

RIBA Education Statistics

2017/18

Report prepared for the RIBA by
Mirza & Nacey Research

2019

RIBA

Education Statistics

2017/18

The RIBA Education Department conducts an annual survey of schools of architecture; this data establishes key facts about architectural education in the UK. Collection of accurate data is essential for any professional organisation; this survey allows the RIBA to understand trends in this sector, and forms the basis for responses to government, media, and other bodies. This document describes the results of the survey for 2017-18, comparing results with figures for the last five years.

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

The expansion in student numbers has continued this year. Total numbers of students entering part 1 and part 2 are marginally increased over last year's figures; however, for the first time, there are more women than men commencing part 1 courses – and architecture apprenticeships at undergraduate and postgraduate levels are beginning to emerge as alternative pathways to professional qualifications.

The number of female to male entrants to part 1 (51 per cent) is the highest recorded; at part 2 however, the ratio is 45:55, confirming that the gender separation of the profession has early roots.

New entrants from outside the UK are higher this year, although at both part 1 and part 2, numbers of entrants from EU countries were comparable with the previous year. We will continue to monitor this after the UK leaves the European Union.

The record number of applications received, and increasingly flexible study options, including the first intake of apprentices from September 2018, suggest continued long-term growth in student numbers. Although less discernible at present, there is an increased interest in workplace-based learning and it seems likely the numbers of architecture apprentices will rise substantially in the next few years, which we will begin to monitor in next year's report.

This year's survey shows exponentially increasing percentages of students with mental health conditions. Whilst issues around disclosure remain an inhibition to knowing the real figures, the RIBA is working hard to improve mental wellbeing across the profession in both schools and the workplace.

Finally, this year's survey introduces interesting data relating to geographic flow, i.e. the location of a part 1 student's home and their chosen place of study.

David Gloster
RIBA Director of Education

Joanna Parry
RIBA Head of Professional Education

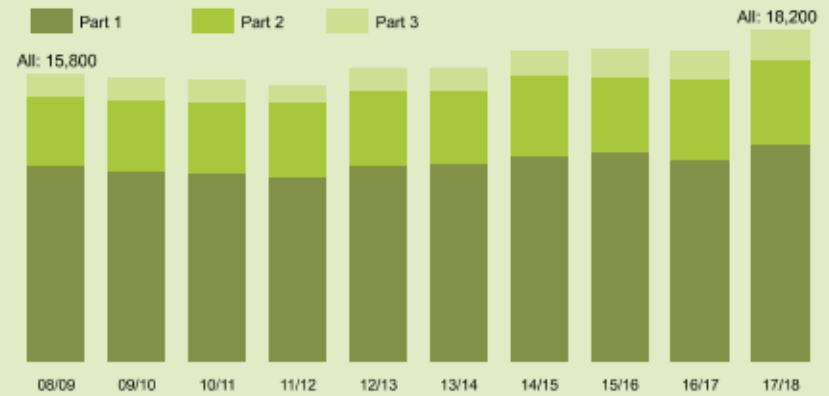
Summary

45
Schools of
Architecture

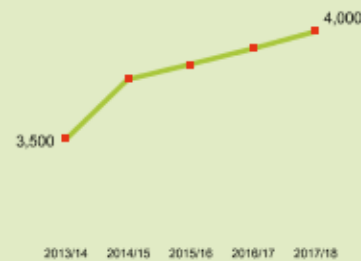
23,000
Applications
to Part 1

4,000
New entrants
to Part 1

All Students studying Architecture



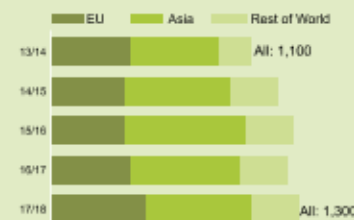
New entrants to Part 1



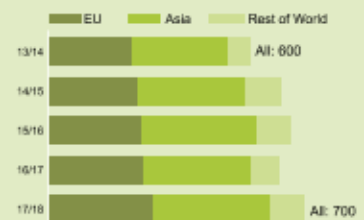
New entrants to Part 2



Overseas entrants to Part 1



Overseas entrants to Part 2

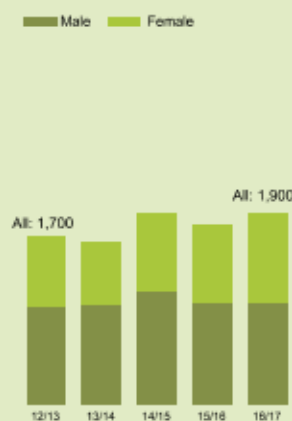


Examination passes

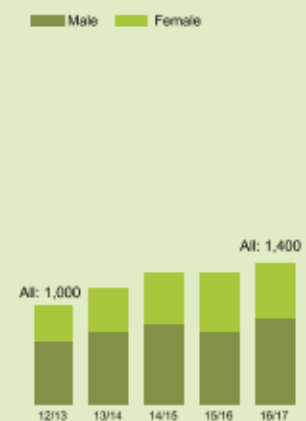
Part 1



Part 2



Part 3



Contents

RIBA Education Statistics 2017/18

Introduction	2
Applications	5
Entry qualifications	5
New entrants to Part 1	6
New entrants to Part 2	9
Students of all academic years	12
Age of new entrants	13
Examination results	14
Progression of female students	16
Ethnic group of students	17
Staffing	18
Disability	19
Mental health	20
Where students come from to study	21

Table A1: Number of Schools offering architecture courses, 2016/17 and 2017/18

Type of course	number of Schools	
	2016/17	2017/18
Part One:		
Validated courses	44	45
Candidate courses	0	1
Part Two:		
Validated courses	43	44
Candidate courses	0	1
Part Three:		
Validated courses	24	24
Candidate courses	0	0

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

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Applications

Nearly 24,000 applications were received by Schools of Architecture for courses commencing in October 2017. This is the equivalent of 6.1 applications per place filled. The number of applications is a little lower than for the previous year, and the lowest since 2013/14.

Table 1: Applications to Part 1 in 2017/18

Type of course	number of applications	number of entrants*	average number of applications per place filled
Full-time	23,098	3,815	6.1
Part-time	108	33	3.3
Candidate courses	562	55	10.2
TOTAL - All courses	23,768	3,903	6.1

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

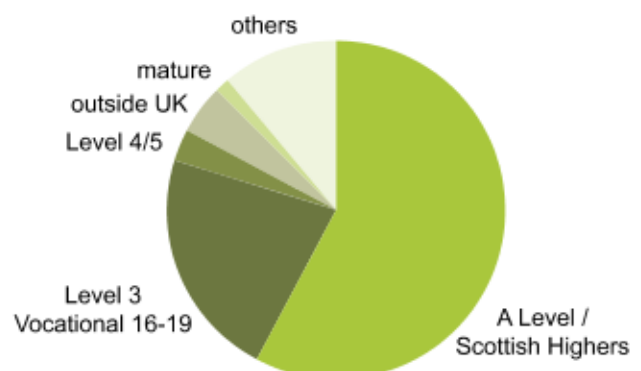
Table 2: Applications to Part 1, 2013/14 to 2017/18 (validated courses only)

Type of course	2013/14		2014/15		2015/16		2016/17		2017/18	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Full-time	21,897	99.7	23,606	99.9	24,210	99.8	24,891	99.6	23,098	99.5
Part-time	57	0.3	34	0.1	58	0.2	103	0.4	108	0.5
TOTAL - All courses	21,954	100	23,640	100	24,268	100	24,994	100	23,206	100

Entry qualifications

A-Levels, Scottish Highers or International Baccalaureate remain the most popular form of entry into Part 1, accounting for 58 per cent of all new entrants. Level 3 qualifications (including vocational 16-19) were the next most popular type of entry, for 22 per cent of new entrants. Three per cent entered with Level 4 or 5 and 5 per cent entered with qualifications from outside the UK. Just over 1 per cent of new entrants were mature candidates.

Figure 1: Qualifications of new entrants to Part 1, 2017/18



New entrants to Part 1

The number of students entering RIBA validated Part 1 architecture courses continues to rise. In 2017/18 the figure was 3,995, up by 3 per cent compared with the number recorded in the previous year.

The proportion of female students on validated courses is 51 per cent, this proportion is 1 percentage point higher than last year and continues to increase year on year.

The number of new entrants to the second year of Part 1 validated courses is 222.

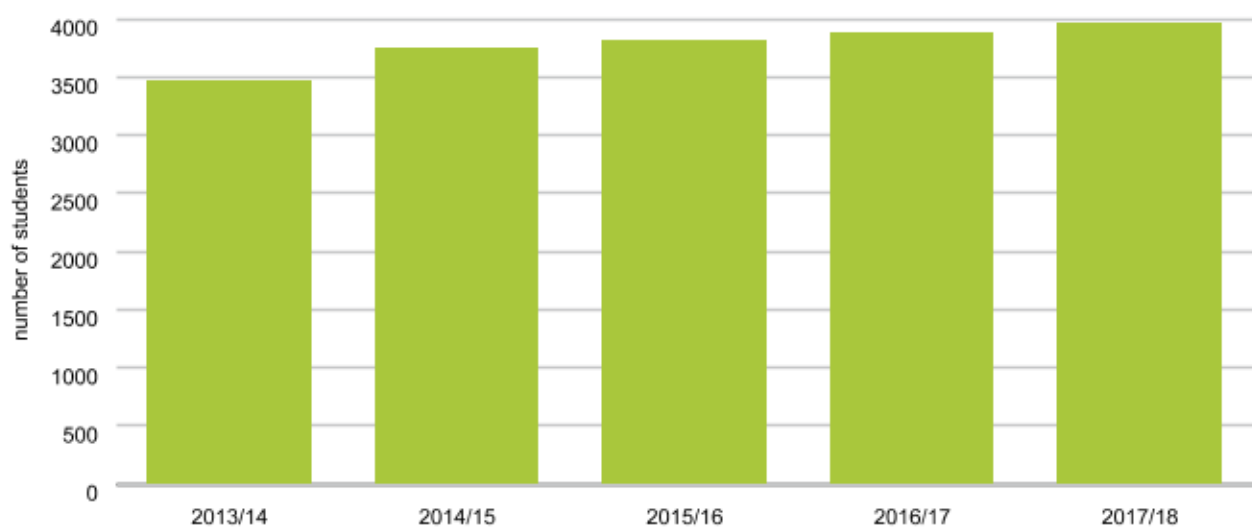
Table 3: New Entrants to Part 1 in 2017/18

Type of course	number of all entrants	per cent	number new 2 nd year
Full-time	3962	97.8	215
Part-time	33	0.8	7
Candidate courses	55	1.4	0
TOTAL - All courses	4,050	100	222

Table 4: New entrants to the first year of Part 1, 2013/14 to 2017/18 (validated courses only)

Type of course	2013/14		2014/15		2015/16		2016/17		2017/18	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Full-time	3,455	99.5	3,736	99.7	3,780	99.2	3,841	98.9	3,962	99.2
Part-time	17	0.5	12	0.3	31	0.8	42	1.1	33	0.8
TOTAL - All courses	3,472	100	3,748	100	3,811	100	3,883	100	3,995	100

Figure 2: New entrants to first year Part 1, trends over the last five years (validated courses only)



New entrants to Part 1 (continued)

Figure 3: New entrants to Part 1 2017/18 (validated courses only)

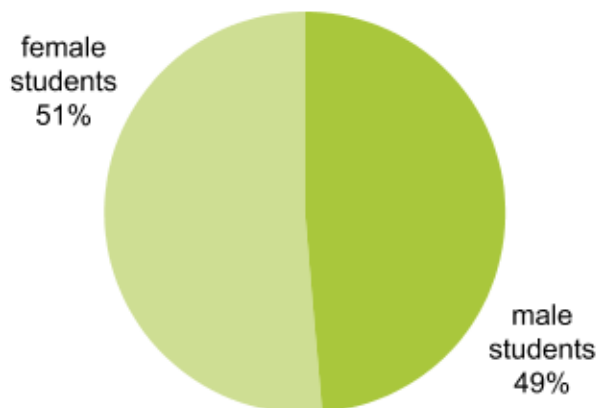


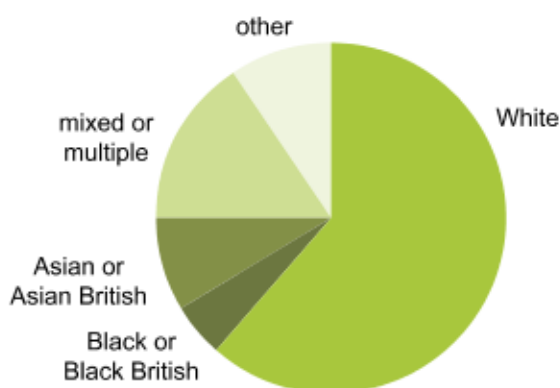
Table 5: Female new entrants to first year Part 1 in 2017/18

Type of course	number	per cent of all entrants
Full-time	2,030	51.2
Part-time	13	39.4
Candidate courses	29	52.7
TOTAL - All courses	2,072	51.2

Table 6: Female new entrants to first year Part 1, 2013/14 to 2017/18 (validated courses only)

Type of course	2013/14		2014/15		2015/16		2016/17		2017/18	
	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants
Full-time	1,601	46.3	1,709	45.7	1,866	49.4	1,939	50.5	2,030	51.2
Part-time	3	17.6	5	41.7	12	38.7	13	31.0	13	39.4
TOTAL - All courses	1,604	46.2	1,714	45.7	1,878	49.3	1,952	50.3	2,043	51.1

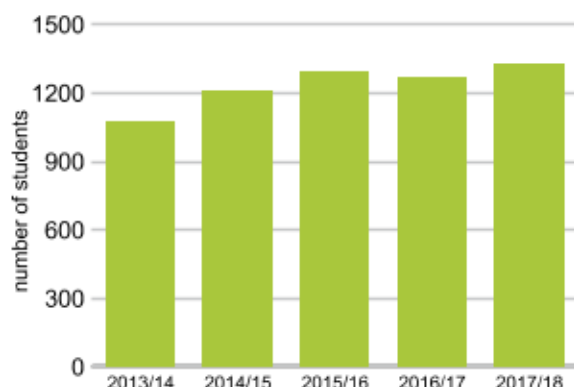
Figure 4: Ethnic origin of UK new entrants to first year Part 1, 2017/18



Excluding where ethnic origin was not known or not recorded, the UK student intake at the 40 Schools able to provide information is 61 per cent white. Eight per cent are Asian or Asian British, 5 per cent black or black British, 16 per cent are mixed or multiple ethnic groups. Another 9 per cent are from other ethnic backgrounds.

New entrants to Part 1 (continued)

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



Thirty three per cent of students entering Part 1 are from outside the UK, a very similar proportion to last year's. Although the proportion is similar, the number of new entrants from outside the UK has increased to the highest figure recorded.

The proportion of new entrants from the EU has increased again this year, from a low point in 2015/16. Asia remains the largest source of new entrants, accounting for more than 40 per cent of all new entrants from outside the UK.

Figure 6: Origin of new entrants from outside the UK to first year Part 1, 2017/18 (validated courses only)

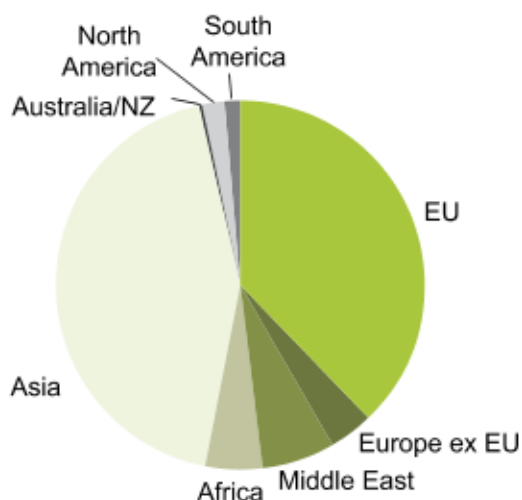


Figure 7: New entrants from outside the UK to first year Part 1 by area of origin, trends over last five years (validated courses only)

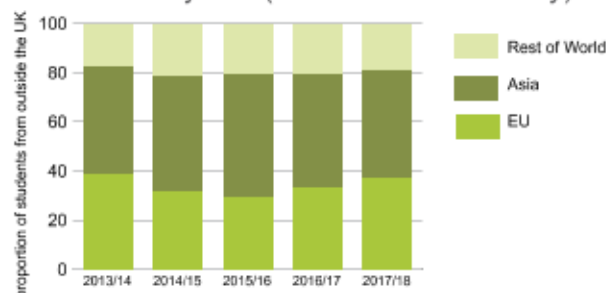


Table 7: New entrants from outside the UK to first year Part 1, 2013/14 to 2017/18 (validated courses only)

Type of course	2013/14		2014/15		2015/16		2016/17		2017/18	
	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants
Full-time - EU	502	14.5	450	12.0	433	11.5	484	12.6	489	12.3
- outside EU	573	16.6	777	20.8	859	22.7	788	20.5	834	21.0
Part-time - EU	2	11.8	0	0.0	5	16.1	4	9.5	3	9.1
- outside EU	0	0.0	0	0.0	0	n/a	1	2.4	1	3.0
TOTAL - All courses	1,077	31.0	1,227	32.7	1,297	34.0	1,277	32.9	1,327	33.2

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

New entrants to Part 2

The number of students entering RIBA validated Part 2 courses in 2017/18 is 2,167. This number continues to grow very slightly, year on year. The number of part-time new entrants is again higher than it was during the period 2013/14 to 2015/16. The proportion of new entrants to Part 2 who are female is 45 per cent.

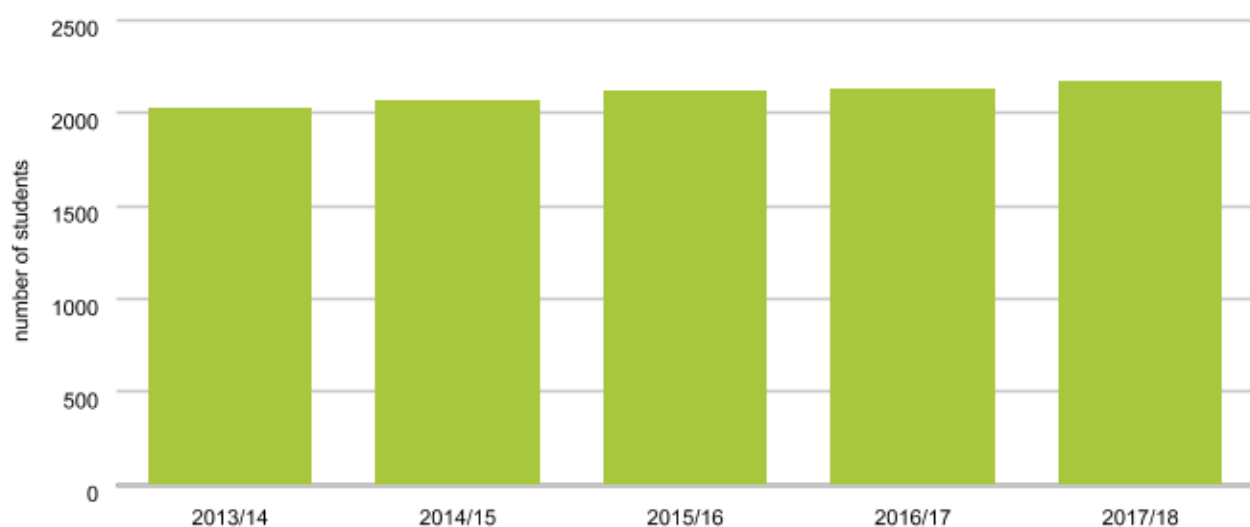
Table 8: New entrants to Part 2 in 2017/18

Type of course	number	per cent of all entrants
Full-time	2,055	93.0
Part-time	112	5.1
Candidate courses	43	1.9
TOTAL - All courses	2,210	100

Table 9: New entrants to Part 2, 2013/14 to 2017/18 (validated courses only)

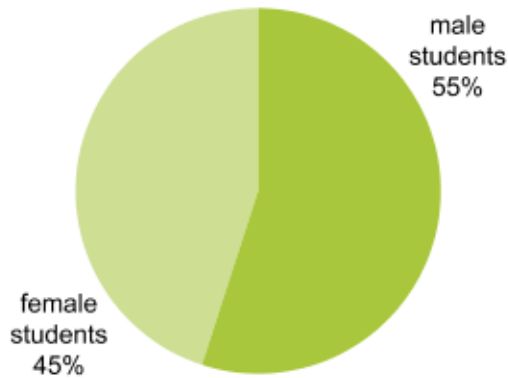
Type of course	2013/14		2014/15		2015/16		2016/17		2017/18	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Full-time	1,959	96.6	2,003	97.3	2,037	96.0	2,010	94.4	2,055	94.8
Part-time	70	3.4	55	2.7	85	4.0	120	5.6	112	5.2
TOTAL - All courses	2,029	100	2,058	100	2,122	100	2,130	100	2,167	100

Figure 8: New entrants to Part 2, trends over the last five years (validated courses only)



New entrants to Part 2 (continued)

Figure 9: New entrants to Part 2 2017/18 (validated courses only)



About three quarters (76 per cent) of students who enter Part 2 have a UK first degree; another 5 per cent have a UK second degree. Six per cent enter with a European degree while 7 per cent have a qualification from outside Europe.

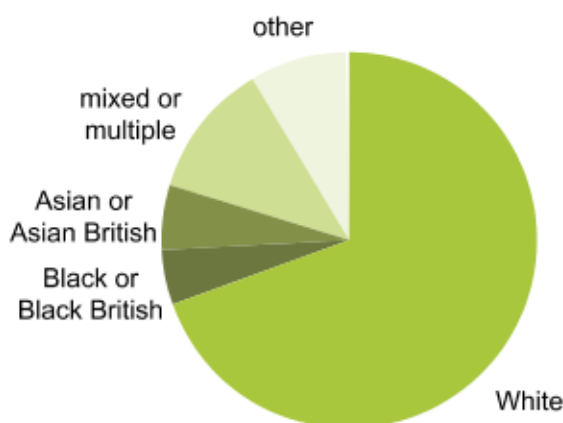
Table 10: Female new entrants to Part 2 in 2017/18

Type of course	number	per cent of all entrants
Full-time	943	45.9
Part-time	40	35.7
Candidate courses	22	51.2
TOTAL - All courses	1,005	45.5

Figure 10: Qualifications of new entrants to Part 2, 2017/18



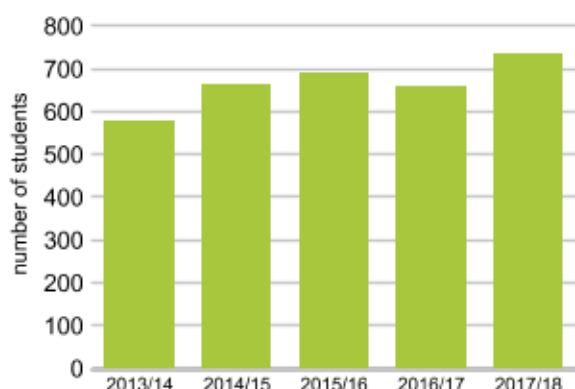
Figure 11: Ethnic origin of UK new entrants to first year Part 2, 2017/18



Excluding new entrants whose ethnic origin is not known, at Part 2, the UK student intake is 70 per cent white (compared with 61 per cent white at Part 1); 5 per cent are Asian or Asian British (compared with 8 per cent at Part 1); and 5 per cent black or black British (the same proportion at Part 1). Twelve per cent are of mixed or multiple origin and 8 per cent are from an other ethnic background.

New entrants to Part 2 (continued)

Figure 12: New entrants from outside the UK to first year Part 2, trends over the last five years (validated courses only)



Last year was the first year to record a fall in the number of new entrants to Part 2 from outside the UK since 2009/10. This year's figure has returned to trend; new entrants from outside the UK account for 34 per cent of all new entrants to Part 2.

The number of new entrants from the EU has remained exactly the same as last year, while the number from Asia and the rest of the world has increased.

Figure 13: Origin of new entrants from outside the UK to first year Part 2, 2017/18 (validated courses only)

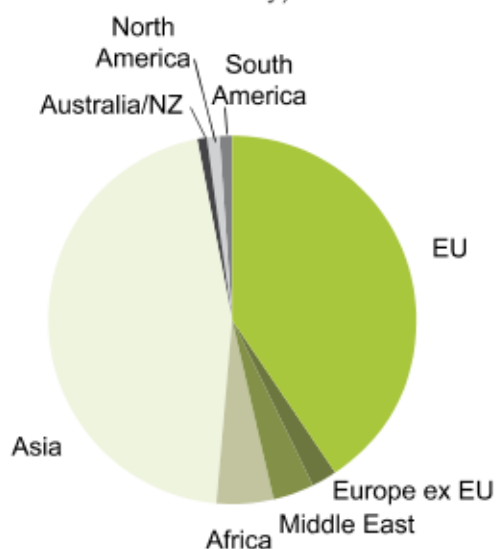


Figure 14: New entrants from outside the UK to first year Part 2 by area of origin, trends over last five years (validated courses only)

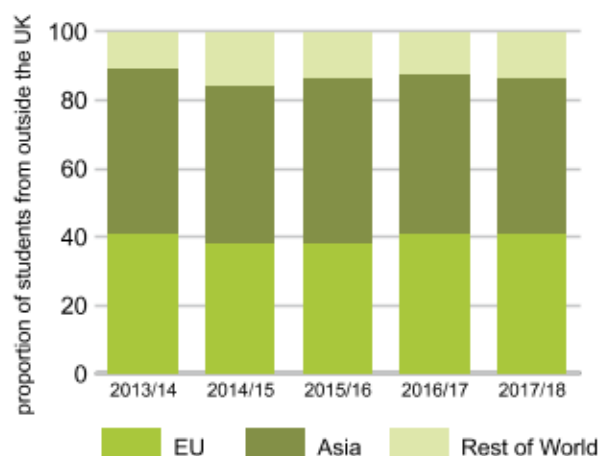


Table 11: New entrants from outside the UK to first year Part 2, 2013/14 to 2017/18 (validated courses only)

Type of course	2013/14		2014/15		2015/16		2016/17		2017/18	
	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants	number	per cent of all entrants
Full-time - EU	221	11.3	282	14.1	301	14.8	260	12.9	260	12.7
- outside EU	353	18.0	379	18.9	383	18.8	379	18.9	463	22.5
Part-time - EU	1	1.4	5	9.1	4	4.7	19	15.8	9	8.0
- outside EU	2	2.9	0	0.0	3	3.5	0	0.0	2	1.8
TOTAL - All courses	577	28.4	666	32.4	691	32.6	658	30.9	734	33.9

Note: not all Schools providing data for Table 11 were able to provide data for Figure 13 and 14, so totals will not match

Students of all academic years

About 16,500 students are studying architecture at Part 1 and Part 2 (validated courses). This is about a thousand more students than in the last three years. Last year's rise in the number of part-time students has been sustained this year.

Figure 15: All students, 2017/18 (validated courses only)

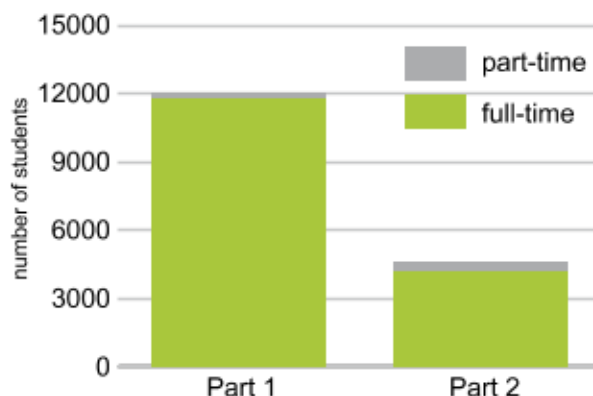


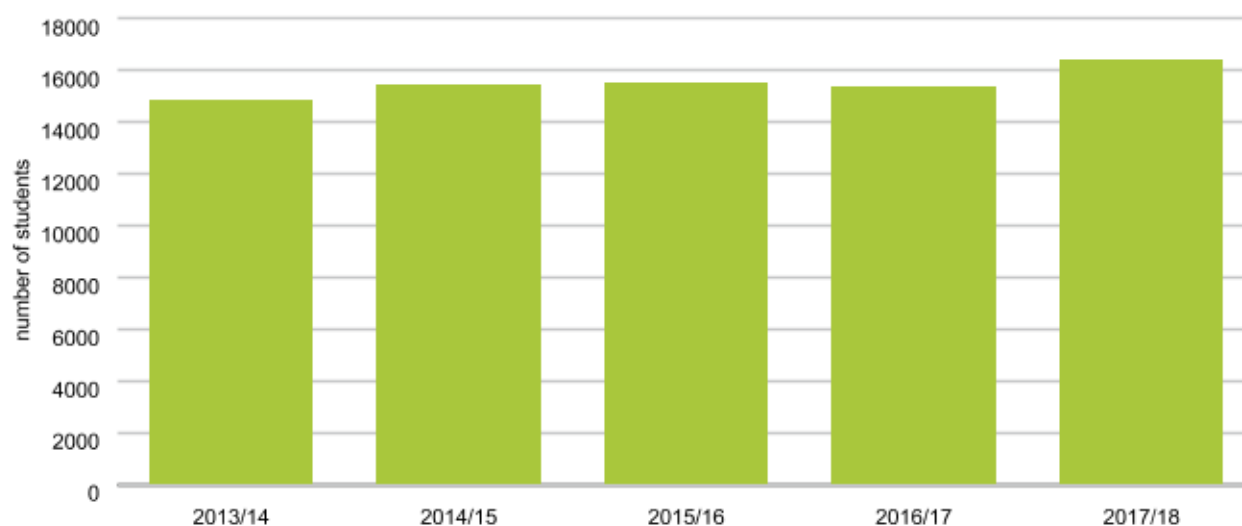
Table 12: Students of all years in 2017/18

Type of course	number	per cent of all students
Full-time	15,769	94.6
Part-time	668	4.0
Candidate courses	226	1.4
TOTAL - All courses	16,663	100.0

Table 13: Students of all years, 2013/14 to 2017/18 (validated courses only)

Type of course	2013/14		2014/15		2015/16		2016/17		2017/18	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Full-time	14,423	96.9	14,910	96.5	14,995	96.6	14,741	95.7	15,769	95.9
Part-time	455	3.1	543	3.5	528	3.4	664	4.3	668	4.1
TOTAL - All courses	14,878	100	15,453	100	15,523	100	15,405	100	16,437	100

Figure 16: Students of all years, trends over the last five years (validated courses only)



Age of new entrants

Part 1

The median age of entry into a Part 1 course is age 19; 37 per cent of students enter when they are 19 years old. Twenty per cent enter at age 18, 22 per cent at age 20.

Figure 17: Age of New Entrants to Part 1 courses 2017/18 (validated courses only)

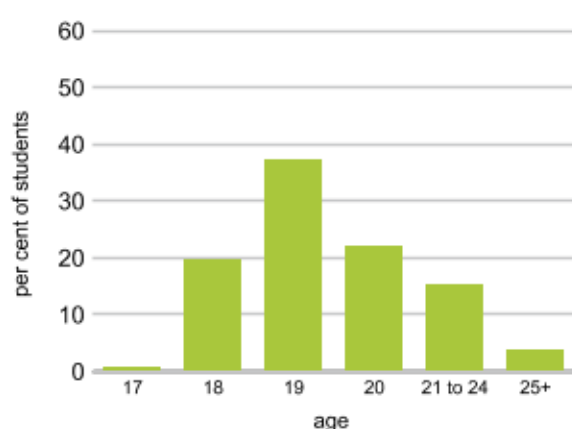


Table 14: Age of New Entrants to Part 1 courses 2017/18

Age at entry	number	per cent of all entrants
Validated courses		
17	24	0.6
18	809	19.7
19	1,541	37.4
20	902	21.9
21 to 24	629	15.3
25+	157	3.8
Candidate courses		
all ages	54	1.3
TOTAL - All courses	4,116	100

Part 2

At Part 2, about half of new entrants (48 per cent) enter at ages 24 to 28. 22 per cent enter at age 23.

Figure 18: Age of New Entrants to Part 2 courses 2017/18 (validated courses only)

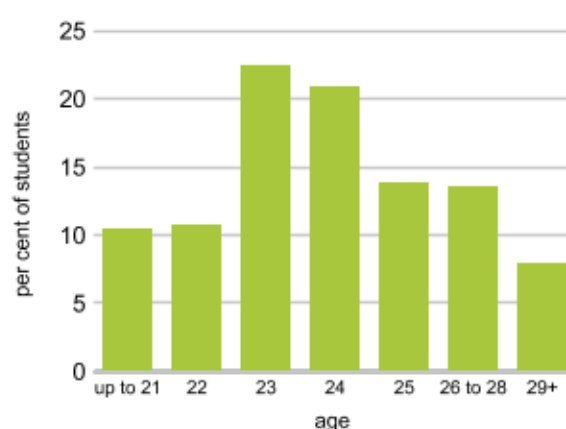


Table 15: Age of New Entrants to Part 2 courses 2017/18

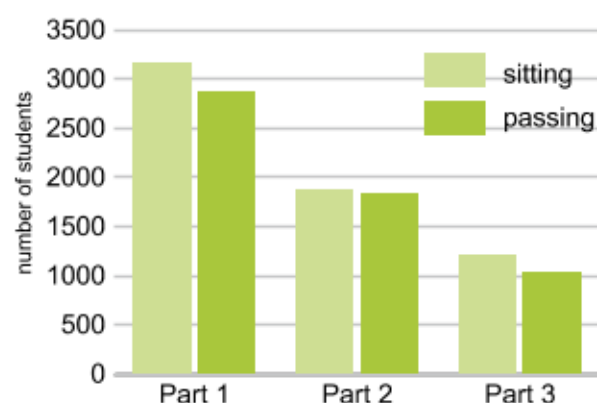
Age at entry	number	per cent of all entrants
Validated courses		
up to 21	239	10.4
22	248	10.8
23	516	22.4
24	481	20.9
25	317	13.8
26 to 28	312	13.5
29+	181	7.9
Candidate courses		
all ages	11	0.5
TOTAL - All courses	2,305	100

Examination results

These figures refer to examinations taken during the academic year 2016/17. A total of 1,405 students passed Part 3 exams in 2016/17. This is about 100 more than the previous year's figure and continues the long-term rising trend. The number of students passing Part 2 is also higher but, by contrast, the number passing Part 1 is almost identical to that recorded in the previous year.

Examination pass rates were 91 per cent at Part 1, 97 per cent at Part 2, and 87 per cent at Part 3.

Figure 19: Examination results, 2016/17 (validated courses only) (* see note below)

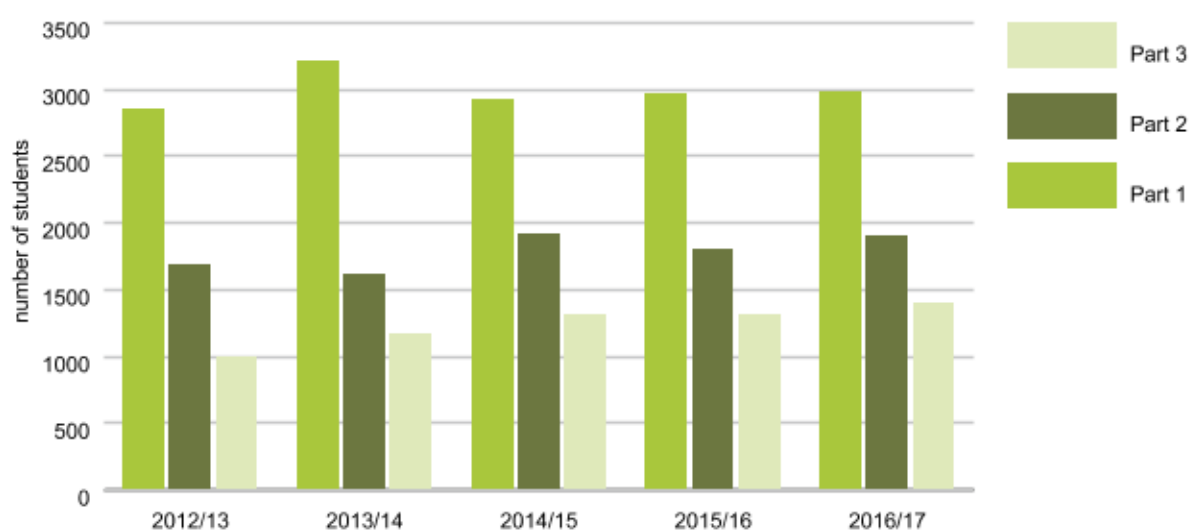


* One School provided the number of students passing but not the number sitting. This School's figures are excluded from this chart but are included in Table 16 and Figure 20.

Table 16 Students passing examinations, 2012/13 to 2016/17 (validated courses only)

Type of course	2012/13			2013/14			2014/15			2015/16			2016/17		
	Part 1	Part 2	Part 3	Part 1	Part 2	Part 3	Part 1	Part 2	Part 3	Part 1	Part 2	Part 3	Part 1	Part 2	Part 3
TOTAL - All courses	2,853	1,683	994	3,209	1,620	1,166	2,925	1,914	1,309	2,973	1,801	1,308	2,978	1,904	1,405

Figure 20: Examination passes, trends over the last five years (validated courses only)



Examination results (continued)

Table 17: Examination results 2016/17

Type of course	Part 1			Part 2			Part 3		
	sat	pass*	pass rate (%)	sat	pass*	pass rate (%)	sat	pass*	pass rate (%)
Validated courses	3,170	2,978	90.6	1,858	1,904	97.4	1,208	1,405	86.5
Candidate courses	n/a	n/a	n/a	n/a	n/a	n/a	0	0	n/a
TOTAL - All courses	3,170	2,978	90.6	1,858	1,904	97.4	1,208	1,405	86.5

Note: Information provided by 44 Schools only at Part 1, 43 Schools at Part 2, and 24 Schools at Part 3

* One School provided the number of students passing but not the number sitting. This School's figures are included in 'pass' but not 'sat' on the table above. The incomplete data from this one School is excluded from the 'pass rate' calculation.

Table 18: Examination pass rates, male and female students, 2016/17

Stage of course	male students		female students	
	no. of passes	pass rate, %	no. of passes	pass rate, %
Part 1	1521	89.0	1457	92.3
Part 2	1032	95.4	872	96.9
Part 3	864	86.0	541	87.4

Note: Information provided by 44 Schools only at Part 1, 43 Schools at Part 2, and 24 Schools at Part 3.

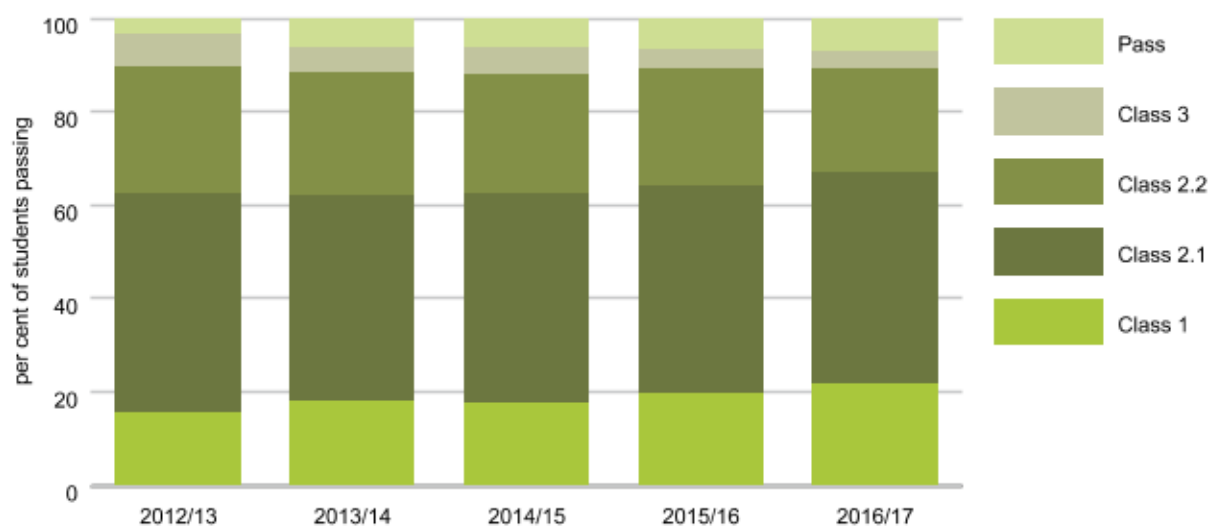
* One School provided the number of students passing but not the number sitting. This School's figures are included in 'pass' but excluded from the 'pass rate' calculation.

Table 19: Examination grades achieved, 2016/17 (validated courses only)

Part 1		Part 2	
Grade	per cent of passes	Grade	per cent of passes
Class 1	22.0	Distinction	29.5
Class 2.1	45.0	Commendation	31.2
Class 2.2	22.4	Pass	39.3
Class 3	3.4		
Pass	7.3		
TOTAL	100	TOTAL	100

Note: Information provided by 41 Schools only at Part 1 and 40 Schools at Part 2.

Figure 21: Examination grades Part 1, trends over the last five years (validated courses only)



Progression of female students

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

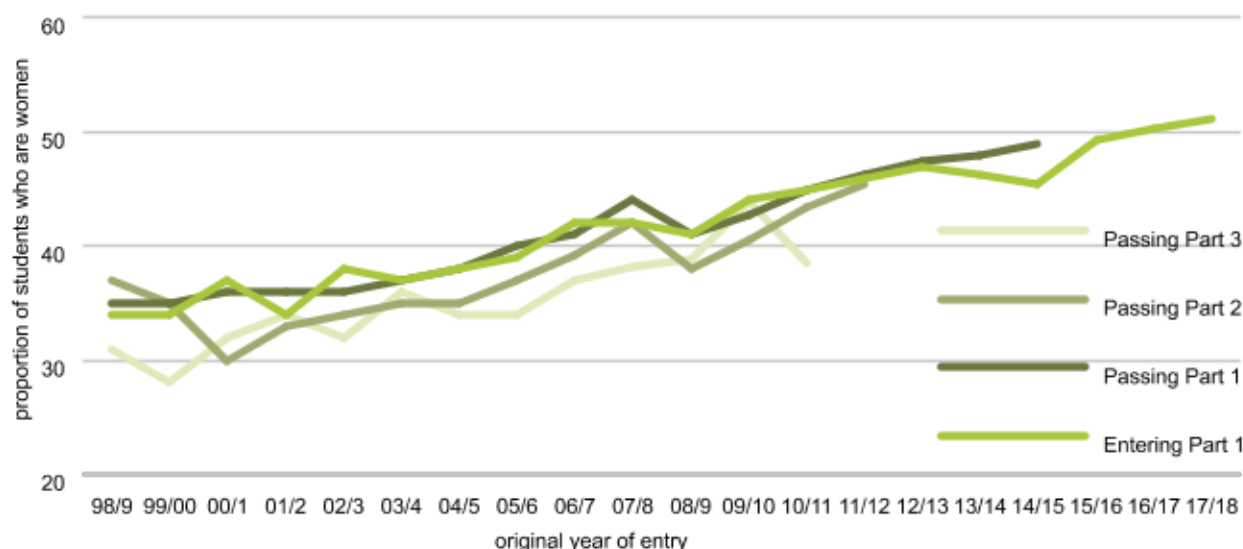
Historically the figures suggest a female drop-out rate of about 2 to 3 percentage points between Parts 1 and 2, and another 2 to 3 percentage points between Parts 2 and 3. The relationship between the proportion of female students applying and entering Part 1 is very close in most years, and is identical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

The figures show that there has been a long-term rise in the proportion of female students at all stages. For the last two years now, Schools received more applications to Part 1 courses from females than from males. The single move against this trend this year is the proportion of female students passing Part 3, which has fallen back to the same level recorded two years ago. Last year's figure was considerably higher than in previous years' surveys, so may have been atypical.

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

	original year of entry to Part 1															
	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	
Applications to Part 1	40	36	38	42	43	42	44	45	46	47	46	48	50	51	51	
Entering Part 1	37	38	39	42	42	41	44	45	46	47	46	46	49	50	51	
Passing Part 1	37	38	40	41	44	41	43	45	46	47	48	49				
Entering Part 2	35	36	37	40	41	37	41	43	45	44	45					
Passing Part 2	35	35	37	39	42	38	41	44	46							
Passing Part 3	36	34	34	37	38	39	44	39								

Figure 22: Trends in the progression of female students (validated courses only)



Ethnic group of students

Excluding students whose ethnic group is not known, the proportion of students entering Part 1 who are white is 61 per cent. The proportion of students who are white rises at each stage of study, to reach 88 per cent of those passing Part 3 examinations.

The information, which is not provided by all Schools, has been analysed to track cohorts of students. The analysis suggests the proportion of students who are white has decreased over time, at Part 1 and Part 2. But the proportion of students passing Part 3 who are white is unchanged.

Definitions:

White - British, Irish or any other White background.

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

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

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

Other - Chinese or any other ethnic group.

Table 21: Ethnic group of students 2017/18

	White	Black or Black British	Asian or Asian British	Mixed or Multiple	Other
Applications Part 1*	59.8	6.4	6.8	15.2	11.8
Entering Part 1	61.4	5.2	8.4	15.8	9.2
Passing Part 1	67.0	5.1	6.5	12.3	9.1
Entering Part 2	69.6	4.9	5.4	11.8	8.4
Passing Part 2	75.4	3.7	4.1	8.8	7.9
Passing Part 3	87.9	2.7	1.5	4.4	3.5

Note: The information was provided by 32 Schools for Applications, 40 Schools for Part 1, 39 for Part 2, and 20 Schools for Part 3. The incomplete sample may influence results. Figures exclude numbers supplied where origin is 'not known'.

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

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

	per cent of students who are White															
	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	
Applications to Part 1						76	68*	75	61*	54*	49*	56*	58*	55*	60*	
Entering Part 1	82	79	79	78	79	77	76	76	73	71	64	68	68	66	61	
Passing Part 1	84	86	85	81	81	78	83	81	75	78	73	70	67			
Entering Part 2	82	84	79	84	83	83	81	78	79	78	73	70				
Passing Part 2	87	83	86	84	83	82	82	81	76	76	75					
Passing Part 3	88	88	83	87	85	89	88	90	88							

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

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

Staffing

Between them, the validated Schools of Architecture employ 1,920 full-time equivalent (FTE) staff. Compared with last year, there are more part-time teaching staff and more support staff. The number of full-time teaching staff has remained broadly the same for the last three years.

Averaged across all Schools, the student to teaching staff ratio is 11.9. The ratio is very similar to the last two years, although lower than before 2015/16.

Figure 23: Teaching staff, full-time equivalent, 2017/18

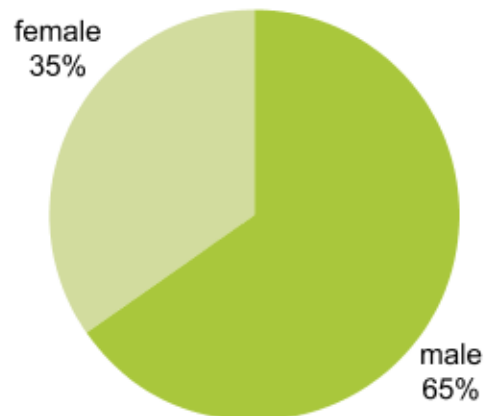


Table 23: Staffing numbers, full-time equivalent, 2017/18

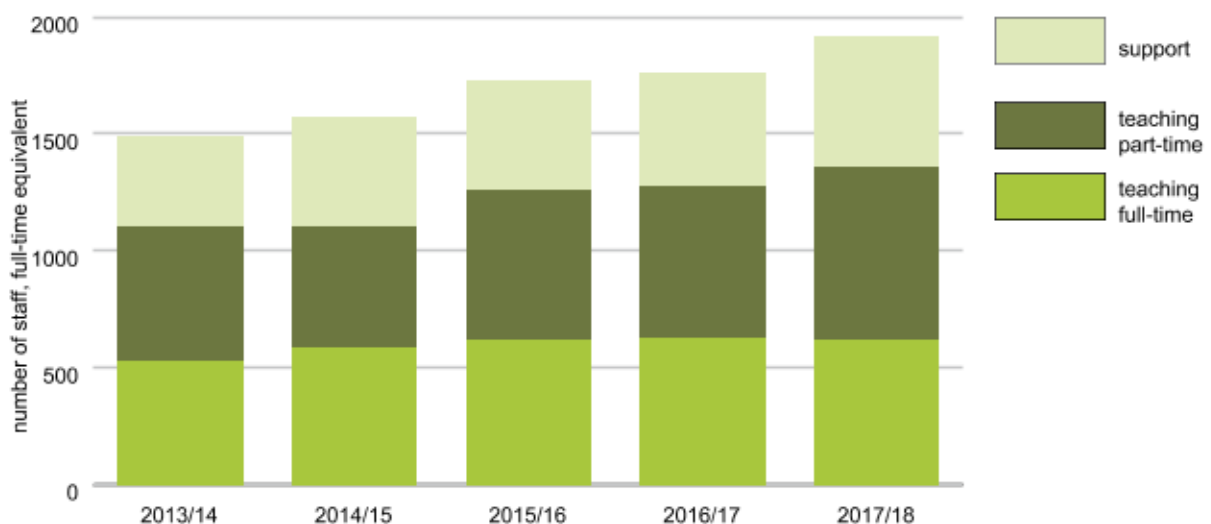
Type of course	Teaching Staff			Support Staff	
	full-time	part-time (contract)	part-time (hourly paid)	full-time	part-time
Validated courses	623	299	439	384	176
Candidate courses	10	8	12	2	0
TOTAL - All courses	633	307	451	386	176

Table 24: Staffing numbers, full-time equivalent, 2013/14 to 2017/18 (validated courses only)

Type of course	2013/14		2014/15		2015/16		2016/17		2017/18	
	number	per cent	number	per cent	number	per cent	number	per cent	number	per cent
Teaching full-time staff	538	36.1	594	37.7	624	35.9	631	35.7	623	32.4
Teaching part-time staff	569	38.1	514	32.6	638	36.8	655	37.1	738	38.4
Support staff	387	25.9	469	29.7	474	27.3	481	27.2	559	29.1
TOTAL - All staff	1,493	100	1,577	100	1,736	100	1,767	100	1,920	100
Student to teaching staff ratio*	13.3		13.8		12.1		11.8		11.9	

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

Figure 24: Staffing numbers, trends over the last five years (validated courses only)



Disability

Schools report that 9 per cent of students have disclosed a disability. This proportion is similar to previous years. The largest source of disability is a learning impairment, (6 per cent of all students). Another 3 per cent of students have other disabilities as detailed in the table below.

While the proportion of students disclosing a disability has remained the same over time, the number has increased. Learning impairment remains the most significant disclosed disability, but there are now more students with unseen, multiple or 'other' disabilities than in previous years.

Figure 25: Students with a disclosed disability, 2017/18

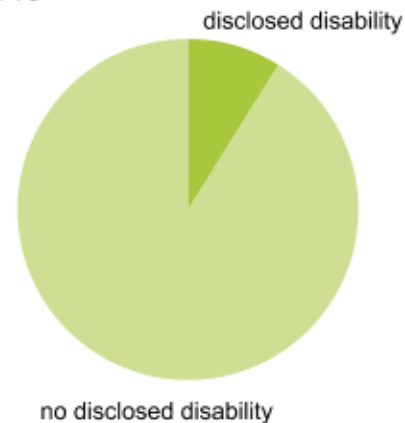


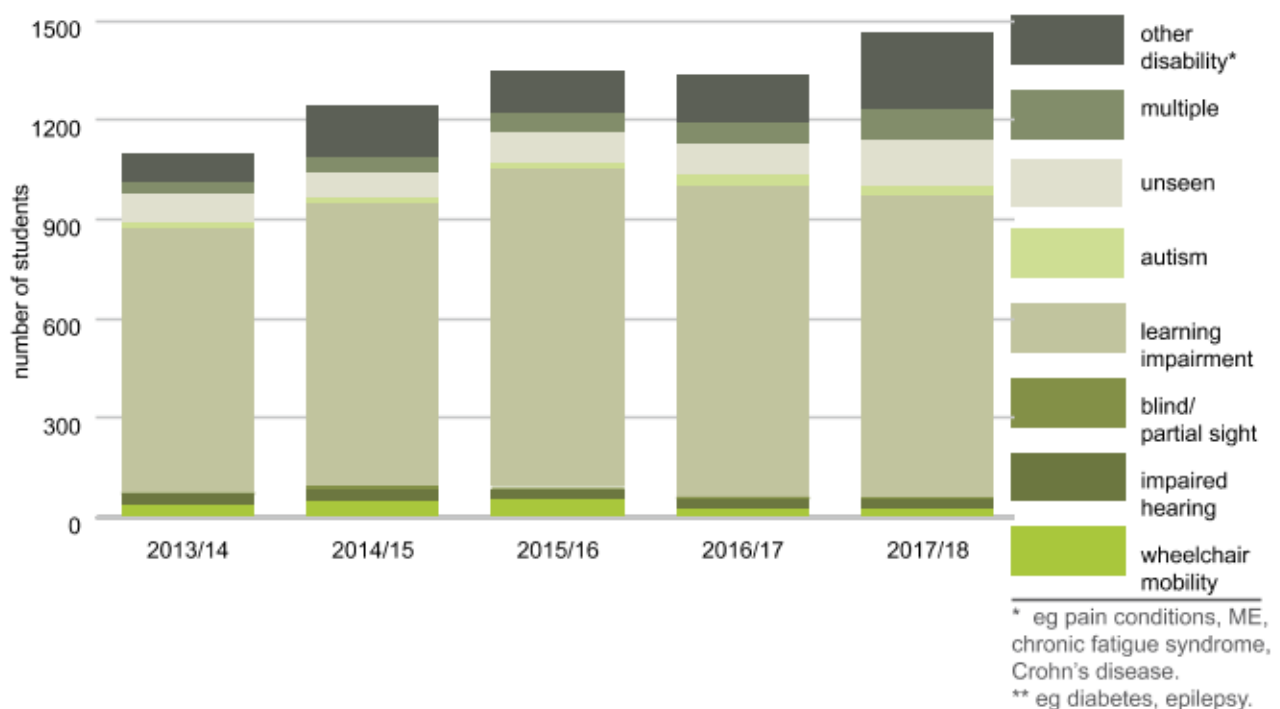
Table 25: Students with a disclosed disability, 2017/18

Type of course	number of students with a disclosed disability									percentage of ALL students
	wheelchair/mobility	impaired hearing	blind/partially sighted	learning impairment	autism	unseen*	multiple	other disability**	all students with disability	
Validated courses	27	25	11	909	26	148	95	231	1472	9.0
Candidate courses	0	0	0	2	0	2	1	0	5	2.2
TOTAL - All courses	27	25	11	911	26	150	96	231	1477	8.9

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

** for example diabetes, epilepsy.

Figure 26: Number of students with a disclosed disability, trends over the last five years (validated courses only)



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

** eg diabetes, epilepsy.

Mental Health

Fewer than 2 per cent of students have a disclosed mental health issue. The proportion is similar to last year's although numbers have been rising year-on-year. The proportion, and number, has increased significantly over the past five years.

It is very likely that this figure is under-reported, given the strong likelihood that students find it difficult to disclose this data. The figure is likely to be higher, too, because some students may experience temporary episodes which may go unreported.

Table 26: Students with a disclosed mental health issue, 2017/18

Type of course	number	per cent of all students
Validated courses	265	1.6
Candidate courses	0	n/a
TOTAL - All courses	265	1.6

Figure 27: Students with a disclosed mental health issue, 2017/18

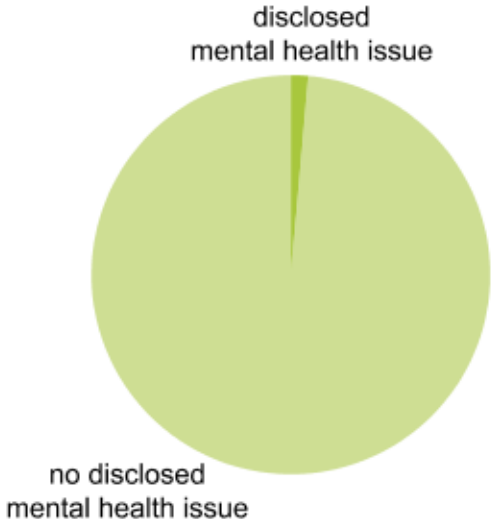
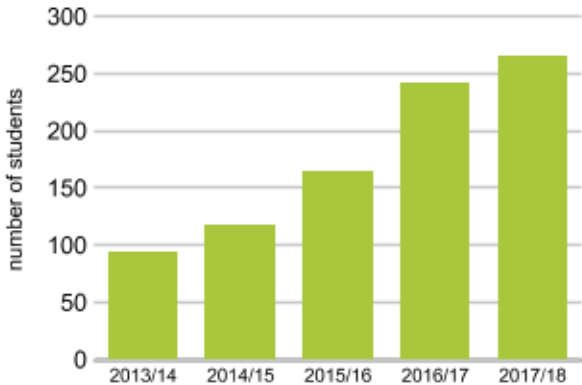


Figure 28: Number of students with a disclosed mental health issue, trends over the last five years (validated courses only)



Where students come from to study

In response to a new question this year, Schools detailed where students' home addresses were before they came to study. This data refers to new entrants to the first year of Part 1.

The analysis shows that one quarter (25 per cent) of students go to a university within 10 miles of their home. Just over half, 53 per cent, go to a university within 50 miles of their home. Nearly one quarter, 24 per cent, go to study at a university which is located 100 or more miles away from their home. The average distance travelled is 66 miles. Students going to Schools in Northern Ireland and London typically travel the shortest distance from home, while those going to Schools in Scotland travel the furthest.

Figure 29: Average distance between home and School, new entrants to Part 1, 2017/18

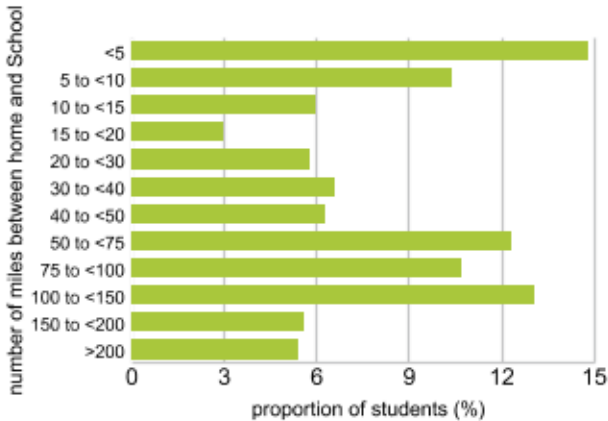


Figure 30: Average distance between home and School, new entrants to Part 1, analysed by location of School, 2017/18

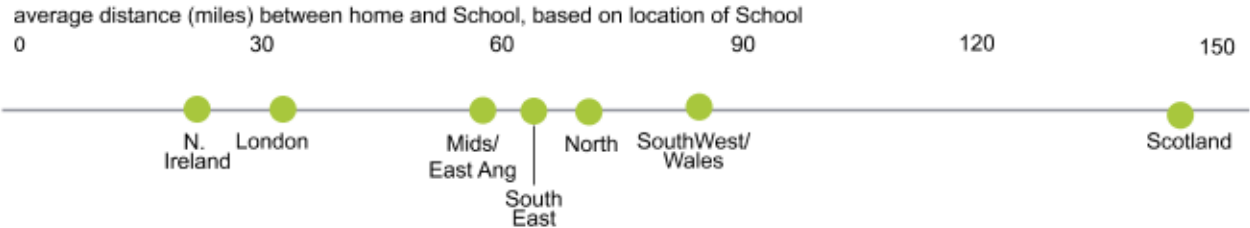
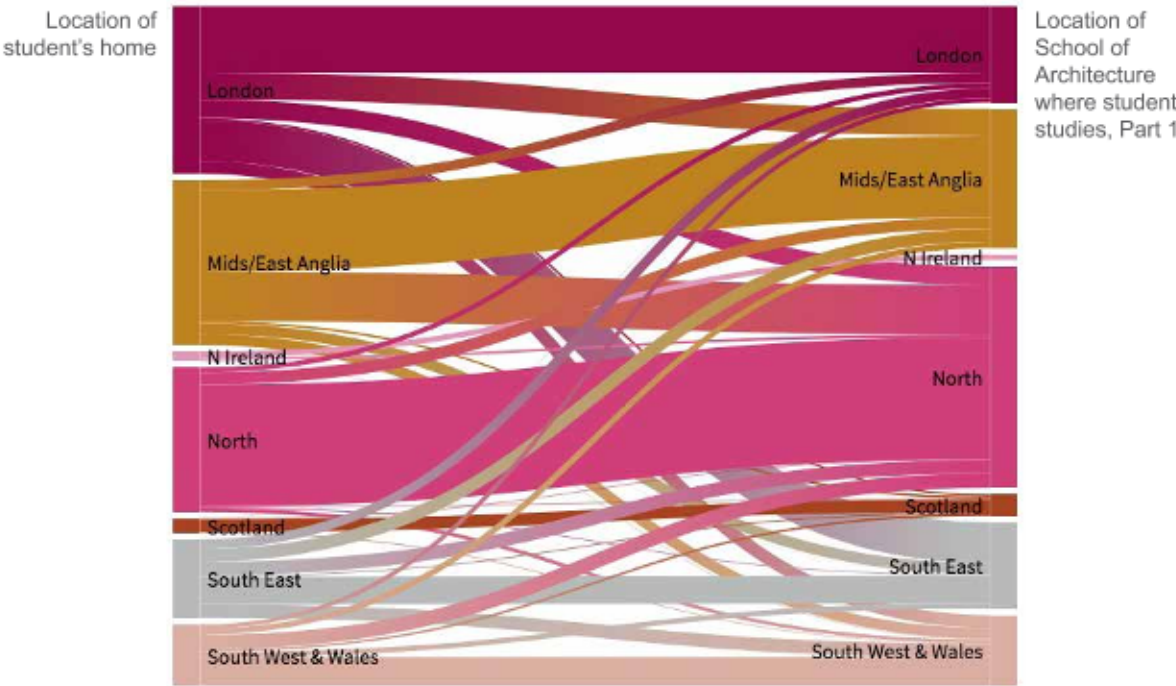


Figure 31: Geographic flow of students between the location of their home (left) and location of the School (right), new entrants to Part 1, 2017/18



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