



Vice-Chancellor: Professor John Last

**EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT
2018/2019**

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**Director of Human Resources
December 2019**

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1 Introduction

The aim of the Equality, Diversity and Inclusion Annual Report is to consider, monitor and share our activities and progress in relation to equality, diversity and inclusion objectives for students and staff at the University.

This report also provides an overview on developments in relation to the Action Plan of our Equality, Diversity and Inclusion Policy and provides the opportunity to publish monitoring reports on the profile of our workforce and the student body.

As well as setting out our achievements for the 2018/19 academic year, the report also highlights the priorities for Norwich University of the Arts (NUA) for the year ahead.

2 The Legislative Framework

The Equality Act introduced measures which have direct implications for the University and underpins the legislative framework in which the University operates. It informs our practices as an employer and as a higher education provider.

The Equality Act identifies nine protected characteristics - age; disability; gender reassignment; pregnancy and maternity; marriage and civil partnership; race; religion or belief; sex; and sexual orientation.

In respect of these nine protected characteristics, the University is required to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people from different groups;
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is low; and
- Foster good relations between people from different groups.

3 The Equality, Diversity and Inclusion Policy

The Equality, Diversity and Inclusion Policy (ED&I Policy) was introduced in June 2019. A growing number of HE providers, have adopted the policy description 'Equality, Diversity and Inclusion' to better describe the principles of equal treatment, promotion of diversity as well as integration and inclusion into all aspects of an individual's day-to-day life, including in the workplace and in their studies.

The purpose of the ED&I Policy is to set out the University's commitment to an inclusive and supportive environment for students, staff and visitors that is free from discrimination, and a place where all its members are able to participate and have the opportunity to fulfil their potential.

The Equality, Diversity and Inclusion Objectives and action progress were reviewed by the Equality, Diversity and Inclusion Committee in May 2019.

4 Equality, Diversity and Inclusion Committee

The Equality, Diversity and Inclusion Committee (ED&I Committee) oversees the implementation of the University policies relating to equality, diversity and inclusion, ensuring that these reflect the aims and targets of the Strategic Plan. These aims and targets are:

- To work towards ensuring equality of opportunity for all staff and students
- To increase awareness of equality, diversity and inclusion issues throughout the University

- To promote a culture of dignity and respect throughout management, staffing, curriculum and teaching in the University
- To encourage recruitment, admissions and employment procedures which demonstrate adequate representation of different social and cultural groupings
- To recommend provision of support and advice to staff and students regarding unwelcome comments or actions relating to age, race, disability, gender reassignment, marital status, pregnancy and maternity, religion or belief, sex and sexual orientation
- To promote attitudes discouraging hurtful or discriminating behaviour to include the use of stereotyping and the exercise of prejudice of any kind
- To recommend strategies relating to access opportunities and student support
- To monitor relevant external developments, consider their implications for the University and make recommendations for refinement to policy and practice

The ED&I Committee meets formally twice each academic year and reports directly to the Senate. It comprises of the Director of Human Resources (Chair and Senior Management Team member), Academic Registrar (Senior Management Strategic Team Member), Students' Union President, as representative of the student body, two representatives of academic staff and two representatives of professional services staff, one of whom is the Estates Manager. When required, other University staff are co-opted and attend the meetings for specific agenda items.

5 Policy Compliance

Staff and students receive information regarding their roles and responsibilities in respect of equality, diversity and inclusion issues. All new staff are provided with equality, diversity and inclusion information as part of their induction programme. Information for students is included in the Student Agreement and Strategy for Learning.

The University has a zero tolerance of harassment and bullying behaviour and it encourages staff and students to report any incident. There were no incidents reported by staff in the year 2018/19 through the Grievance Policy and Procedure which needed to be addressed.

6 Engagement with Schools/Colleges

NUA is proud of its long and well-established relationships with schools and colleges in the region and further afield. We work closely with schools and colleges to champion and nurture creativity, explain university opportunities and raise aspirations.

Our Schools and Outreach Officers, team of Student Ambassadors and academics from all courses have a programme of visits to schools and colleges to deliver workshops, presentations and attend careers and parents evenings. They work with students compiling their portfolios in preparation for applying for a creative degree, carry out mock interviews and provide hands-on workshops on campus and in schools. 262 school visits took place during the year, including 41 workshops delivered in school by NUA Student Ambassadors.

The general presentations to school learners, delivered by NUA staff, include images of a diverse student body. Information is provided on finance, bursaries and access to disability support.

NUA is part of the Network of East Anglia Collaborative Outreach Group, which is part of the HEFCE funded National Collaborative Outreach Programme. The Group consists of the five HEIs in Norfolk, Suffolk and Cambridgeshire (NUA, UoS, UEA, ARU and Cambridge University), and 8 FE providers (City College Norwich, Easton and Otley College, Peterborough Regional College, The College of West Anglia, West Suffolk College, Cambridge Regional College, Suffolk New College and East Coast College). The primary aim of the project is to encourage young people from disadvantaged groups to fulfill their

potential and support identified students into HE and degree level apprenticeships. Higher Education Champions are working with target students from year 9 to 13 within schools. NUA has two Higher Education Champions (HECs) and a NEACO Student Ambassador who are working with schools across Norfolk to deliver a programme of activities and mentor identified students. NUA HECs have worked directly with 30 Norfolk schools this year and delivered 214 different activities including a four-day summer residential. NUA also delivered a National Saturday Art Club in Fashion and Business from November 2018 to February 2019. The takeyourplace.org.uk website ensures all schools in the region have access to information on outreach work of the group and clear information on student finance, support for HE students etc.

NUA welcomed teachers, heads of sixth form and careers advisers from across the UK for three teachers' events, one in conjunction with UEA: Nurturing Bright Futures. One NUA day included upskilling workshops and another of information sharing where they could find out more about supporting students to progress to Higher Education. 74 teachers attended in June and July 2019. An additional four CPD events took place at NUA throughout the year which 47 teachers participated in.

7 Applicants for Undergraduate and Postgraduate Courses

During 2018/19, the University held eight undergraduate Open Days.

Attendees receive printed literature surrounding accommodation, finance and student support. They can also access material prior to the event on the University website. There were three sessions at each Open Day, delivered by a staff member on finance and accommodation, which cover access to funding for low-income households, scholarships and disability and wellbeing support. All Saints Green (NUA Hall of Residence) is also open for tours with NUA students currently living there. Members of staff from Student Support are in attendance throughout the day to answer any specific questions.

Provision is made to ensure that attendees and/or their guests who have disabilities are fully integrated into the programme for the day.

Hardcopy and digital feedback forms are completed by attendees, which give potential students the opportunity to identify any needs they may have and inform the University where improvements can be made in order to enhance the visitor experience.

The Open Days attracted 2654 attendees of which 1515 were potential applicants. 100 feedback forms were completed and returned. There were no specific comments raised around equality, diversity and inclusion through the feedback provided.

Prospective students can access information at the Applicant Day, which was held in April 2019. 188 prospective students who had been offered a place and 109 guests attended. This provided an opportunity to ask any further questions around finance and accommodation, plus any other information relating to student experience and student support.

In addition, 954 undecided applicants were also telephoned, in March, April and June 2019, by Student Ambassadors from the course that they had applied for; 223 conversations took place with home applicants and 54 international applicants were able to ask any questions they had directly. A further email went to all students who had firmly accepted a place, had nominated NUA as their insurance choice or were still undecided in April 2019 which included information on accommodation options, financial support and bursaries.

The University held five MA Open Days, each including a talk on finance for Postgraduate study. 135 prospective students attended and there were no specific comments in the feedback on matters relating to equality, diversity and inclusion.

8 Engagement with the Student Population

NUA requires students to attend all mandatory, timetabled, academic taught sessions. This formal engagement underpins the creative community and staff-student interaction that, in part, characterises NUA. Student feedback and opinion is elicited through a range of formal and informal mechanisms and means student views are taken quantitatively through documentary evidence compiled from responses to questionnaires (mainly the National Student Survey) and Student Representatives Group for example. In 2019-20, the University is introducing an electronic attendance register system to provide engagement data and to serve as an early warning system of student non-attendance across mandatory and optional sessions (open access workshops for example).

The NUA Students' Union President meets regularly with key University staff, giving the students a voice at the highest level of decision-making in the organisation. Student Focus Groups commence in October of each academic year and students are invited to give their views on a range of issues in relation to teaching and learning, course organisation and management, resources and the student voice. The outcomes of these also play a key part of the Senior Management Team dialogue with the student body at course level and with the Students' Union.

Local suggestion boxes and online suggestions are also routinely elicited. Student feedback and opinion is received and responded to more formally through the Student Representatives Group, student representation at Deans' Forum, Faculty Boards and other key committees, such as Learning, Teaching and Quality Committee and at University Senate and Council. Student views are also collected on a day-to-day basis through the close dialogue which takes place between students and staff in relation to students' academic and pastoral development and progress and their use of the University's resources and support services.

Focus Group questions are agreed between Quality Management and Enhancement (QME), the Pro Vice-Chancellor (Academic) and Students' Union President, informed by student feedback data and comments received via the National Student Survey (NSS) and other fora. The University listens and responds to student feedback, feeding this into its programme of ongoing enhancements to provision.

In preparation for 2019/20, significant work was taken with regard to the delivery of teaching in relation to the Teaching Resource Allocation to ensure equality of opportunity and experience of contact teaching for all undergraduate students.

In addition, in 2018/19, the University organised an institution-wide educational visit to ensure that all students had the supported opportunity to take part in a European study visit. This also proved a great success, with data telling the University that the students were from a diverse range of backgrounds and subjects. Students who wished to participate in a cost neutral visit option also participated in the UK equivalent.

Students also participate in University Quality Panels for course approvals and reviews and in the past have been present on appointments panels for academic or professional services staff. In the 2017 academic year, student course representatives started to participate in staff appointments panels and requisite training was put in place to facilitate this. This has proved to be a great success, with both recruitment processes and students' professional practice being enhanced as a result. This action was taken to ensure that appropriate consideration was given to the student voice and to enhance the diversity of our panels and the experience of applicants. The intention is that this practice will continue.

Students have a number of opportunities to be involved in University Life, including schemes or paid work activities such as:

- PALS – the Peer Assisted Learning Mentor Scheme
- Deans' Forums
- Student Ambassadors
- Gallery Internship scheme
- Student Interview Assistants
- Student Wardens in University accommodation
- Graduate Academic Assistants
- Panel members on staff appointments panels
- Panel members and participants in course Periodic Reviews and Approval events
- Focus Groups

The NUA Student Agreement starts with a description of the principles which underpin the partnership between the University and the Students' Union. This is followed by nine sections, each one reflecting a key theme including one theme on "Equality and Ethics". The Agreement aims to provide clear guidance to students on the standards of service and delivery which they can expect from the University, and for staff, on the standards of engagement which can be expected from students.

NUA and its Students' Union share a common commitment to ensuring equality, diversity and inclusion and the fair, equitable and respectful treatment of all staff and students.

9 Students' Union at NUA

In December 2018, the first Gender Neutral Toilet opened on campus, following continuous feedback from NUASU Pride Society and the wider student body. The toilet is based on the second floor of St Andrew's House and is 'for everybody' helping to promote inclusivity for our transgender and non-binary students. Feedback has confirmed that the implementation of the Gender Neutral Toilet has been highly beneficial to students and that they would like to see additional facilities across other campus buildings to increase access.

New Liberation Officer Role Profiles have been created in preparation for elections to take place in October 2019. The following six voluntary positions will be available to students:

- Mature Students Officer
- International Students Officer
- Disabled Students Officer
- LGBTQ+ Officer
- Womens' Officer
- BAME Officer

These positions will be student-led and supported by the Students' Union (SU) President to run campaigns that aim to engage and educate the wider student body in a range of liberation themes.

In July 2019 the SU President attended the annual Norwich Pride March with a group of NUA students. As in previous years, NUA students have attended the Pride March and this year were sponsored by the University. The march demonstrated support and solidarity for the LGBTQ+ community and enabled NUA students to have representation at Norwich Pride for the first time. The day was a hugely positive experience for the students that attended and NUA Students' Union intends to take part again next year.

Throughout the year, NUASU has continued to raise awareness for liberation themes including Black History Month, LGBTQ+ History Month, World AIDS Day and University Mental Health Day.

Equality, diversity and inclusion is embedded within annual Club and Society Officer training and provides discussion opportunities for the Officers to share best practice ideas of how they can ensure inclusivity, fairness and equal opportunities at all times.

The Students' Union's Steering Committee members continue to hold the Union to account and are responsible for ensuring that all Union activity is representative of all students, regardless of any protected characteristics. Equality, diversity and inclusion is a standard agenda item of every Students' Union Steering Committee meeting and issues raised are documented and monitored.

10 International Students

The International Office provides a dedicated support service including advice on visas, working in the UK and registering with police, doctors and banks as well as support on cultural differences. Student Support also help with any welfare issues. All international students are eligible to receive up to four hours of English language support each week during term time, free of charge.

The International Office can arrange to show international visitors around the campus, meet staff outside of structured Open Days or conduct interviews. Applicants are not expected to travel to the UK for an interview which can be held by telephone or Skype.

International students were texted and telephoned as part of the conversion campaign in April and June by current NUA international students. Two webinars were also delivered by the International Office where all applicants could ask questions about support, accommodation, finance, visas etc. There are also student blogs written by international students – such as Top 10 Tips for Budgeting at University as well as interviews with students from different territories across a range of courses.

On arrival at NUA, international students are welcomed in the 'Arrivals Lounge' where they meet NUA International staff as well as Student Support staff, the SU and academics and receive a comprehensive manual which provides them with practical information about studying and living in Norwich.

All information for international students is generated by the International Office, including Admissions. This means that communication with prospective students is consistent but personal and addresses any individual issues directly.

11 Staff Profile Statistics

Staff profile data is regularly collated by the Human Resources Department and recorded on the HR database. Where possible, trends at NUA have been compared with national data published for the sector.

Diversity data is reported to the University Council on an annual basis covering the range of protected characteristics.

Profile information has been compiled for staff employed as at 31 March 2019 and this is provided below. For some of the protected characteristics, the availability of comparative data is limited.

In order to preserve anonymity a number of the profiles are reported at a University level where figures in some categories are numerically low, potentially making it easier to identify individuals within NUA.

For the age and gender profiles, staff data is based on salaried staff and for other protected characteristics the data includes Part time Hourly Lecturers. Although data is collected for atypical staff this group is not included in the profiles as they are a transient population.

HESA benchmark data has been included for a number of the diversity profiles. The information is based on all Higher Education Institutions (source HESA data 2017-18). HESA data excludes staff with a contract below 0.25 FTE. NUA data includes all salaried staff.

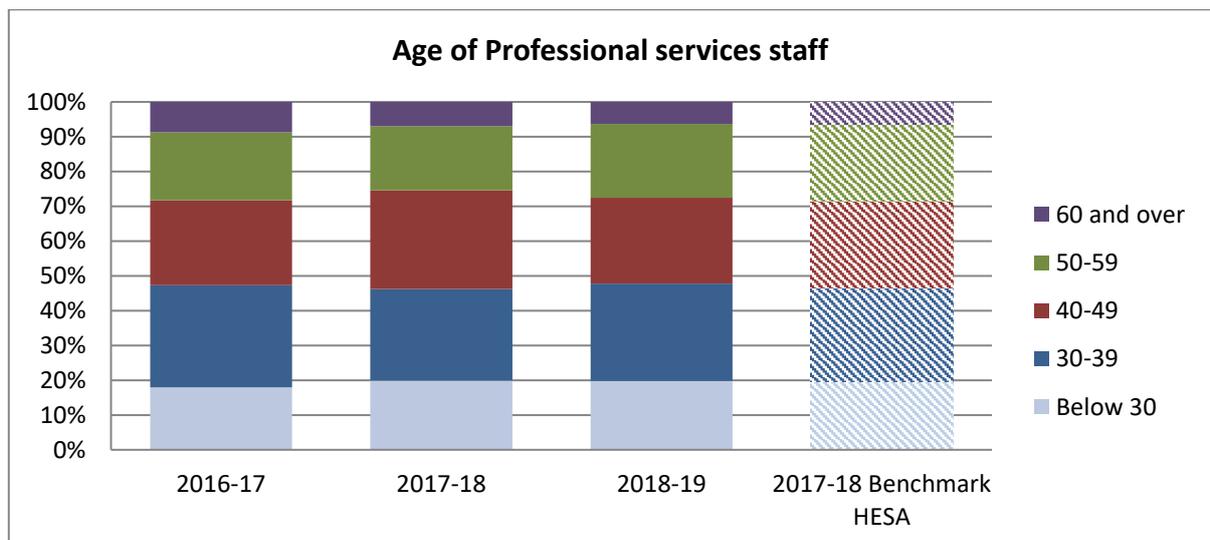
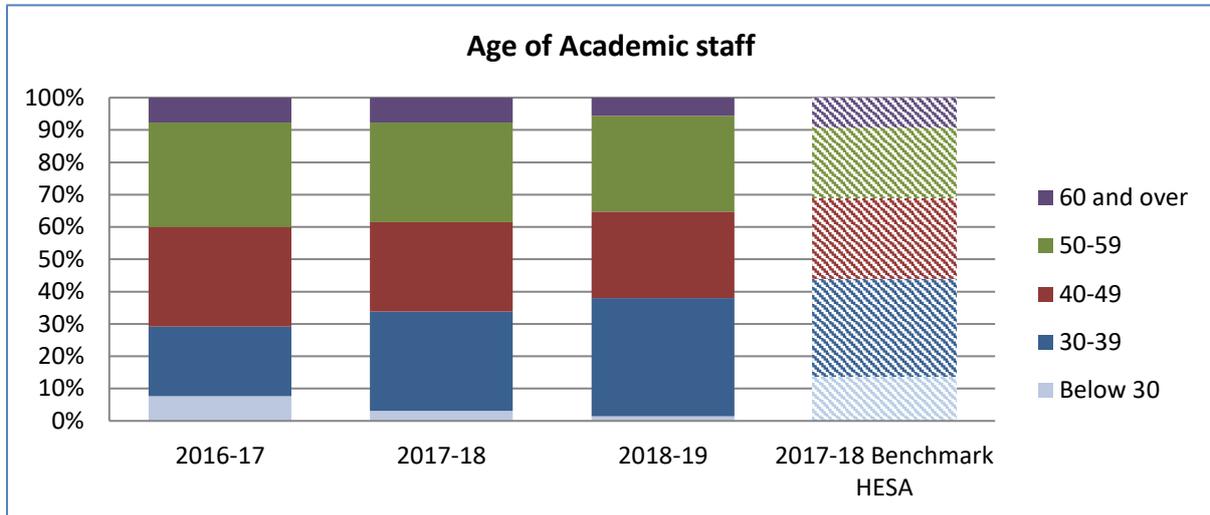
11.1 Age profiles (salaried staff)

	2016-17		2017-18		2018-19	
	as at 31 July 2017		As at 31 July 2018		As at 31 March 2019	
	No. of Staff	% of Staff	No. of Staff	% of Staff	No. of Staff	% of Staff
Academic staff:						
Below 30 years	5	8%	2	3%	1	1%
30-39 years	14	22%	20	31%	26	37%
40-49 years	20	31%	18	28%	19	27%
50-59 years	21	32%	20	31%	21	31%
60 years and over	5	8%	5	8%	4	6%
Total Academic staff	65	100%	65	100%	71	100%
Professional services staff:						
Below 30 years	33	18%	40	20%	41	20%
30-39 years	54	29%	53	26%	58	28%
40-49 years	45	24%	57	28%	51	25%
50-59 years	36	20%	37	18%	44	21%
60 years and over	16	9%	14	7%	13	6%
Total Professional services staff	184	100%	201	100%	207	100%
Total salaried staff	249	100%	266	100%	278	100%

At NUA the average age for academic staff in 2018/19 is 46 years which is unchanged from 2017/18. The data shows the largest proportion of academic staff at NUA are in the age bracket 30-39 with 37%, an increase on 31% for the previous year. This compares to the HESA benchmark of 30% in this age group. 1% of academic staff employed at the University are under the age of 30 (a reduction from 3% in 2017/18) compared with 14% in

the benchmark group. Academic staff in the benchmark from younger age groups were more concentrated in research only roles.

The largest proportion of professional services staff are also in the age range 30-39 and the average age for this group of staff is 42 years. This compares with the HESA benchmark of 30%. There was an increase in the proportion of staff in the age range 50-59, from 18% in 2017/18 to 21% in 2018/2019. This compares to the HESA benchmark of 22%.



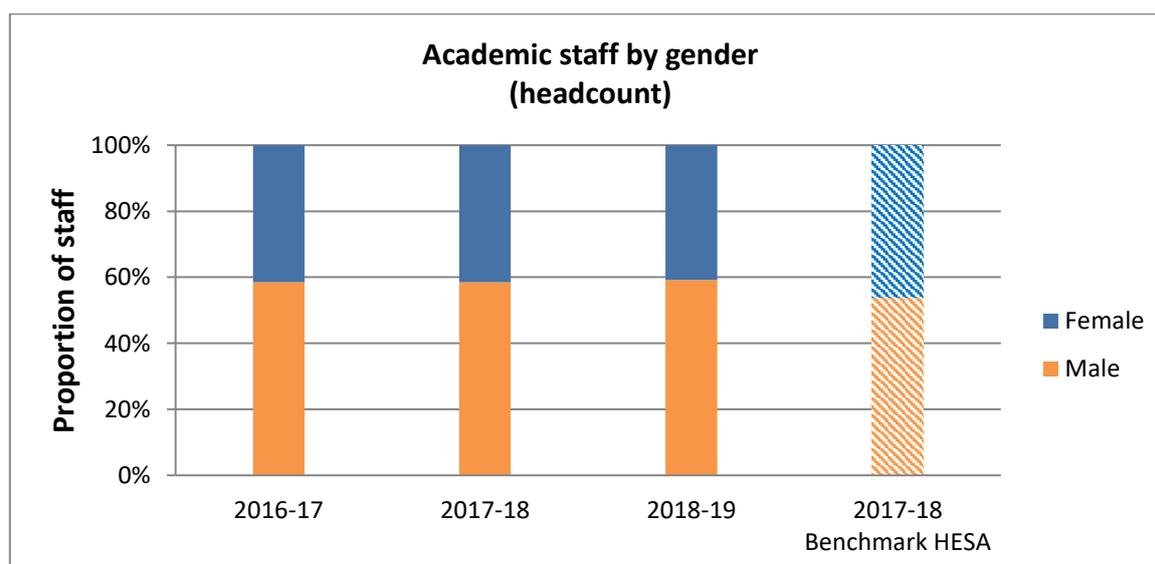
11.2 Gender profiles (salaried staff)

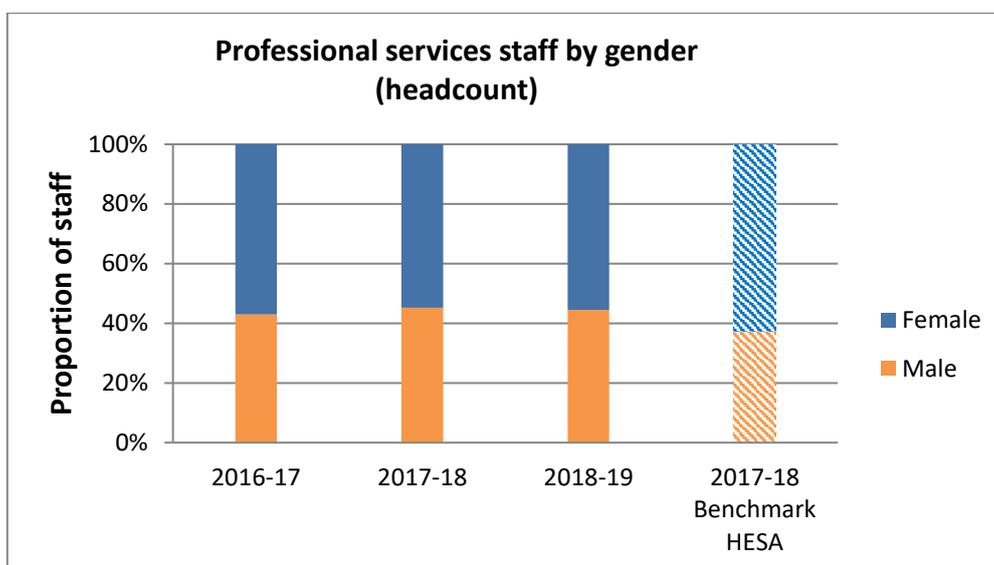
	2016-17		2017-18		2018-19 as at 31 March 2019	
	as at 31 July 2016 No. of Staff	% total	as at 31 July 2017 No. of Staff	% total	No. of Staff	% total
Academic Staff:						
Male	38	58%	38	58%	42	59%
Female	27	42%	27	42%	29	41%
Total Academic staff	65	100%	62	100%	71	100%
Professional services staff:						
Male	79	43%	91	45%	92	44%
Female	105	57%	110	55%	115	56%
Total Professional services staff	184	100%	201	100%	207	100%
All staff:						
Male	117	47%	129	48%	134	48%
Female	132	53%	137	52%	144	52%
Total	249	100%	266	100%	278	100%

In the 2018/19 academic year there is the same percentage split of females to males as per the previous reporting period of 2017/18.

Academic staff by headcount remain similar to the previous year rising by 1% (to 59%) for male staff in 2018/19 compared to 2017/18. For the HE sector overall, female academic staff made up 46% of the academic staff population reported in the HESA data for 2017/18.

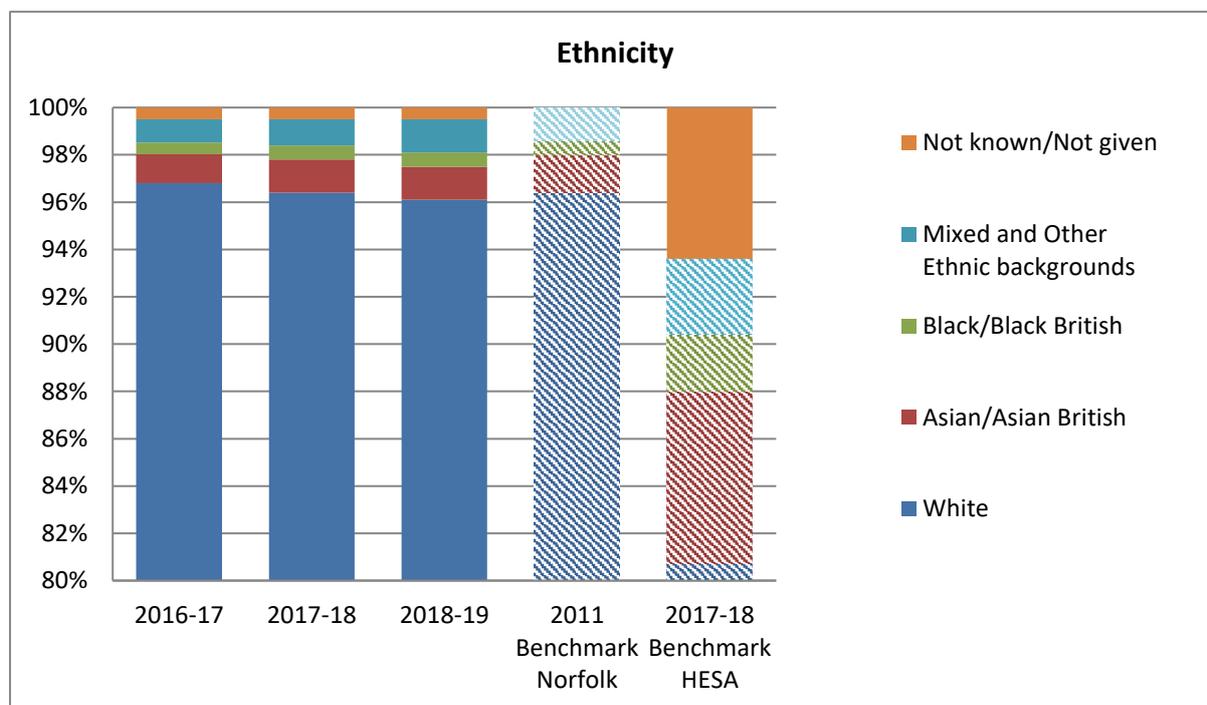
For professional services staff the overall proportion of female staff was 56% at NUA (55% in 2017/18) compared with 63% in the sector. For the majority of occupational groups, within professional services, there is a higher proportion of women than men at NUA.





11.3 Ethnicity profiles (salaried staff and part time hourly lecturers)

	2016-17 as at 31 July 2016	2017-18 as at 31 July 2017	2018-19 as at 31 March 2018
All staff			
White (includes non-British White)	96.8%	96.4%	96.1%
Asian/Asian British	1.2%	1.4%	1.4%
Black/Black British	0.5%	0.6%	0.6%
Mixed and Other Ethnic backgrounds	1.0%	1.1%	1.4%
Not known/Not given	0.5%	0.5%	0.5%
	100%	100%	100%



Note: scale is from 80% to 100%

	NUA	Norfolk **
White (including non-British White)	96.1%	96.4%
Black	0.6%	0.5%
Asian	1.4%	1.5%
Other Ethnic background, inc mixed	1.4%	1.5%
Information not provided/ Unknown	0.5%	0.0%
	100%	100%
**Source: Census 2011 Office for National Statistics		

The ethnic profile for Norfolk shows that 4% of the working population categorise themselves as being from an ethnic minority background which is the same percentage as NUA employees.

At NUA, 99.5% of staff chose to report their ethnicity status. This compares with a disclosure rate in the sector of 93.6% (2017/18).

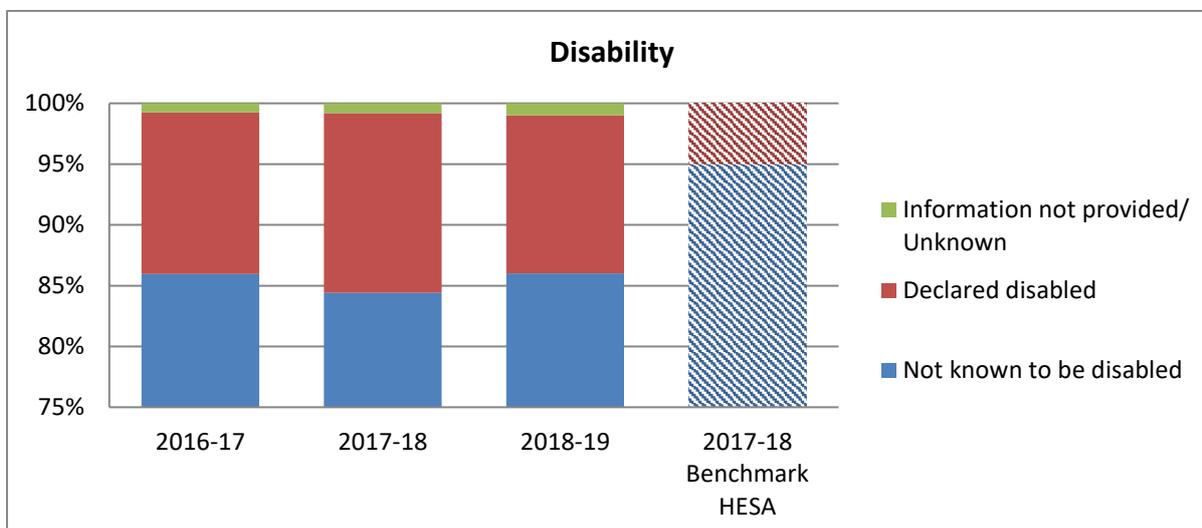
7.4% of UK national staff in the sector identified as BAME.

Of the non-UK national staff in the sector, 26.8% categorised themselves as being from a BAME background in 2017/18 and at NUA this figure was 7.4%.

Within the sector, higher education providers with the highest percentage of BAME staff are located in the London region. There is also a difference within the academic staff group of the percentage of BAME staff by subject area taught. [For Art/Design the percentage of BAME staff is 6.5% (source AdvancedHE Equality + Higher Education - Staff Statistical Report 2019)].

11.4 Disability profile (salaried staff and part time hourly lecturers)

All staff	2016-17 as at 31 July 2016	2017-18 as at 31 July 2017	2018-19 as at 31 March 2018
Not known to be disabled	86%	84%	86%
Declared disabled	13%	15%	13%
Information not provided/ Unknown	1%	1%	1%
	100%	100%	100%

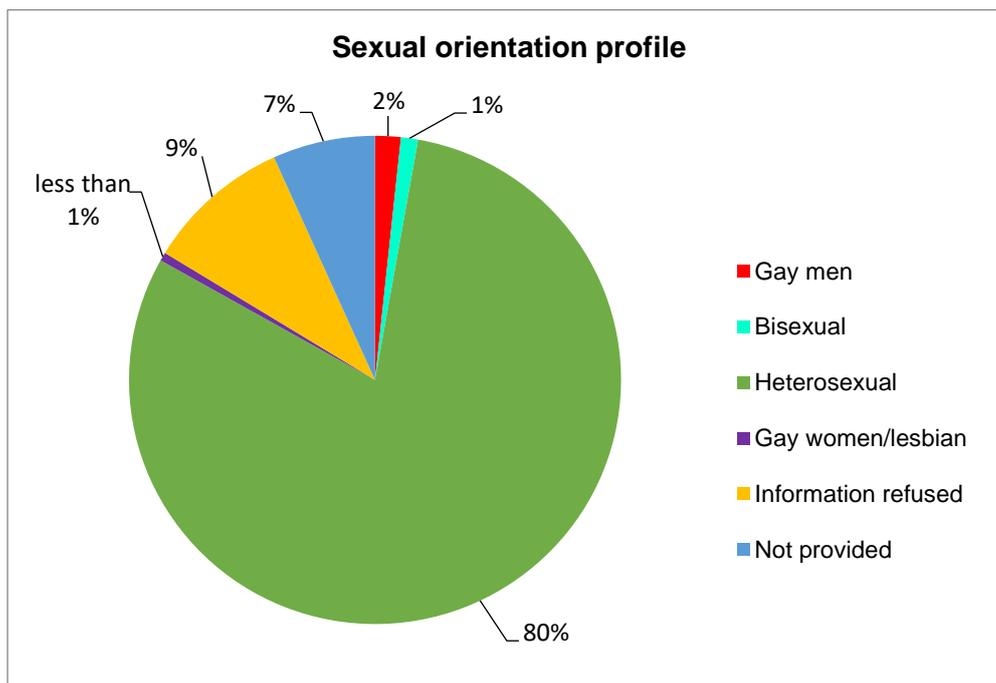


Note: scale is from 75% to 100%. The HESA benchmark figure for not known to be disabled includes unknown

At NUA 99% of staff declared their disability status, with 13% of staff identifying themselves as having one or more disabilities. This compares to 5% of total staff in the sector declaring a disability (figures in the sector combine not known to be disabled with unknown). NUA had the third highest percentage of staff in the sector declaring they have one or more disabilities in 2017/18.

Of the staff who declared they had one or more disabilities, 56% have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D. This figure compares to 21.5% in the sector in 2017/18. In specialist arts and design universities, the percentage of staff declaring a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D, is similar to NUA.

11.5 Sexual orientation profile (salaried staff and part time hourly lecturers)



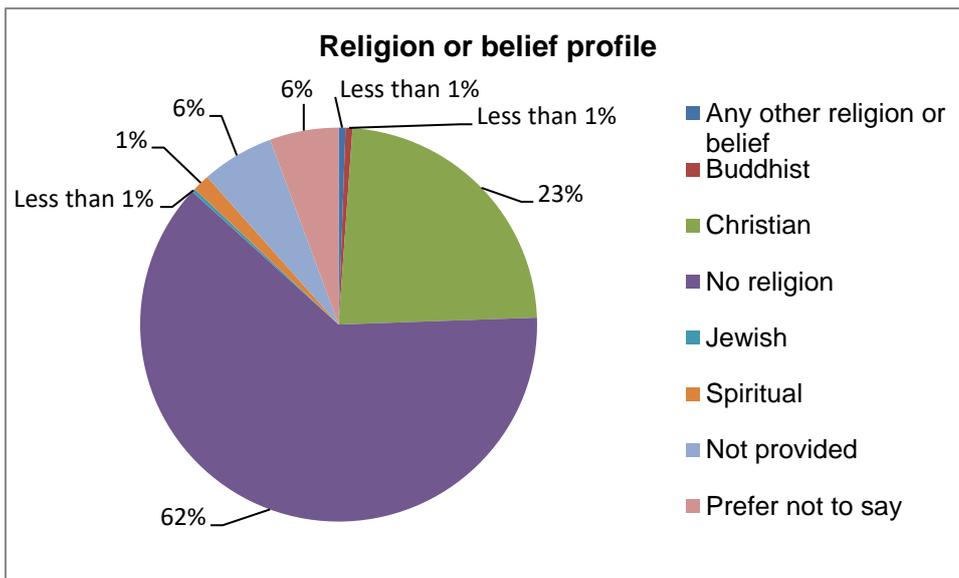
The level of disclosure of sexual orientation remains similar to last year, 85% (2017/18) and 84% (2018/19).

From 2012/13, the HESA staff data collection gave an opportunity for Higher Education Institutions to return data on the sexual orientation of staff.

In institutions that returned sexual orientation information to HESA, 52.1% provided information, 12.4% refused to provide information, and for 35.5% the data field was blank. However, the proportion of all staff for whom sexual orientation data was known increased by 2.7 percentage points 49.5% in 2016/17 to 52.2% in 2017/18. The proportion of staff with unknown information on sexual orientation was larger for staff aged 61 and over (57.0%) than for staff aged 30 and under (37.5%). (Source: AdvanceHE 2019)

Of the staff in the sector who provided data on sexual orientation (excluding not provided and prefer not to say) 93.9% identified themselves as Heterosexual, 2.4% Gay men, 1.7% Bisexual, and 1.3% Gay women/lesbian (Source: AdvanceHE 2019). This compares to 96%, 2%, above 1% and less than 1% respectively at NUA.

11.6 Religion or belief profile (salaried staff and part time hourly lecturers)



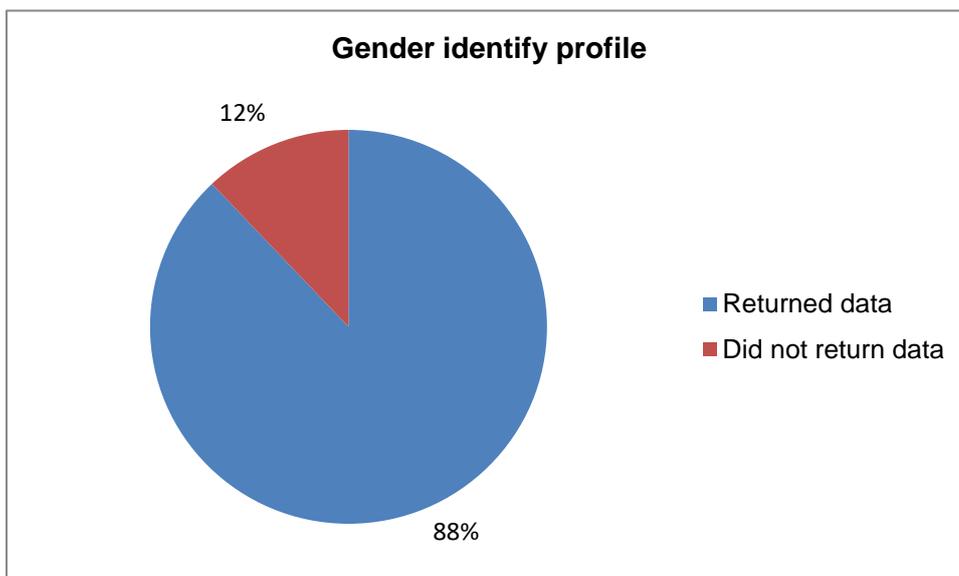
The University has been collecting information on religion or belief of staff through the annual staff data collection for a number of years.

88% of staff disclosed their religion or belief, the same as last year.

62% of staff classified themselves as having no religion or belief which also remains the same as last year, and Christian remains the largest religious belief group at 23% for another year.

For the HESA 2017/18 return, 75.8% of Higher Education Providers (HEPs) returned staff data on religion or belief, however the data was blank for 33.5% and 12.2% refused to provide information; 45.7% of total staff. Of the staff in the sector who disclosed their religion or belief, 42% had no religion or belief, (compared to 62% at NUA) and 30% stated they were Christian (compared to 23% at NUA).

11.7 Gender reassignment profile (salaried staff and part time hourly lecturers)



Gender reassignment is the legal term used in the Equality Act to describe the protected characteristic of anyone who 'proposes to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex' (Equality Act 2010).

In previous years HESA reports have used the term gender identity. The term gender identity is different to gender reassignment and refers to a person's internal perception of their gender. The possible field options are yes, no, and information refused. The phrasing and options associated with this question refer to an individual's gender reassignment not gender identity. This information is recorded on the basis of the staff member's own self-assessment.

The University has included gender identity (gender reassignment) in the staff data collection and staff application form since 2012. 12% of staff chose not to provide information on their gender reassignment compared to 14% in 2017/18.

Of the staff in institutions that returned gender reassignment information to HESA in 2017/18, 49% provided information, 5.1% refused to provide information, and for 45.9% the data field was blank. Overall, gender reassignment information was unknown for 71.1% of all staff working in higher education. This proportion has shown an increase of 4.6% from 2016/17 levels (66.5%).

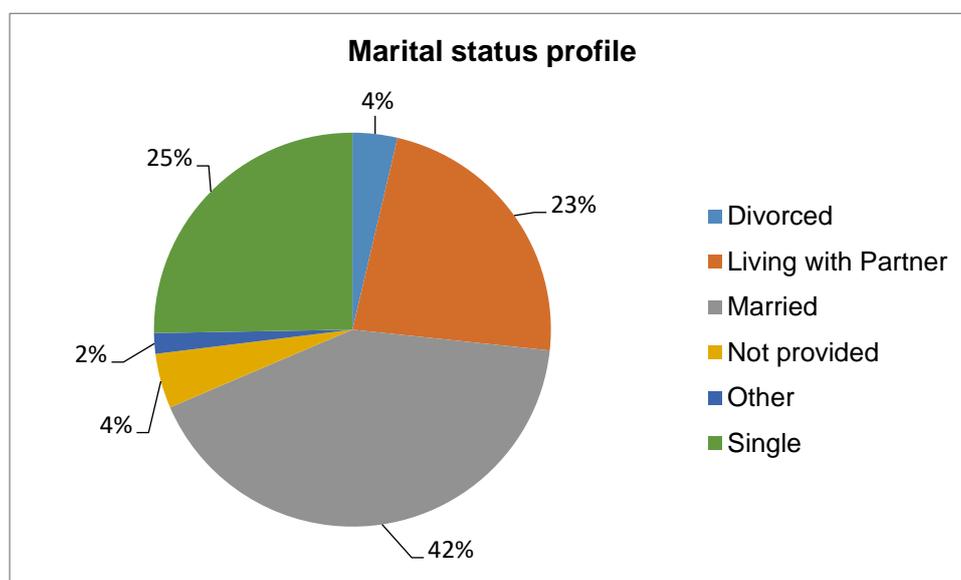
11.8 Maternity, Paternity and Shared Parental Leave

Nine staff took maternity leave in 2018/19 and three members of staff took paternity leave. One member of staff took Shared Parental leave during this period.

Staff on maternity/shared parental leave were given the opportunity to be kept informed of developments at the University and many staff took advantage of "keep in touch days" during this period.

The Maternity Connections scheme has been running for over a year, which is a voluntary, informal scheme for NUA female members of staff to directly contact and mentor other female colleagues with recent experience of pregnancy at work, maternity leave and life as working parents for support and advice.

11.9 Marital status profile



For NUA staff, marital status is the information they provide for their current marital status. 4% of staff did not provide data on their marital status in the 2018/19 staff data collection, a further improvement on the 2017/18 figure 6%.

Comparative data for the HE sector is not available for marital status as this information is not required in the HESA staff collection.

The percentage of NUA staff declaring they are married is 42%, this compares to 50% in the Norfolk population (Census 2011 - which classifies an individual according to their legal marital or registered same-sex civil partnership status as at the census day).

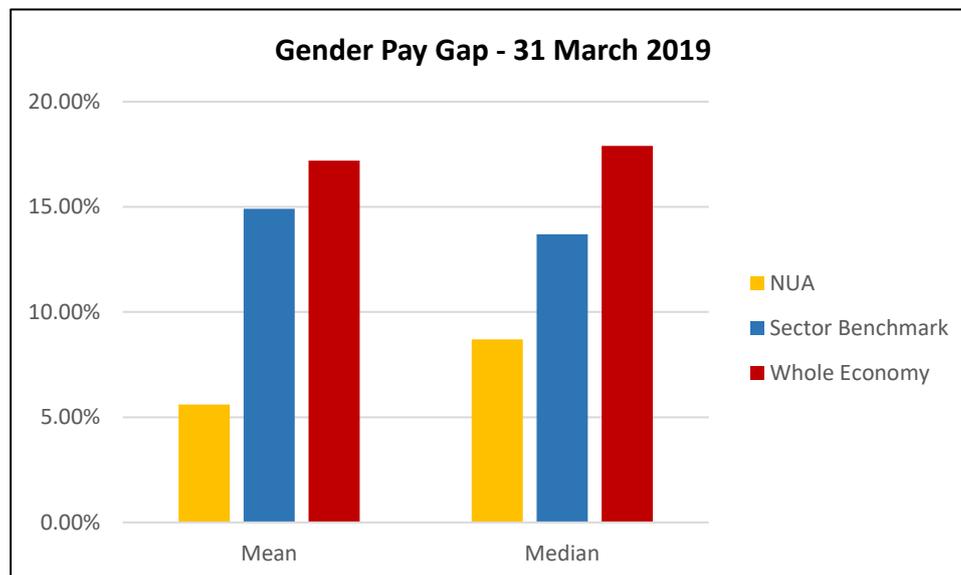
The census uses the term 'single' to refer only to someone who has never been married or in a registered same-sex civil partnership, which were options on the census questionnaire. 29.5% of the Norfolk population declared themselves to be single compared to 25% of employees at NUA.

No staff declared they were in a civil partnership, compared to 0.2% in the Norfolk and England census data.

11.10 Gender Pay Gap

Gender Pay Gap legislation introduced in April 2017 requires all employers of 250 or more employees to publish their gender pay gap data by 30th March each year. The Gender Pay Gap Report 2019 reflects data for employees in place at a snapshot date of 31st March 2019.

The mean gender pay gap is 5.6% lower for women, which is a mean average of 11.6% better than the whole economy. The median gender pay gap is 8.7% lower for women, which is a median average of 9.2% better than the whole economy.



The Gender Pay Gap Report 2019 is published on the University and Government websites.

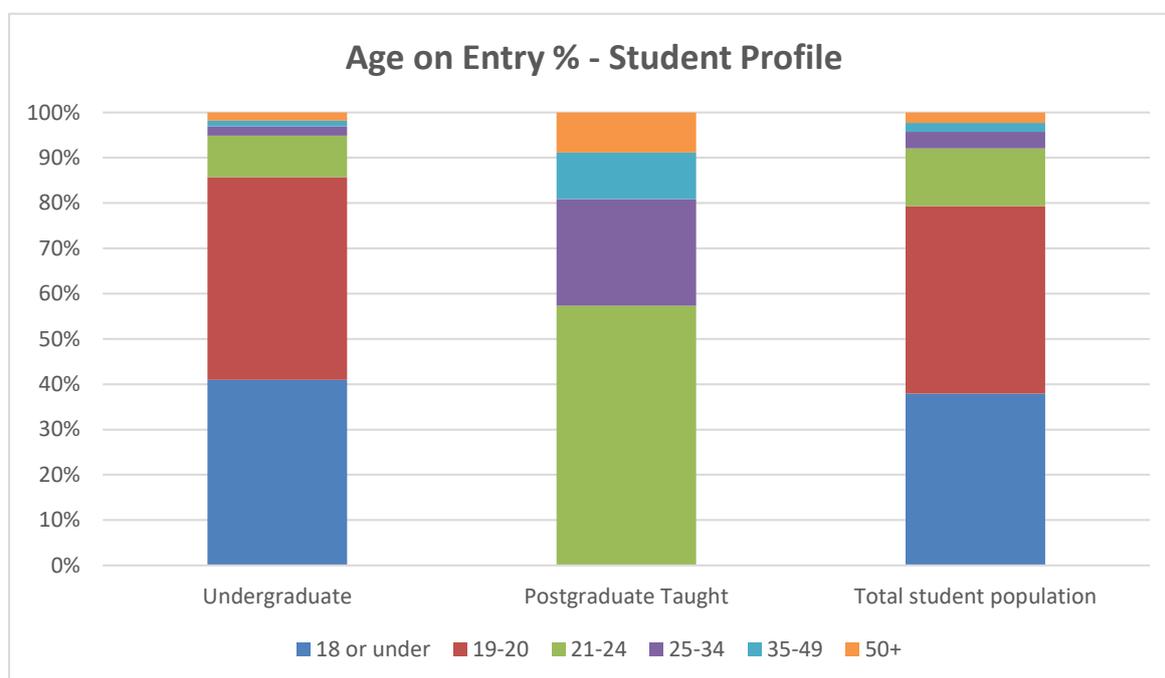
12 Student Profile Statistics

Student profile data is gathered from new and returning students as part of the enrolment process. The information collated is in line with the requirements of the student HESA return and since 2013/14 the collection was expanded to include further data on protected characteristics. Comparative data for all Higher Education Providers (HEPs) from the HESA student information for 2016/17 has been included where available.

Applicants for undergraduate courses apply through the UCAS system. NUA welcomes individuals from a wide range of backgrounds and previous educational or professional experiences, including those with nonstandard qualifications. Provision is made for those applicants who may not be ready to commence an undergraduate course of study but may be suitable for a four year degree course. Offers to both undergraduate and postgraduate courses are made on the basis of an interview and portfolio. All applicants are offered the opportunity to attend an interview.

12.1 Student Age Profile on Entry

Age on Entry	Undergraduate	Postgraduate	Total
18 or under	41%	0%	38%
19-20	45%	0%	41%
21-24	9%	57%	13%
25-34	2%	24%	4%
35-49	1%	10%	2%
50+	2%	9%	2%



The age profile of new undergraduate entrants remains similar to last year with a small decrease of 2% for age 18 or younger and slight increase of 1% for age 19-20 and age 21-24.

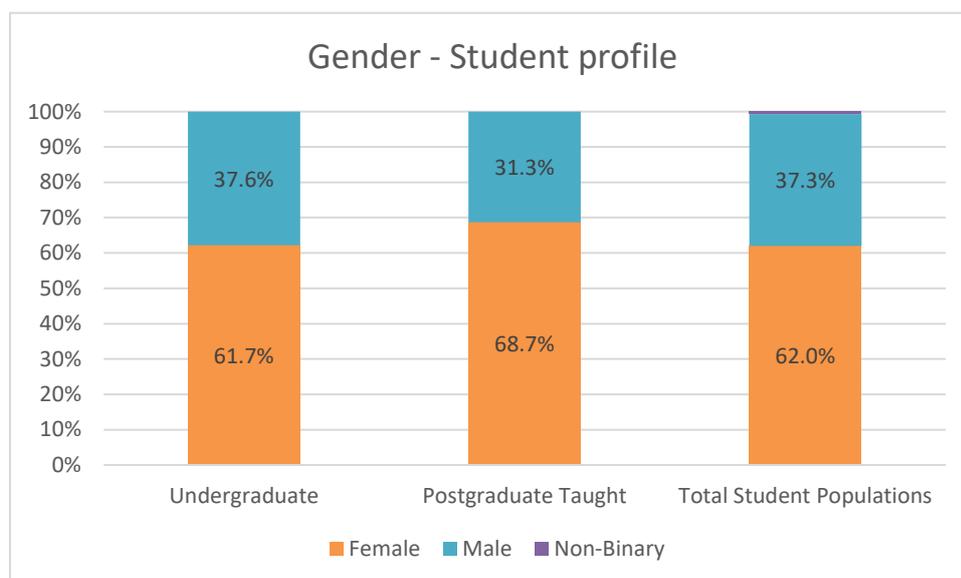
For postgraduate entrants there has been a large increase from 43% (2017/18) to 57% this year (2018/19) for ages 21-24, and a decrease on all other age entrants, apart from age 18-20 which remains at a 0%.

For the total student population, the majority of students (79%) were aged 20 or under in 2018/19, this remains the same as 2017/18. This compared with the overall student population in all HEPs of 57% in the academic year 2017/18.

12.2 Gender profile of Students

2018/2019 Gender	Undergraduate	Postgraduate Taught	Total Student Populations
Female	61.7%	68.7%	62.0%
Male	37.6%	31.3%	37.3%
Non-Binary	0.0%	0.0%	0.0%

**Very small percentage of non-binary gender not shown as below reasonable publication threshold.*

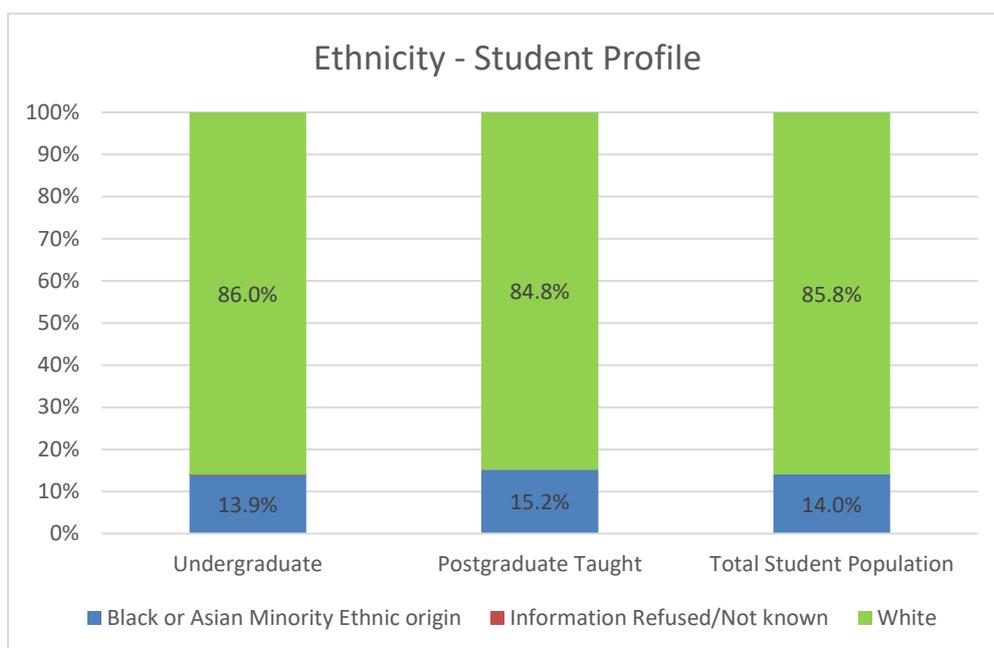


The overall percentage distribution of female to male students remains consistent with 62% female and 37.3% male (61.5% and 37.9% in 2017-18). Comparative data for all HEIs in 2017/18 shows a distribution of 58.3% female and 41.6% male.

For new undergraduate students, the proportion of female to males has been consistent with 61.7% female and 37.6% male (61.3% to 38% in 2017-18), while postgraduate taught new entrants have seen less males recruited in 2018/19 (31.3% compared to 34.9% the year before). For all HEIs in 2017/18 the proportion of new female undergraduates was 57.5% and 59.7% for new taught postgraduate students.

12.3 Student Ethnicity Profile

2018/2019 Ethnicity Classification	Undergraduate	Postgraduate Taught	Total Student Population
Black or Asian Minority Ethnic origin	13.9%	15.2%	14.0%
White	86.0%	84.8%	85.8%
Information Refused/Not known	0.1%	0.0%	0.0%

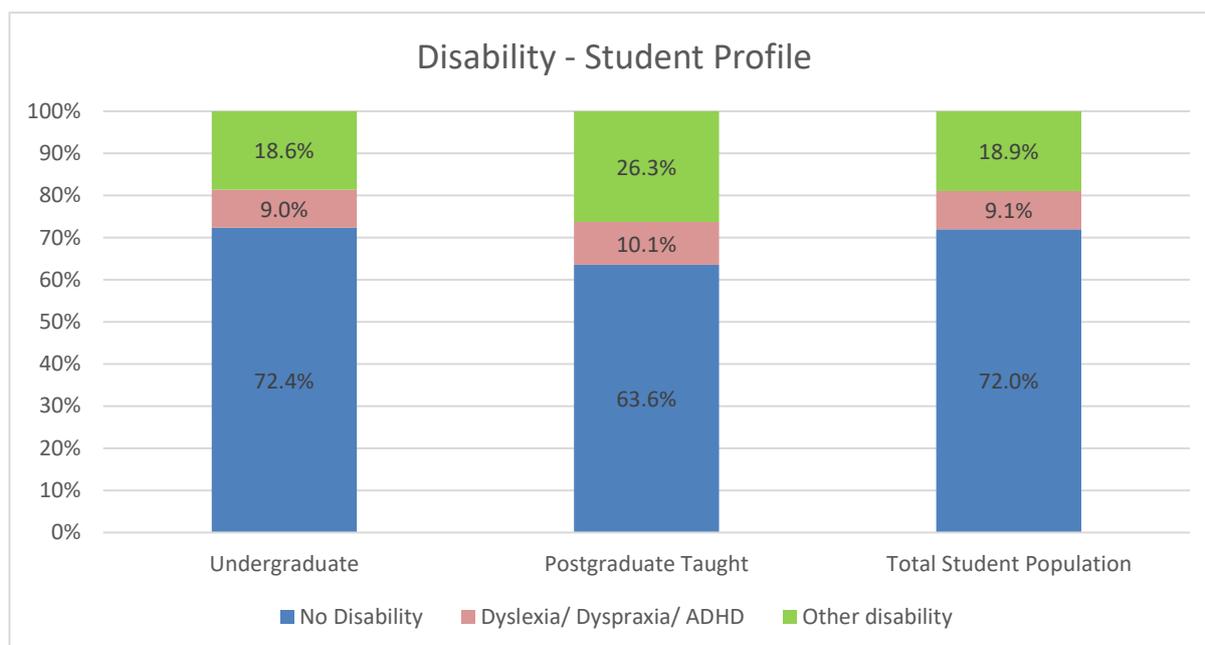


The percentage of undergraduate new entrants from Black, Asian or Minority Ethnic (BAME) backgrounds increased slightly from 13.5% in 2017-18 to 13.9% in 2018-19. The overall percentage of new entrants from BAME backgrounds increased from 13.2% in 2017/18 to 14.0% in 2018-19. There was a large increase of entrants from BAME backgrounds in Postgraduate Taught rising from 6.4% (2017-18) to 15.2% this year (2018-19).

Comparative data for all HEPs in 2017-18 shows 23.6% of undergraduate new entrants were from BAME.

12.4 Student Disability Profile

2018/2019 Disability Classification	Undergraduate	Postgraduate Taught	Total Student Population
No Disability	72.4%	63.6%	72.0%
Dyslexia/ Dyspraxia/ ADHD	9.0%	10.1%	9.1%
Other disability	18.6%	26.3%	18.9%



The overall percentage of students declaring a disability in 2018/19 was 28% compared with 27.2% in the preceding year.

In the academic year 2018/19, Undergraduate students disclosing a specific disability (dyslexia, dyspraxia or ADHD) or other disability remained similar to the previous year (9.4% 2017/18 compared to 9% 2018/19 and 17.6% 2017/18 compared to 18.6% 2018/19). Whereas disclosure among Postgraduate Taught students has shifted from 14.7% (2017/18) disclosing a specific disability (dyslexia, dyspraxia or ADHD) to 10.1% this year, and from 16.5% (2017/18) disclosing 'other' disability to 26.3% this year.

Comparative data for all HEPs in 2017/18 showed that 12.9% of students declared a disability with 4.9% disclosing a specific learning difference (dyslexia, dyspraxia or ADHD).

12.5 Student Religion or Belief profile

Postgraduate Religion profile	2016/17	2017/18	2018/19
Any other religion or belief	1.3%	1.2%	1.5%
Buddhist	0.8%	0.8%	0.9%
Christian	15.0%	15.9%	16.4%
Jewish	0.2%	0.2%	0.2%
Muslim	0.7%	0.7%	0.7%
No religion	73.0%	72.6%	71.3%
Sikh	0.1%	0.2%	0.2%
Spiritual	2.0%	1.8%	2.3%
Information refused/ unknown	6.9%	6.5%	6.5%

The level of disclosure has slightly decreased from 93.8% (2017/18) to 93.5% this year. Students identifying with no religion has decreased from 72.2% (2017/18) to 71.3% this year, and those identifying as either Christian or Spiritual has both increased (15.9% 2017/18 to 16.4% 2018/19 and 1.7% 2017/18 to 2.3% 2018/19).

12.6 Student Sexual Orientation profile

Sexual Orientation	2016/17	2017/18	2018/19
Bisexual	7.1%	8.8%	9.9%
Gay men	2.2%	2.0%	2.0%
Gay women/lesbian	1.5%	1.8%	1.8%
Heterosexual	73.8%	73.0%	71.2%
Other	3.2%	3.0%	2.9%
Information refused/ Unknown	12.2%	11.5%	12.1%

The level of disclosure for sexual orientation has slightly decreased this year from 88.9% (2017/18) to 87.9% (2018/19). Whereas students who identified as bisexual has continued to increase each year including a 1.1% further increase this year (2018/19). Also in line with previous years those identifying as heterosexual has continued to decrease, falling by a further 2.3% this year (2018/19).

12.7 Student Gender Identity profile

Students are asked the question “Is your gender identity the same as the gender you were originally assigned at birth?”

Gender Identity	2016/17	2017/18	2018/19
Yes	94.9%	94.9%	95.5%
No	1.3%	1.3%	1.3%
Information refused	3.8%	3.7%	3.3%

There were a small percentage of students who disclosed that their gender identity is different from the gender that they were assigned at birth. This compares to the sector data for 2015/16 of 2.3%.

NUA has an established policy for supporting students who have transitioned prior to admission or who transition during their studies with the University. Students can obtain confidential advice from the University’s Student Support staff throughout the application process and once they have enrolled.

For students in the process of transitioning, the University will ensure that the student record system, and any information arising from it, reflects the preferred name and gender identity specified by the student. In cases where official documentation has not yet been amended to reflect the new gender identity, the University offers a confidential identity verification procedure to ensure that the individual student’s privacy is protected during the enrolment process. The University also supplies personal fridges for students in its managed accommodation to enable safe and secure storage of medication.

Further information regarding support from NUA for students transitioning can also be found in section 9 (Students’ Union at NUA).

HESA data returned for 2017/18 for all HEPs, shows that for 40.1% of students this data item was blank.

12.8 Student Marital Status

The University does not currently collect information on students’ marital status. Students on undergraduate courses are expected to study full-time, as NUA does not offer a part-time

route. Part-time provision is available on postgraduate taught and postgraduate research degree courses.

Students who are experiencing difficulties directly related to their marital status can seek mitigation through our Extenuating Circumstances procedure and all students have access to information, advice and guidance through the University's Student Support service. Financial support may be available through the NUA's Access to Learning Fund where additional financial needs are identified.

12.9 Student Pregnancy and Maternity

One student went on intermission due to pregnancy in 2018/19. While on maternity leave, students retain access to the course virtual learning environment (VLE) and are able to access on-line course materials and keep in touch with their peers. Before rejoining their course students are contacted by Student Support to discuss any additional support needs that may be required and when they return to University students attend a series of supportive monitoring sessions with their course teams. The University does not have crèche facilities and students are expected to arrange childcare.

The Student Support staff will assist any student with funding applications to Student Finance England if required. Additional financial support may be available through the University's Hardship Fund where additional financial needs are identified.

13 Staff Recruitment Profile (applicants)

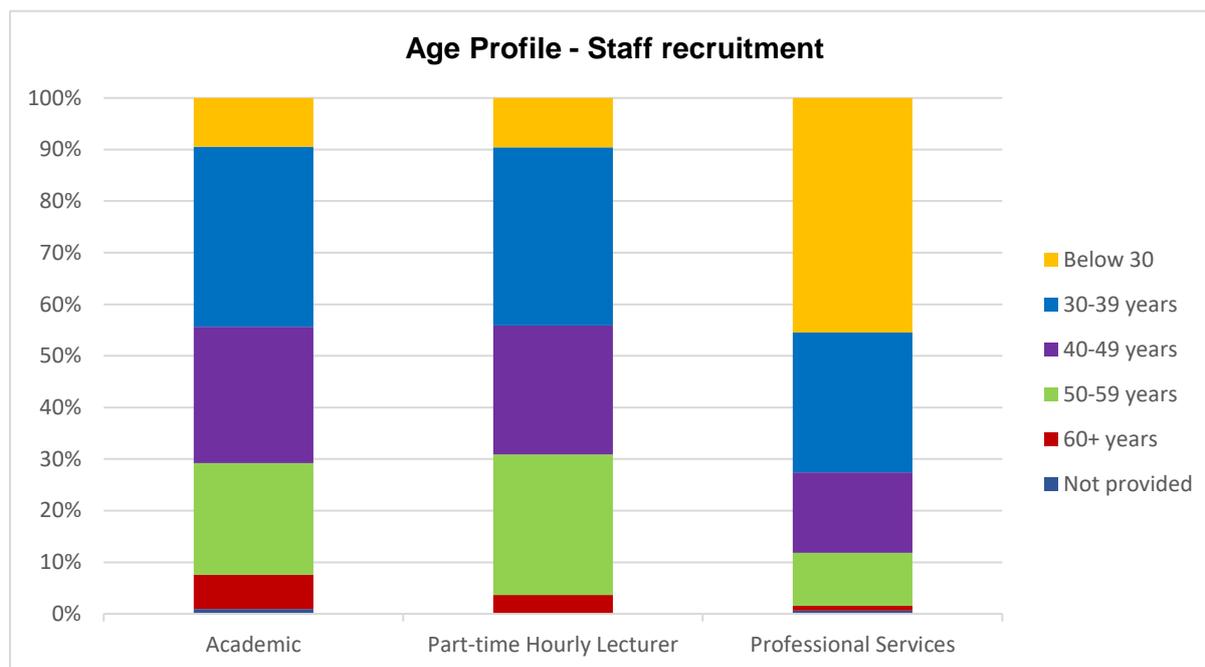
The profile of candidates is analysed by the Human Resources Department for each staff vacancy and the information is used to monitor the recruitment process for protected characteristics. On an annual basis applicant data is produced for all vacancies and the data below provides an overview of the diversity profile of applicants for employment at the University.

During the academic year 2018/19 a total of 68 staff vacancies were advertised which generated 1001 applications. (This included vacancies which were advertised more than once.) The breakdown of vacancies and applicants is provided. Where an individual submitted an application for more than one vacancy the data is recorded for each vacancy.

Post Type	No of posts advertised	No of applicants
Academic	9	106
Professional Services	46	759
Part-time Hourly Lecturer	13	136

All applicants are asked to complete an Equality and Diversity Monitoring Form which is detached from the application prior to the shortlisting process and retained in the Human Resources Department only.

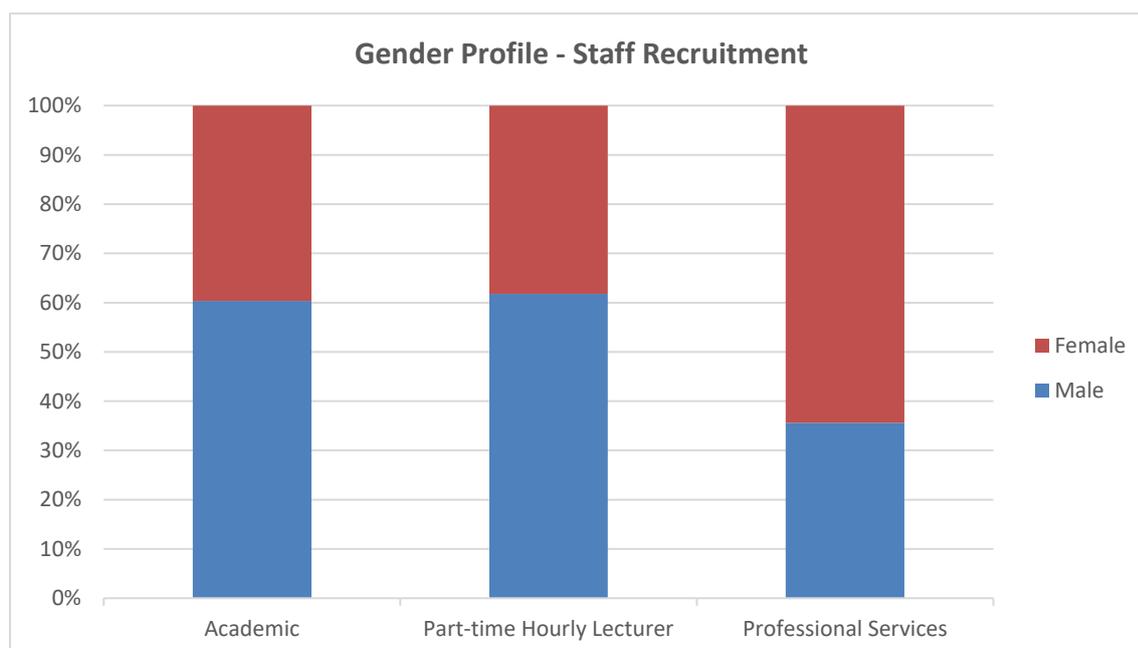
13.1 Age profile (applicants)



The variation in age range of applicants for the different job categories reflects the nature of the role. Academic and Part-time Hourly Lecturer posts require experience in the academic discipline and therefore the number of applicants in the age range below 30 is significantly smaller (9.4% and 9.6%) than for professional services staff at 45.5%, where the highest proportion of applicants were in this group.

There was a higher percentage of applicants under 30 applying for academic roles (9.4%) in 2018/19 compared to the previous year (5.7%).

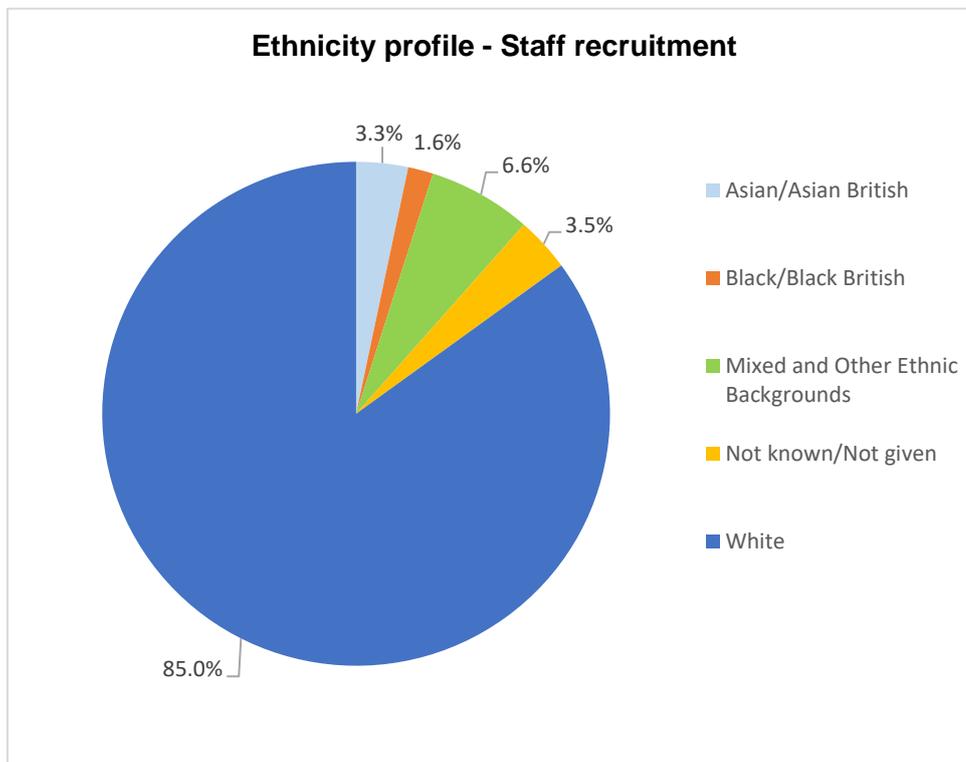
13.2 Gender profiles (applicants)



Gender profiles by area remained very similar to the previous year for Academic (40% female) and Professional Services (64% female), whereas applicants for Part-time Hourly Lecturer roles has increased by 9% for male applicants to 62% from 2017/18 to 2018/19.

The percentage of female applicants for professional services vacancies continued to be high at 64%. The vacancies included a large number of administrative posts which had a high percentage of female applicants. This was balanced by specialist IT and technician roles which had only male applicants.

13.3 Ethnicity profile (applicants)

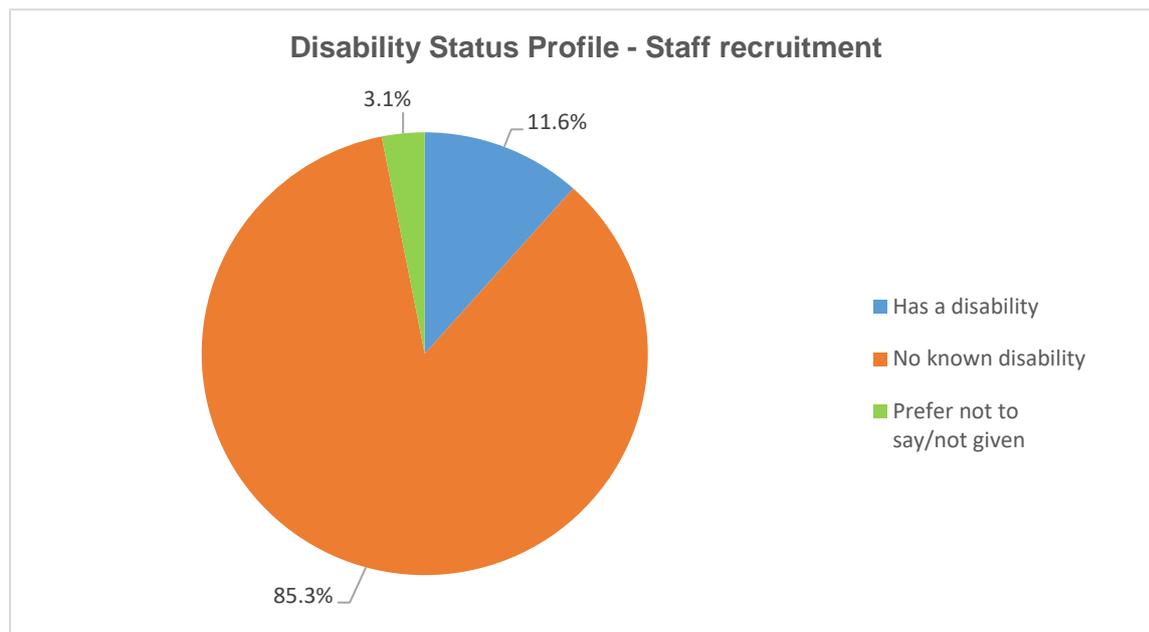


Although a small percentage of applicants (11.5%) were from Black, Asian, and minority ethnic groups, this is an increase of 2.8% from the previous year (8.7%). 85% of applicants classified themselves as white, this included non-British white applicants. Ethnicity status was not provided or refused by 3.5% of applicants.

The level of disclosure (96.5%) was slightly higher in 2018/19 compared to 96.1% in the previous year.

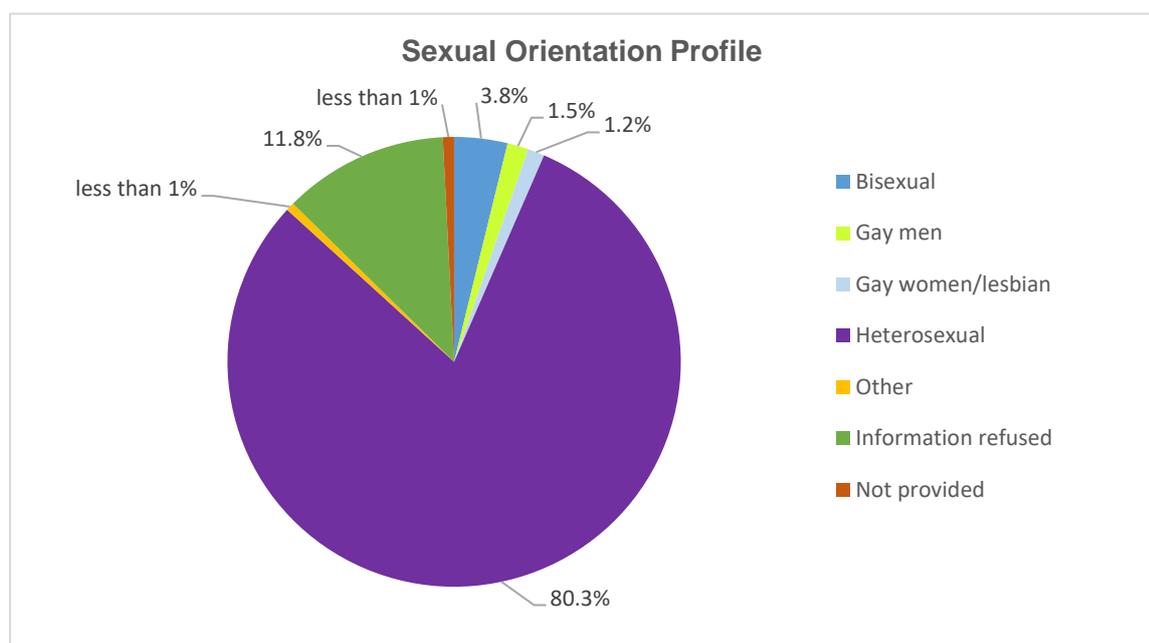
All NUA staff are required to undertake the Unconscious Bias online training. To ensure the shortlisting process is fair and transparent, the Director of Human Resources reviews all shortlists with special reference to BAME applications. The E&D Monitoring forms are not shared with the shortlisting panel. Only applicants who match the essential criteria for the position are shortlisted.

13.4 Disability profile (applicants)



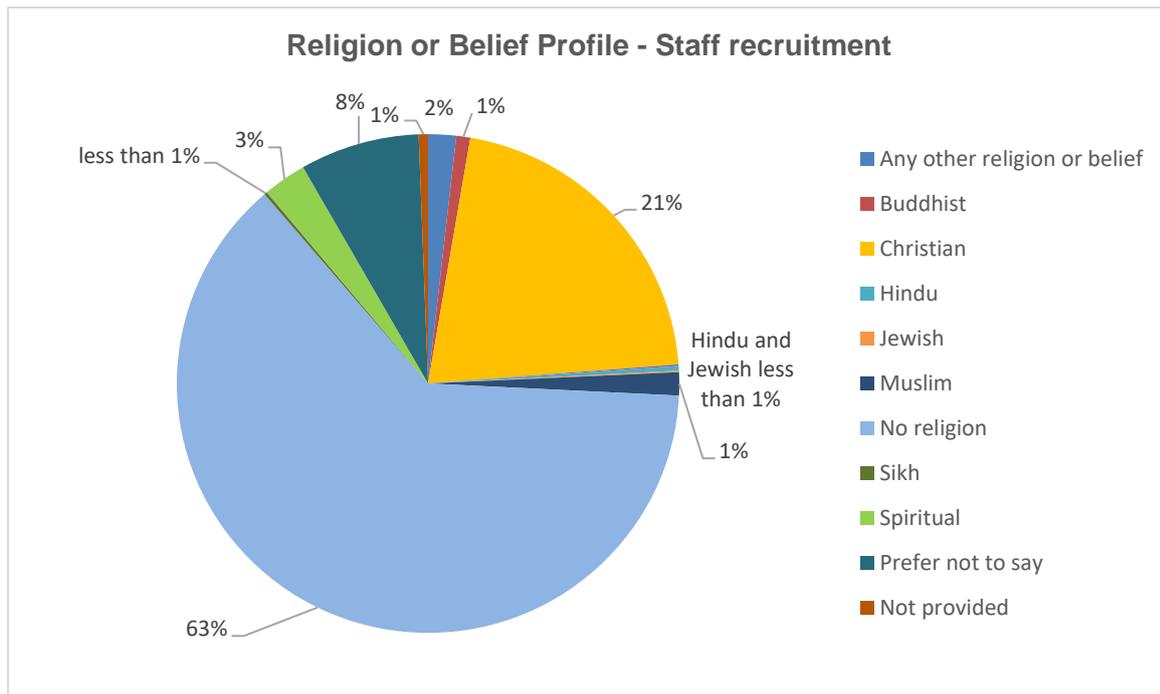
The number of applicants identifying that they have a disability increased slightly again this year to 11.6%, compared to 10.4% in 2017/18 and 9.1% in the previous year.

13.5 Sexual orientation profile (applicants)



Disclosure rates have slightly decreased from last year with 11.8% of applicants preferring not to say, compared to 9% in 2017/18.

13.6 Religion or belief profile (applicants)

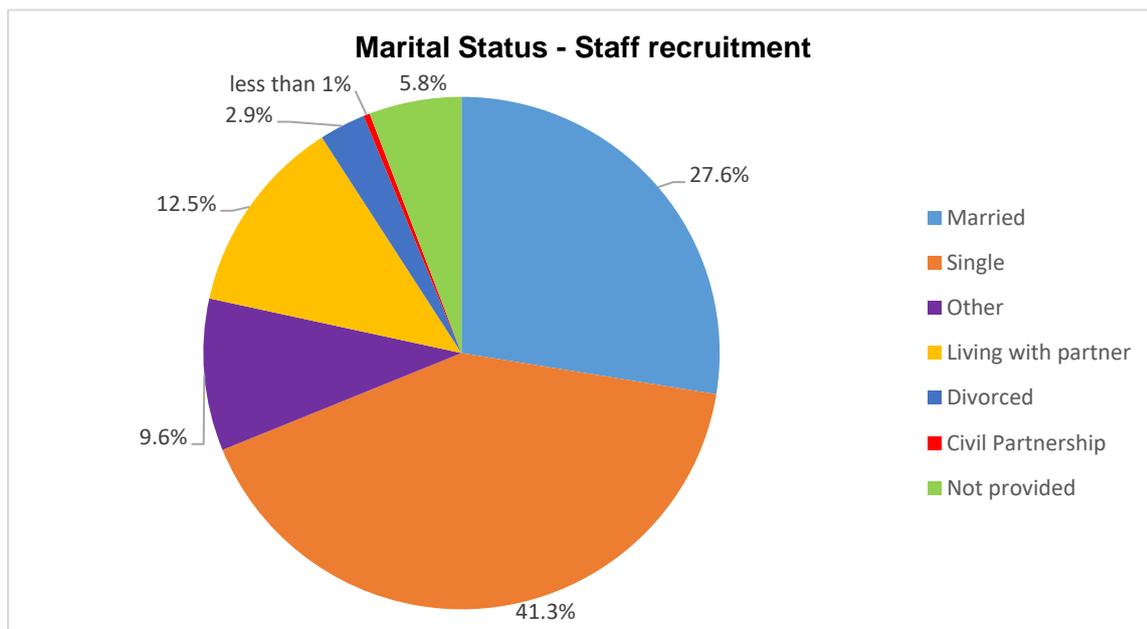


Applicants declaring no religion or belief remains similar to last year (64.5% in 2017/18). Since the addition of the 'Spiritual' category two years ago this has increased from 2.1% to 3% of applicants declaring their religion/belief as Spiritual.

13.7 Gender identity profile (applicants)

Less than 1% of applicants identified themselves as transgender. The level of disclosure in 2018/19 was 80%, and at the same level as the previous year.

13.8 Marital status profile (applicants)



The number of applicants that provided no information on their marital status increased to 5.8% this year compared to 3.6% last year. The highest proportion of applicants (41%) stated they were single, which remains similar to last year.

14 Disability Support for Applicants and Students

The Student Support team has an all-day presence at each of NUA's Open Days (currently eight per year), and numerous questions regarding disability support are fielded from potential applicants and their parents.

Through our Applicant Portal, disabled applicants are then given the opportunity to disclose any support or adjustments they may require for interview, in respect of their disability. Following this, further information is sent to applicants who have made a disability disclosure. This aims to familiarise them with the Disabled Students' Allowance (DSA) and encourage early applications for DSA, and allows NUA to be anticipatory and pro-active by identifying and exploring support needs early.

If an applicant discloses a disability or condition that may affect their ability to access their course, this is explored with them in detail before an offer of a place is made. The purpose of this process is to allow applicants to make informed university choices and ensure that their two UCAS choices are made with full information about access issues.

NUA operates a Disability Support Group which meets during the months leading up to the start of the academic year. The membership of the group includes senior managers. The Group explores any complex support needs identified by firm applicants, and then takes a coordinated approach to arranging support in preparation for the start of term. With the reduction in Disabled Students' Allowance funding at national level, and greater expectations placed on higher education institutions to make reasonable adjustments and create an inclusive campus, the Student Support team is increasingly being asked to purchase specialist equipment and furniture required by individual disabled students, and fund the cost of lower levels of support which are no longer funded by DSA (Practical Assistant support, General Mentor support and occasionally Note taker support).

The Disability Support Advisor provides information, advice and guidance to disabled applicants and students throughout the calendar year. She works with those who have disclosed a physical or mental disability or health condition, whether or not they have applied for Disabled Students' Allowance. She advises on the DSA application process, liaises with academic and workshop staff in order to implement adjustments for individual students, offers 1-2-1 appointments with students on issues to do with their health and wellbeing, and coordinates the work of our team of sessional Student Support Workers.

Students with disabilities are provided with a range of support from skilled support workers, where this has been identified in their DSA Needs Assessment Reports:

- General Mentors – can support students at tutorials and in workshops, help interpret project briefs, and advise on basic study skills such as time management.
- Facilitators – assist with practical tasks on students' direction.
- Note takers – can take notes for students in lectures and tutorials.
- Specialist Mentors – work with students with mental health issues and those on the autistic spectrum to help them overcome the barriers they face as a result of their condition. Includes social and study strategies, time management, and advice on strategies to manage their condition.
- Specialist Study Skills Tutors – provide specialist study support to students with autism, dyslexia and other specific learning differences.

The University continues to be registered as a Non-Medical Help (NMH) Provider under the quality framework introduced by Student Finance England in 2016, which applies to non-medical human support funded through Disabled Students' Allowance. The University is audited annually to demonstrate compliance with the Quality Assurance Framework. Our second audit took place in January 2019 in respect of the 2017/18 academic year, and a

pass mark of 99.47% was achieved. Audit fees vary annually and are based on the number of students being supported in any given year.

NMH support can be awarded to NUA or to any number of external providers. The University is expected to maintain a relationship with all external providers who support NUA students. This remains challenging, and work continues to streamline these relationships.

The number of disabled students in receipt of DSA and in attendance at the University continues to rise year on year.

15 The Estate and Accessibility

The University has an ongoing rolling programme of improvements to its Estate and always ensures that any changes incorporate the needs of people with disabilities and specific needs. During major refurbishments, ways of improving the buildings accessibility and usability are always considered and appropriate changes implemented.

Where physical changes to buildings cannot be made (e.g. due to historic monuments and building restrictions) adjustments are made to relocate facilities into other areas to accommodate students with disabilities.

All students and staff with physical disabilities are given a one-to-one induction by the Health and Safety Officer to assess their specific needs, and designated disabled parking provision is made available for staff and students.

16 Engagement with the Local Community

The University's HR Officer is a member of the Small and Specialist Institutes Equality Network with the Equality Challenge Unit. The network group is made up of other specialist HE organisations from around the UK that share information on an online forum.

Helen Piercy, Lecturer – Animation, is an Educational Advisor for Animated Women UK which aims to support women from all backgrounds and at every stage in their careers working in the Animation and VFX industry. Helen has now launched a website: Animated Women UK Education (AWUK-Ed), which is a resource for part of the main AWUK website focusing on university students, teachers and groups to provide a platform for offering mentorships, careers information, member showcases and university hosted events. The new website is a great resource addition to support women in VFX and Animation, and has very recently been featured and promoted in the online magazine, Skwigly.

In addition to launching a website Helen has also created a social media group for undergraduates, recent graduates and professional women to share work, make connections and gain insights into the creative industry.

17 Marketing and the University Website

The University uses images and student profiles/case studies which include international students, those from a diverse ethnic background and a gender mix where possible. For example images containing a mix of male and female students are used to promote the BA (Hons) Fashion and BA (Hons) Textile Design courses which traditionally attract female students. Similarly, promotional literature for the BA (Hons) Games Art and Design course highlights the success of female graduates in a male dominated sector.

A new series of films about workshops and technicians has been uploaded on the website which include interviews with students from a diverse range of backgrounds. More films have also been made by and for international students to illustrate their experience within their course, the University and the City.

The website includes an international section which gives specific information for students from different countries and includes student blogs and interviews. There are more blogs written by students and also Student Support staff highlighting topics such as 'Life Hacks for the 1st week'. Social media and especially Instagram takeovers have included information for students from Professional Service staff and students. This forum allows prospective students to ask any question they need to and to receive an immediate response.

Accessibility information is linked from the homepage of the website to ensure users are able to access the information they need. The website has been built along W3C guidelines to make it as accessible as possible. These guidelines include:

- Using meaningful ALT text for all images to provide descriptive text
- Using descriptive hyperlink text
- Avoiding the use of frames, which are difficult for special browsers to interpret
- Providing navigational short cuts for users of text only browsers and page readers
- Using an easy-to-see web colour scheme
- Using an easy-to-read font type, size and colour

The University maintains a subscription to the SiteImprove service which monitors the website for errors including those that affect accessibility, such as missing meta data attribution, broken links and erroneous spelling.

18 Policies and Guidelines

In 2018 NUA launched its Maternity Connections Scheme which aims to provide a further level of (informal) assistance and advice to female staff who are either pregnant, on maternity leave or returning to work, in order to help support them through this life-changing period in their working lives. The initial feedback from this scheme has been very positive.

This year NUA published 'Guidance on Menopause and the workplace', to raise awareness, provide information, guidance and support and training, as well as planning to embed 'the menopause' in a wider health and wellbeing agenda to encourage discussion of issues related to supporting longer working lives.

In conjunction with Access to Work, NUA launched information to staff on the support available to those with mental health concerns. This is a confidential service offering a tailored package to support staff at work and returning to work following a period of absence.

19 Staff Training and Development

The staff training and development programme for 2018/19 included activities focusing on equality, diversity and inclusion.

Equality and Diversity Essentials

New staff work through the on-line Equality and Diversity Essentials training package which provides a basic understanding of the core principles of equality and diversity in the workplace. Interactive questions are asked throughout the course to help to consolidate the employees' learning experience and a marked assessment section at the end of the course ensures that employees have understood what they have learned. 38 staff have completed the e-learning package in the past 12 months.

In addition, a staff training event was held with 23 staff working in the Estates Cleaning team.

Unconscious Bias training

Following the launch of this new online course last year, 154 staff completed the Unconscious Bias training and 33 managers completed the course aimed at line managers in 2018/19. This course now forms part of the mandatory training for all new staff.

Successful Recruitment and Selection

During the 2018/19 academic year, one-to-one sessions were provided to staff new to interview panels and/or new to the University process. Sessions were also held for Student Course Representatives who attend as panel members on interviews for academic posts.

Mental Health Training

In May 2019, 13 members of staff completed Mental Health First Aid training. The course gave them an understanding of what mental health is and how to challenge stigma, basic knowledge of some common mental health issues and guidance on how to support someone in distress or who may be experiencing a mental health issue.

In addition, one member of staff completed a three-day Mental Health First Aid training course.

23 staff attended a Wellbeing in the Workplace workshop run by the NHS.

Course Leader Induction

A new internal course which has been delivered to three new Course Leaders and covers a manager's responsibilities to promote equality, diversity and inclusion within their team and how to spot and resolve any problems.

Working with Students with Autism

The University organised a workshop for 9 academic staff working with students with autism. Delivered by the Student Support team, it introduced the autistic spectrum (AS), what it means for those students with AS, including the difficulties students with AS experience in a university setting and how to effectively support students during their studies.

Enhancing the Learning Experience of Dyslexic Students

Designed to build an understanding of dyslexia and develop strategies to enhance the teaching and learning experience, this course was attended by 15 student facing staff.

Training to Support Students

A range of training took place during 2018/19, for staff from the Student Support team. This included suicide preventing training, dealing with students in crisis, peer-to-peer conflict resolution and fighting depression awareness raising.

20 Objectives for 2019/20

- To ensure all staff including new joiners to NUA complete the unconscious bias training
- Provide Mental Health in the Workplace Training for staff across the University

- Continue to identify opportunities to increase the representation of BAME staff within the University
- Continue to run the successful Maternity Connections Scheme
- Provide training opportunities that promote women in leadership
- Annually publish the University Gender Pay Gap figures
- Continue to maintain the level of staff disclosure for all protected characteristics at or above the sector average
- Improve the transparency of University admissions and support systems, particularly for students entering Higher Education from a non-traditional HE background/route
- Understand the impact of internal and external changes (eg admissions criteria) on the diversity of student admissions