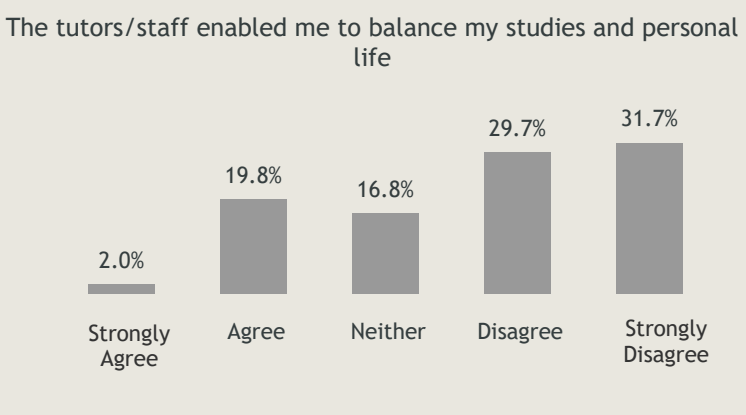
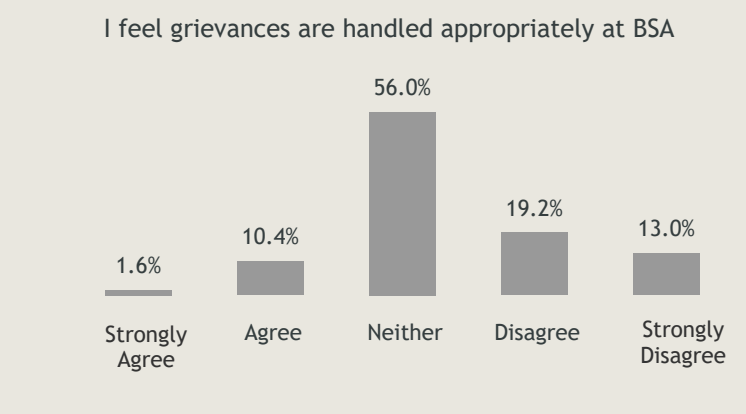
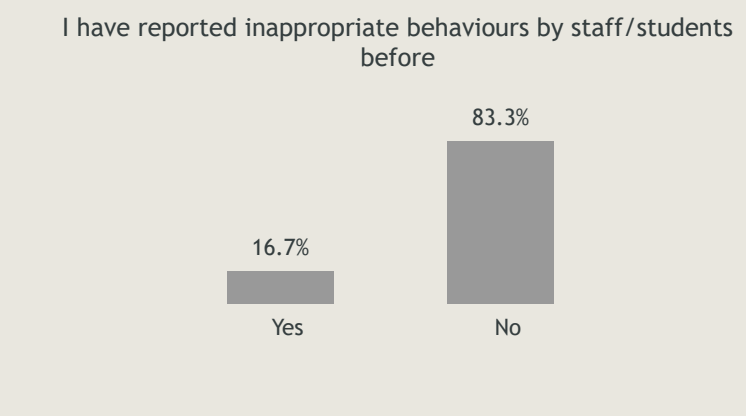
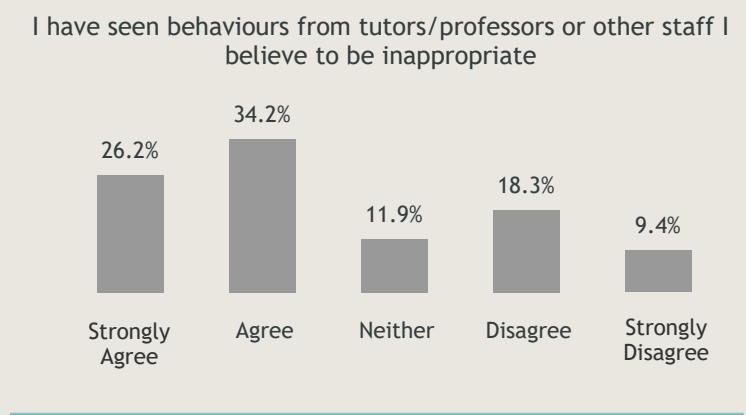
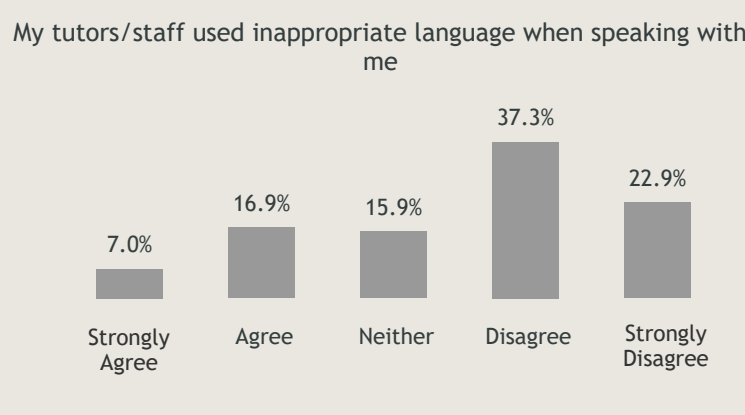
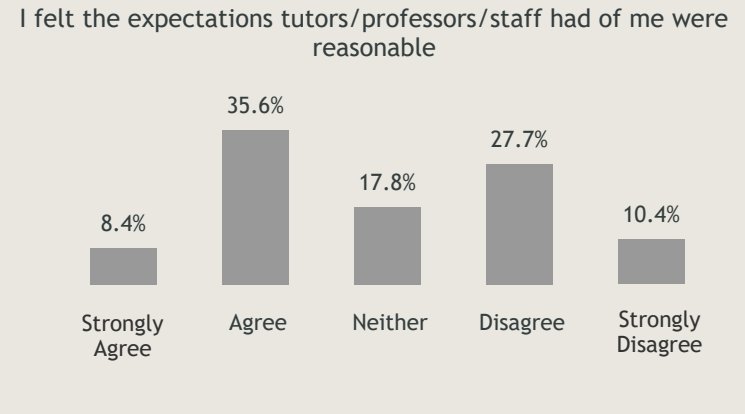
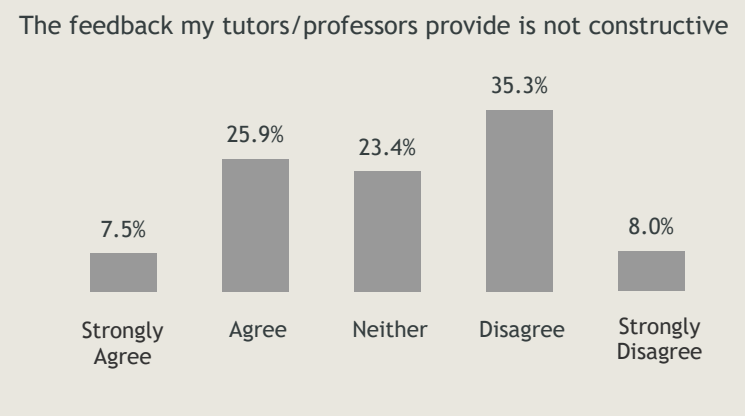
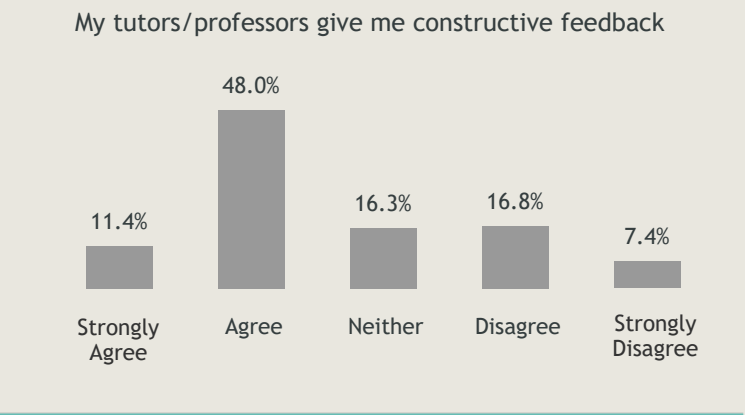
I can voice a contrary opinion to staff/professors/tutors without fear of negative consequences



My tutors/professors listen to me and support me



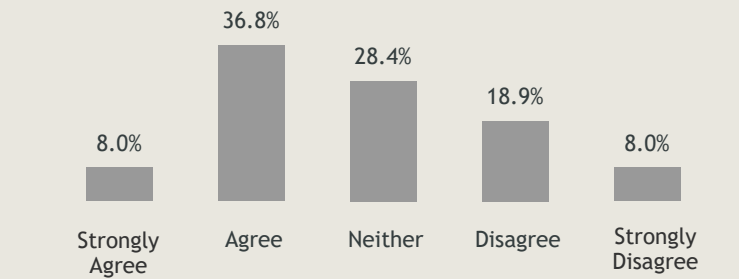
Student Summary Continued



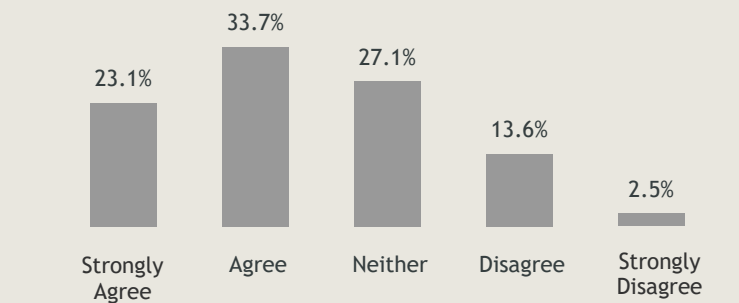


Student Summary Continued

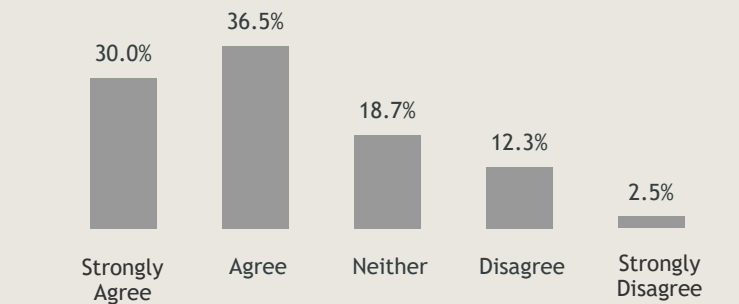
Students work/assignments are graded fairly based on quality of work



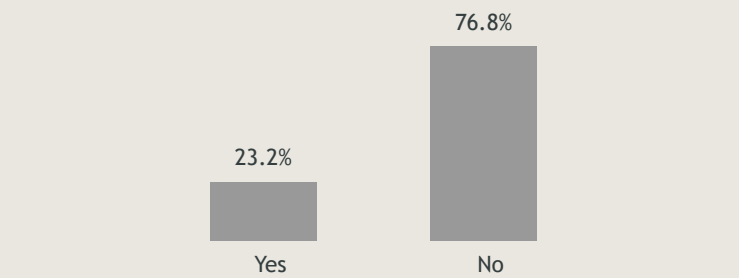
Tutors bias impacts how students work/assignments is assessed



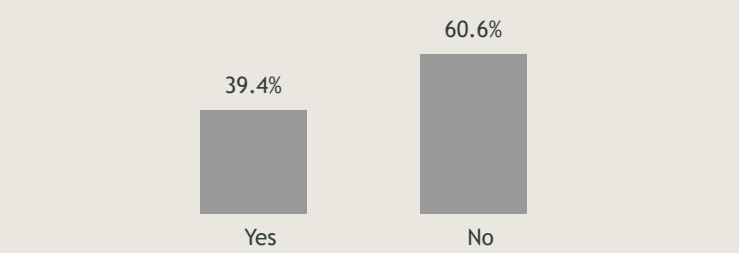
Tutors express favouritism towards certain students



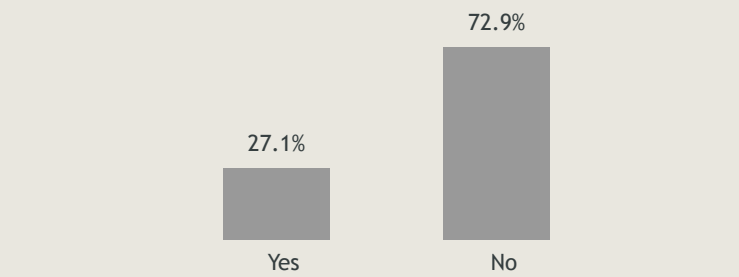
I have experienced bullying or harassment at the School



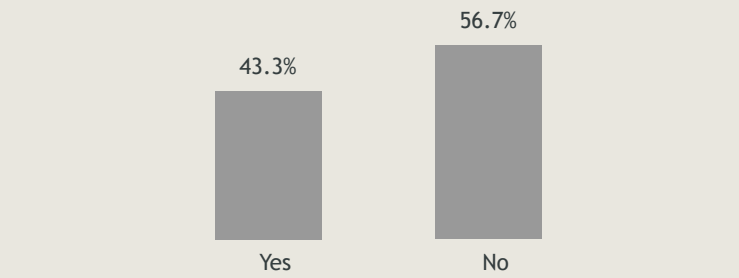
Someone I know has experienced bullying and harassment at the School



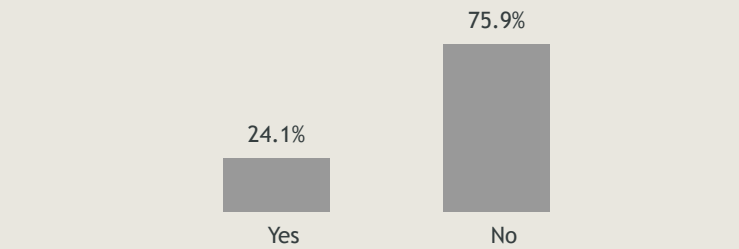
I have experienced discrimination at the School



Someone I know has experienced discrimination at the School

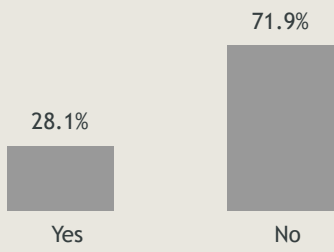


I have experienced staff/tutor/professor abuse or misuse their authority or role

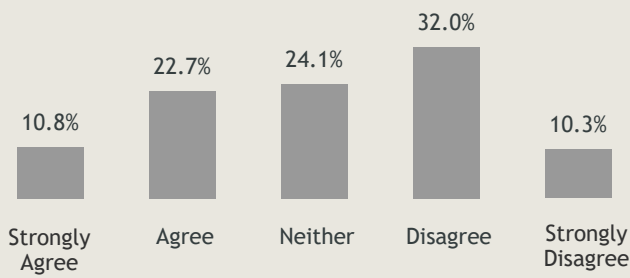


Student Summary Continued

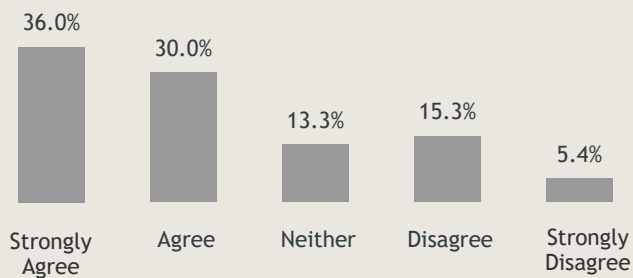
Someone I know has experienced staff/tutor/professor abuse or misuse their authority or role?



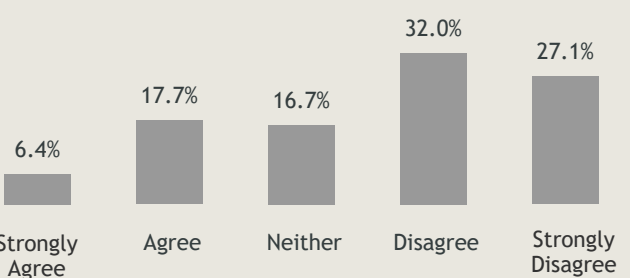
I believe Diversity, Equality, and Inclusion is a priority at the School



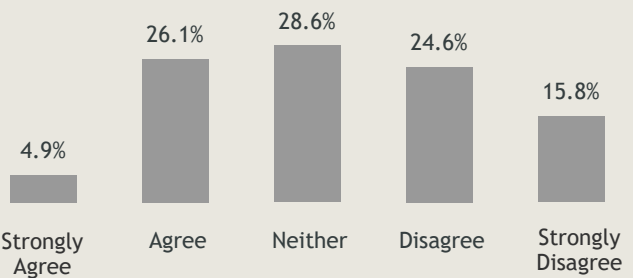
My time at the School has impacted my mental health in a negative way



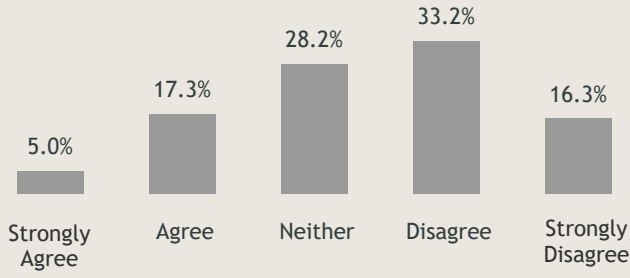
I believe student’s wellbeing/mental health is a priority for staff/tutors/professors at the School



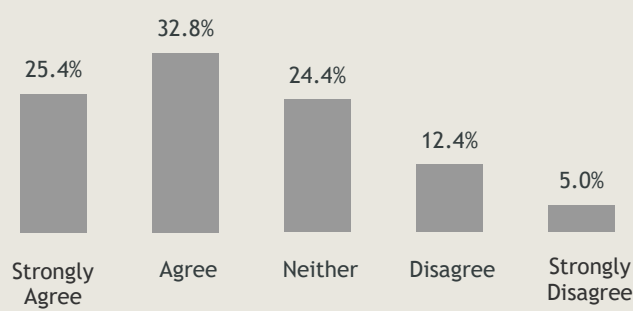
I feel psychologically safe within the School environment/community



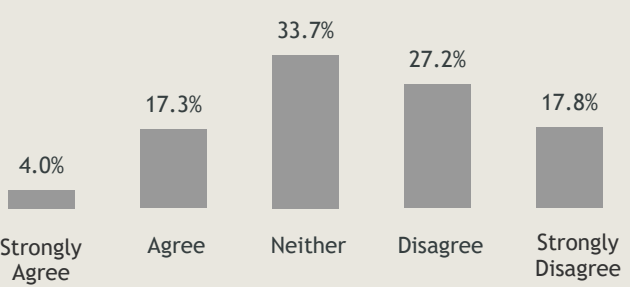
I believe the School is taking enough action to address Diversity, Equality, and Inclusions concerns at the School



I believe the School is exclusionary and classist



I believe the School is taking enough action to address harassment and bullying



Student Summary Continued

