



Vice-Chancellor: Professor John Last

**EQUALITY AND DIVERSITY ANNUAL REPORT
2015/2016**

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**Director of Human Resources
November 2016**

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1 Introduction

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

This report also provides an overview on developments in relation to the Action Plan of our Single Equality Scheme 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 2015/16 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 new 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 Single Equality Scheme

The Single Equality Scheme was published in 2010. The Equality Objectives were reviewed by the Equality and Diversity Committee in May 2016.

4 Equality and Diversity Committee

The Equality and Diversity Committee oversees the implementation of the University policies relating to equality and diversity, 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 and diversity issues throughout the University
- To promote equality of regard 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 comment 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 Equality and Diversity Committee meets formally twice each academic year and reports directly to the Senate. It comprises the Director of Human Resources (Chair and Senior Management Team member), the Academic Registrar, the Student 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 diversity issues. All new staff are provided with equality and diversity information as part of their induction programme. Information for students is included in the Student Agreement and Student Experience Strategy.

The University has a zero tolerance of harassment and bullying behaviour and it encourages staff and students to report any incident. There were no incidences reported in the year 2015/16.

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 and team of Student Ambassadors 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.

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 Suffolk and Norfolk Collaborative Outreach Group, which is part of the HEFCE funded National Networks of Collaborative Outreach. The Group consists of the three HEIs in Norfolk and Suffolk (NUA, UEA and UoS), and 6 FE providers. The aims of the group include increasing awareness of HEIs and raising aspirations of students in our region. A website SNCO.ucs.ac.uk has been launched to ensure all schools in Suffolk and Norfolk have access to information on outreach work of the Group and clear information on student finance, support for HE students etc. NUA engages in all activity organised by the network, such as the Schools Roadshow (UoS), Suffolk Skills Show (UoS) and Move On Up (UEA) as well as rolling out specific activities in 2015/16 for all schools at NUA with support from the group (Creative Media Camp – 2 days in July at NUA and 2 at UoS and Looked After Childrens Residential NUA and UEA).

NUA also welcomed teachers, heads of sixth form and careers advisers from across the UK for a two day upskilling and information event where they could find out more about supporting students to progress to Higher Education. 48 teachers attended in July 2016.

7 Applicants for Undergraduate and Postgraduate Courses

During 2015/16, the University held eight 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 four 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 also disability support. 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 3,734 attendees of which 1,796 are potential applicants. 232 feedback forms were completed and returned. There were no specific comments on matters relating to equality and diversity issues.

8 Engagement with the Student Population

Student feedback and opinion is gathered through a range of formal and informal mechanisms and means; student views are taken quantitatively through documentary evidence compiled from responses to questionnaires and surveys. Local suggestion boxes and online suggestions are also routinely elicited. Student feedback and opinion is also received and responded to more formally through the Student Representatives Group, student representation at Course Committees, Faculty Boards and other key committees such as Quality and Standards Committee, Learning and Teaching Committee and at University Senate and Council. The NUA Students' Union and its President, meet regularly with key University staff, giving the students a voice at the highest level of decision making in the organisation.

Student views are also regularly and routinely collected on a day-to-day basis through the close dialogue which takes place between students and staff in relation to students' academic development and progress and their use of the University's resources and support services. Focus Groups also play a key part of the SMT dialogue with the student body at course level and with the Student Union.

Students also participate in university Quality panels for course approvals and reviews and are frequently present on appointments panels for academic or professional services staff.

The University listens and responds to student feedback, feeding this into its programme of on-going enhancements to provision.

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
- Student Ambassadors
- Gallery Internship scheme
- Student Wardens in University accommodation
- Graduate Academic Assistants

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 commitment to equality and diversity and the fair treatment of all staff and students.

9 Students' Union at NUA

The Students' Union is working to increase input from all members and become more representative of the student body. The Students' Union is creating Liberation Caucuses for students who self-identify as LGBT+, Multicultural, a student with Disabilities, Female, Mature or International. Any student who self identifies with the afore mentioned liberation areas can become part of that caucus.

Each liberation group will meet regularly for informal meetings to support one another and to discuss any issues they want to pass on to the Students' Union. The SU will also support the caucuses organising campaigns and events.

Instead of running the elections for Liberation Officers as a university wide event – this year the election of Officers will take place within the Liberation Groups, this will to make the roles more accessible and less daunting for students.

Previous interaction with these roles has been low, the SU has consulted with students to find out how they would like to see the function of liberation altered. All students spoken to suggested that the most important aspect of campaign for the liberation of marginalised groups would be to offer support. Therefore;

The role of the Liberation Caucuses will be to:

- Create a safe space for members discuss their thoughts
- Provide support for other members through discussion and organising events
- Help students overcome adversity
- Inform the greater student body
- Steer the Students' Union on relevant matters

Liberation Officers will:

- Coordinate their Liberation Caucus
- Be responsible for communicating with the members
- Be the main liaison with the Students' Union

Involvement with the Liberation Caucuses will provide students the opportunity to be part of a visible platform to raise awareness and campaign as well being part of a support network. The elected officers will aspire to empower students by working towards positive change.

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.

On arrival at NUA, International students are welcomed in the 'Arrivals Lounge' where they meet NUA International staff as well as Student Support staff and academics and receive a comprehensive manual which provides them with practical information about studying and living in Norwich. A weekend induction programme of drop in sessions took place in September 2015 to help students settle in to university life. This was followed by a programme of social events throughout the year including a trip to SCVA, London and pizza and pub nights.

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. Work has been undertaken to improve the disclosure rates in order to identify key trends in equality data.

Profile information has been compiled for staff employed as at 31 March 2016 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 2014-15). HESA data excludes staff with a contract below 0.25 FTE. NUA data includes all salaried staff.

11.1 Age profiles (salaried staff)

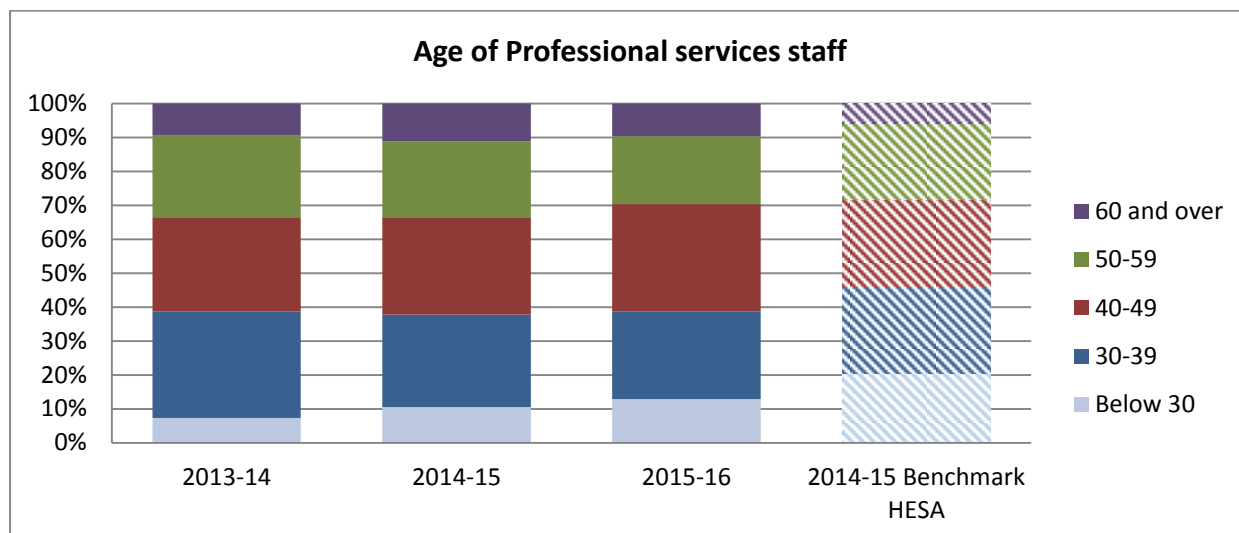
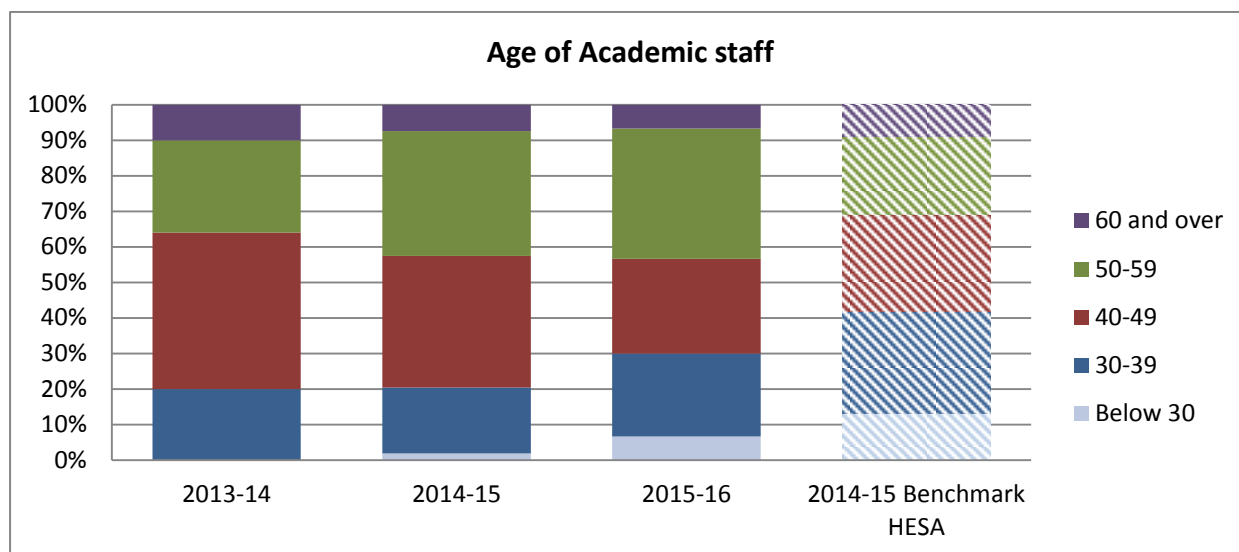
	2013-14		2014-15		2015-16	
	as at 31 July 2014		as at 31 July 2015		as at 31 March 2016	
	No. of Staff	% of total	No. of Staff	% of total	No. of Staff	% of total
Academic staff:						
Below 30 years	0	0%	1	2%	4	7%
30-39 years	10	20%	10	19%	14	23%
40-49 years	22	44%	20	37%	16	27%
50-59 years	13	26%	19	35%	22	37%
60 years and over	5	10%	4	7%	4	7%
Total Academic staff	50	100%	54	100%	60	100%
Professional services staff:						
Below 30 years	10	7%	15	10%	20	13%
30-39 years	43	31%	39	27%	40	26%
40-49 years	38	28%	41	29%	49	32%
50-59 years	33	24%	32	22%	31	20%
60 years and over	13	9%	16	11%	15	10%
Total Professional services staff	137	100%	143	100%	155	100%
Total salaried staff	187	100%	197	100%	215	100%

At NUA the average age for academic staff in 2015/16 is 46, up from 45 from the previous year. The data shows a large proportion of academic staff at NUA are aged 50 or over with 44%, compared to the HESA benchmark of 32.8% in this age group. 7% of academic staff

employed at the University are under the age of 30, compared with 9% in the benchmark group. Academic staff in the benchmark are from younger age groups and were more concentrated in research only roles, with 56.4% of those aged 26 to 30 on research only contracts.

The majority of professional services staff (58%) are in the age range 30 to 49 with an average age of 46 for this group of staff. This compares with the HESA benchmark of 40.3%. There was a slight increase in the proportion of staff in the age range below 30 years, from 10% in 2014/15 to 13%. This compares to the HESA benchmark of 20.4%.

Overall, 16.9% of UK staff in the HESA benchmark were age 30 and under. This compares to 11.2% at NUA, which has increased by 3.1% since 2014/15.



11.2 Gender profiles (salaried staff)

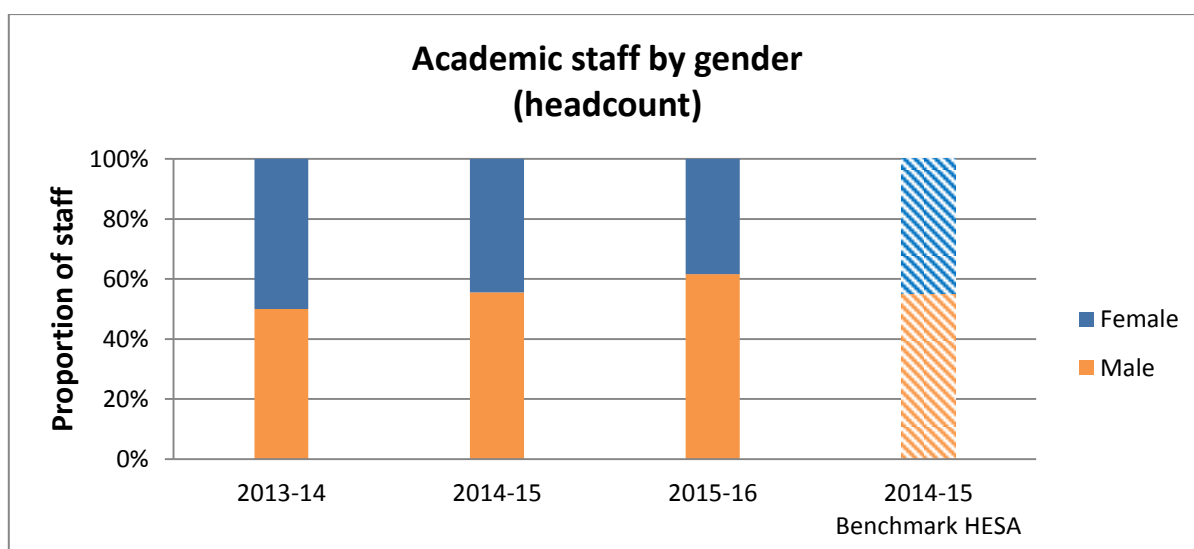
	2013-14		2014-15		2015-16 as at 31 March 2016	
	as at 31 July 2014 No. of Staff	% total	as at 31 July 2015 No. of Staff	% total	No. of Staff	% total
Academic Staff:						
Male	25	50%	30	56%	37	62%
Female	25	50%	24	44%	23	38%
Total Academic staff	50	100%	54	100%	60	100%
Professional services staff:						
Male	62	45%	65	45%	70	45%
Female	75	55%	78	55%	85	55%
Total Professional services staff	137	100%	143	100%	155	100%
All staff:						
Male	87	47%	95	48%	107	50%
Female	100	53%	102	52%	108	50%
Total	187	100%	197	100%	215	100%

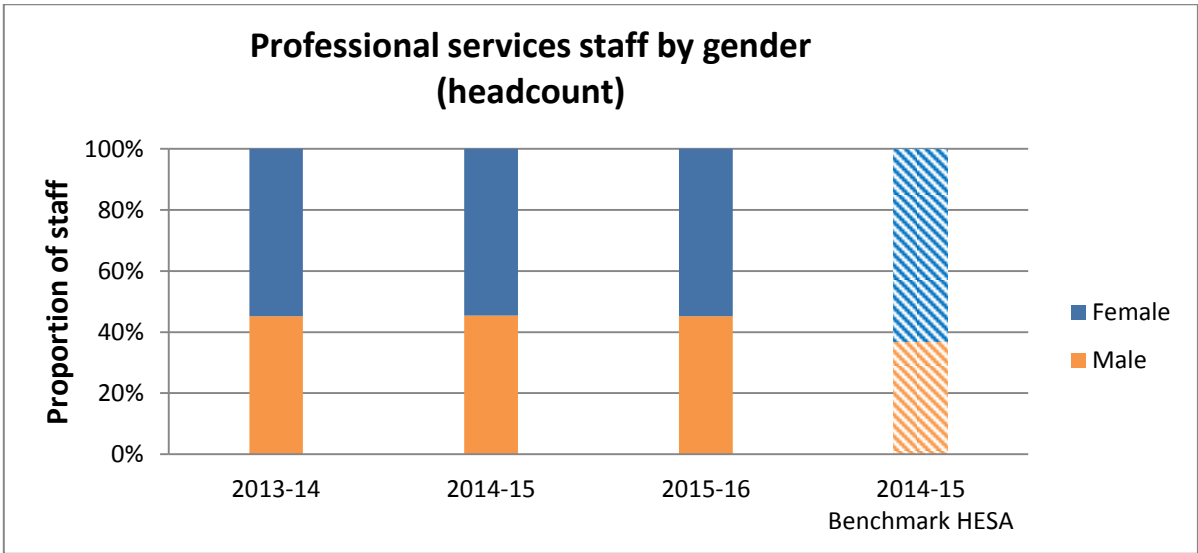
In the 2015/16 reporting period there was an even ratio of male to female staff compared to 48% male and 52% female in 2014/15. This was due to a slight increase in male academic staff as at 31st March 2016.

Academic staff by headcount is made up of 62% male and 38% of female staff. For the HE sector overall, female staff made up 45% of the academic staff population reported in the HESA data for 2014/15.

For professional services staff the overall proportion of female staff was 55% at NUA compared with 63% in the sector. For most occupational groups, within professional services, there is a higher proportion of women than men at NUA. The exceptions to this are caretaking and maintenance staff that are all male.

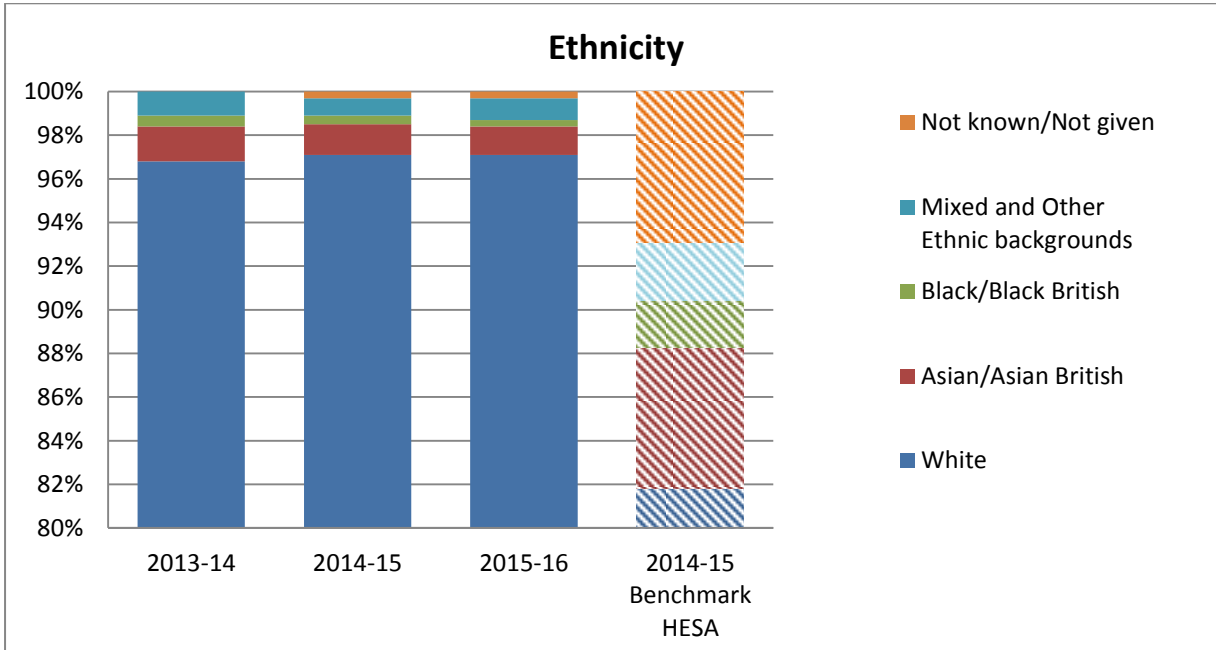
Looking at the relationship between gender and age at NUA, the majority of female staff are aged 30-49 (57%) and the majority of male staff are aged 40-59 (60%).





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

	2013-14 as at 31 July 2014	2014-15 as at 31 July 2015	2015-16 as at 31 March 2016
All staff			
White (includes non-British White)	96.8%	97.1%	97.1%
Asian/Asian British	1.6%	1.4%	1.3%
Black/Black British	0.5%	0.4%	0.3%
Mixed and Other Ethnic backgrounds	1.1%	0.8%	1.0%
Not known/Not given	0.0%	0.3%	0.3%



Note: scale is from 80% to 100%

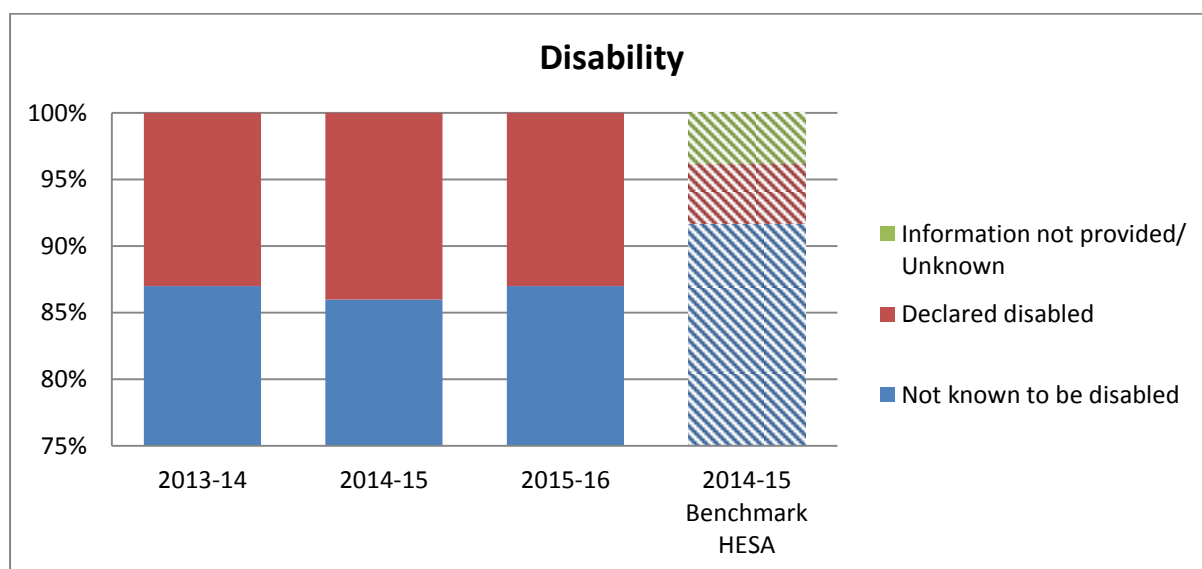
	NUA	Norfolk **
White (including non-British White)	97%	96%
Black	0%	1%
Asian	1%	2%
Other Ethnic background, inc mixed	1%	1%
	100%	100%
**Source: Census 2011 Office for National Statistics		

The ethnic profile for Norfolk shows that 4% of the working population categorise themselves as being from an ethnic minority background compared to 2% of NUA employees. Within the sector, 11% of staff are from the BAME group. For academic subject areas Art and Design and Media Studies the percentage of BAME staff in the sector was 5%.

At NUA 99.7% of staff chose to report their ethnicity status. This compares with a disclosure rate in the sector of 92%.

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

	2013-14 as at 31 July 2014	2014-15 as at 31 July 2015	2015-16 as at 31 March 2016
All staff			
Not known to be disabled	87%	86%	87%
Declared disabled	13%	14%	13%
Information not provided/ Unknown	0%	0%	0%



Note: scale is from 75% to 100%

All staff at NUA declared their disability status, with 13% of staff identifying themselves as having one or more disabilities. This compares to 4% within the sector. 100% of staff at NUA declared whether they were known to be disabled, compared to the sector where 4% was unknown or not provided.

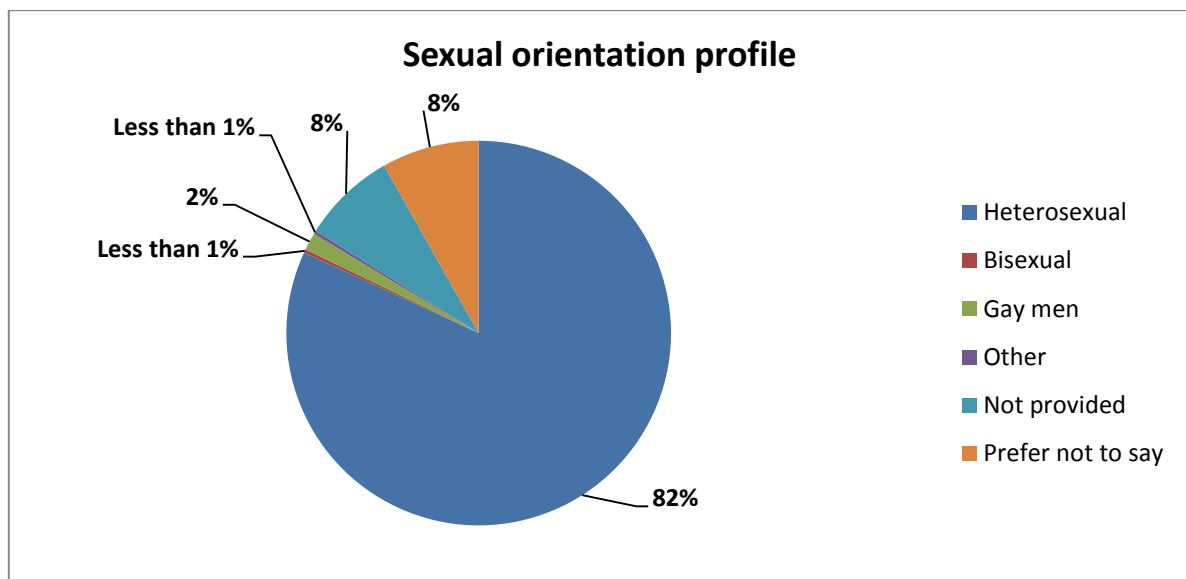
Of the staff who declared they had one or more disabilities, 39% have a specific learning difficulty such as dyslexia, dyspraxia or AD(H) D. This compares to 17.8% in the sector. A high proportion of this group are in academic roles.

At NUA 13% of academic staff declared they had a disability compared with the HESA benchmark of 3.8%. Within the sector, 4.5% of academic staff in Art and Design and 4.7% in Media had a disability.

Of those staff who declared a disability, staff in the age group 50 and over had the highest percentage of disabilities disclosed with 39%; this is compared to 21.1% in the HESA 2014/15 report. Staff aged 30-39 had the lowest percentage of declared disabilities with 15%, compared to the HESA report where 7.4% of 30-39 year olds had disclosed a disability.

Facilities are made available for staff with dyslexia including a quiet work room and voice activated software.

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



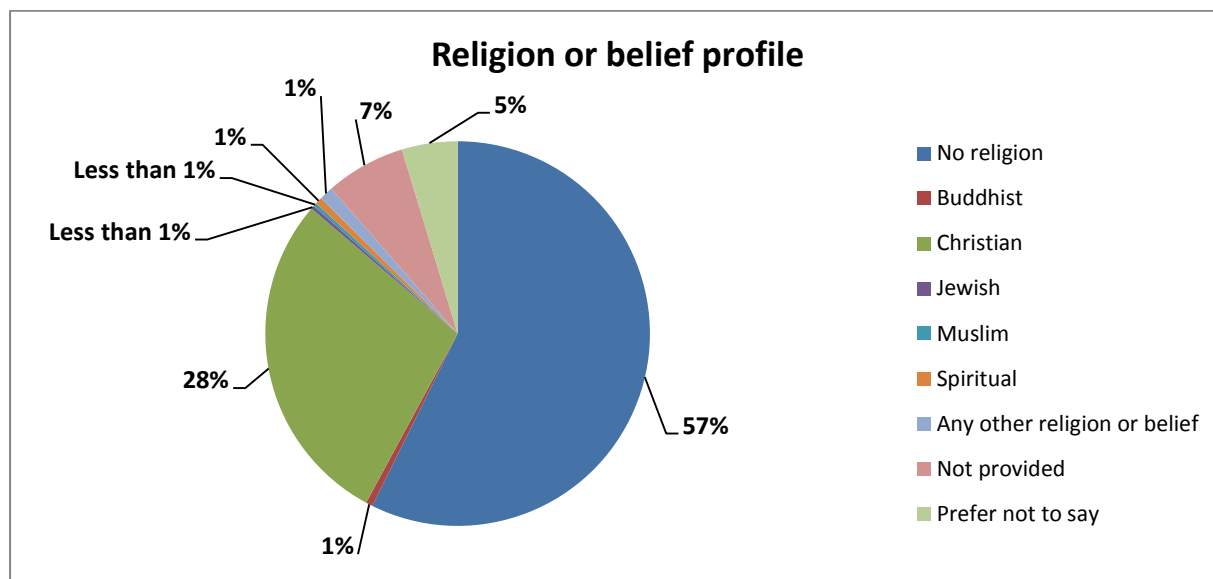
The level of disclosure of sexual orientation has slightly improved from 81% to 82% in 2015/16.

No members of staff identified themselves as a gay woman/lesbian. A small number (8%) of staff prefer not to provide details of their sexual orientation status and 8% of staff did not answer this question in the latest staff data collection questionnaire. The return rate for sexual orientation has improved to 92%.

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

Overall 68.5% of institutions returned staff data on sexual orientation in the HESA collection in 2013/14. Of these, 36.9% returned information for over 80% of staff. While the proportion of staff for which data was unknown decreased from 74% to 67% in 2013/14, no accurate conclusions can be drawn about the number of or trends among staff who identify as bisexual, gay, heterosexual, lesbian or other sexual orientation.

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

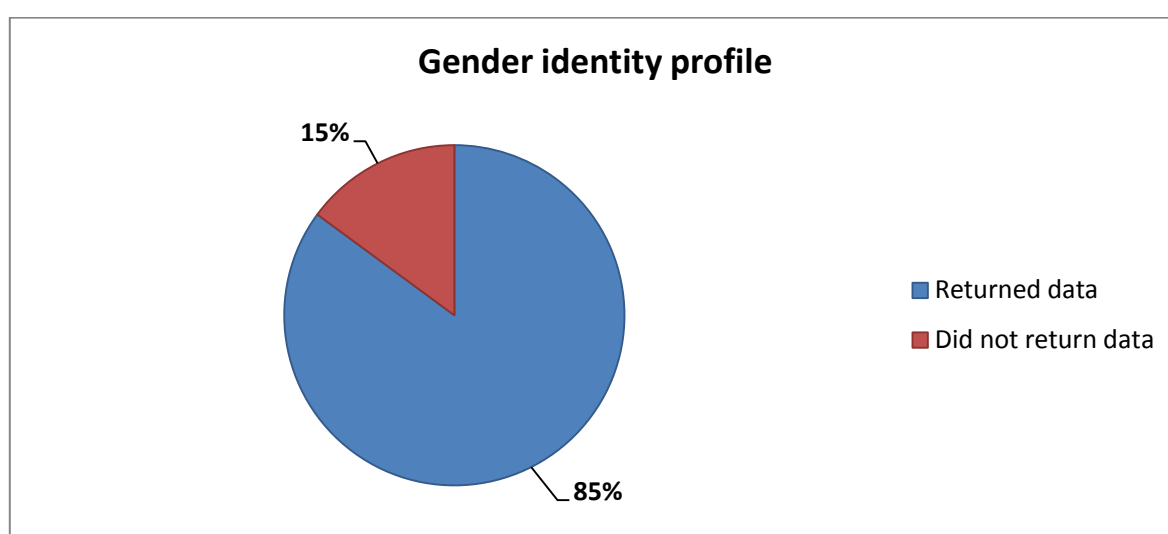


The University has been collecting information on religion or belief of staff through the annual staff data collection for a number of years. 88% of staff disclosed their religion or belief, an improvement of 4% from the previous year. 57% of staff classify themselves as having no religion or belief which reflects the data in the last census for the Norfolk population. Christian is the largest religious belief group at 28% of the total staff population.

109 of 162 institutions returned religion and belief data on staff to HESA in 2014/15 (67.3%). This represents an increase of 8.7 percentage points from 2013/14 levels. Of these, 42 institutions (38.5%) returned data for over 80% of their staff.

Religion and belief information was unknown (blank) for more than two thirds of all staff working in higher education (66.8%). Therefore the data is not indicative of numbers and trends in staff religion and belief.

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



The University has included gender identity in the annual staff data collection since 2012. 15% of staff chose not to provide information on their gender identity in 2015/16, an improved rate of return by 8% from the previous year. Disclosure rates have continued to improve year on year.

The HESA staff collection for 2012/13 was the first year that data for the sector included gender identity as an optional field of information. 56.2% of HEIs returned staff data on gender identity to HESA in 2014/15, no change from the previous year.

HESA report that institutions appear to take different approaches to monitoring of gender identity, with institutional return rates concentrated on either extreme of the scale. Of the 91 institutions who returned data on gender identity to HESA, over a quarter (26.4%) had returned data for up to 20% of their staff while 42.9% had done so for over 80% of their staff. It is not possible to determine from the data whether staff for whom there was no information (blank) were asked the question and did not provide a response or were not asked the question.

A small number of institutions reported a much higher than average proportion of their staff disclosing a gender identity different to the gender they were assigned at birth. This suggests there may have been some issues with data collection. For example, the question could have been phrased in a way that led to confusion among participants.

11.8 Maternity/Paternity Leave

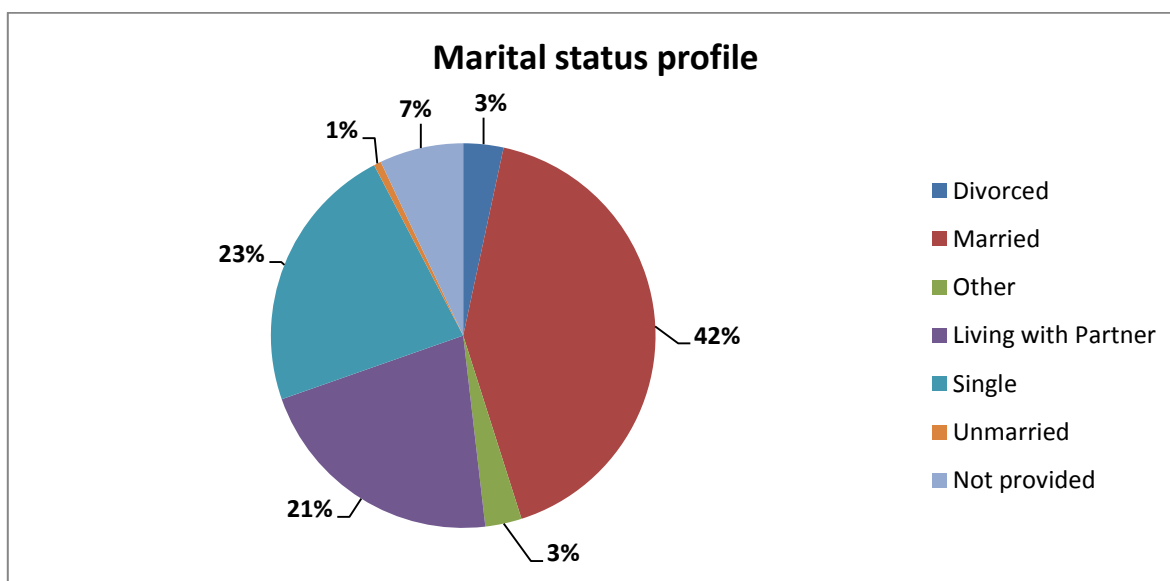
Seven members of staff took maternity leave in the academic year 2015/16.

Staff on maternity leave were kept informed of developments at the University and some staff took advantage of “keep in touch days” during their maternity period.

Flexible working arrangements were agreed for staff returning from maternity leave during this period.

Two staff members had statutory paternity leave in 2015/16. However, no staff took shared paternity leave during this period.

11.9 Marital status profile



For NUA staff, marital status is the information they provide for their current marital status. 7% of staff did not provide data on their marital status in the 2016 staff data collection, a slight improvement on the 2015 figures.

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 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 23% of employees at NUA.

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

12 Student Profile Statistics

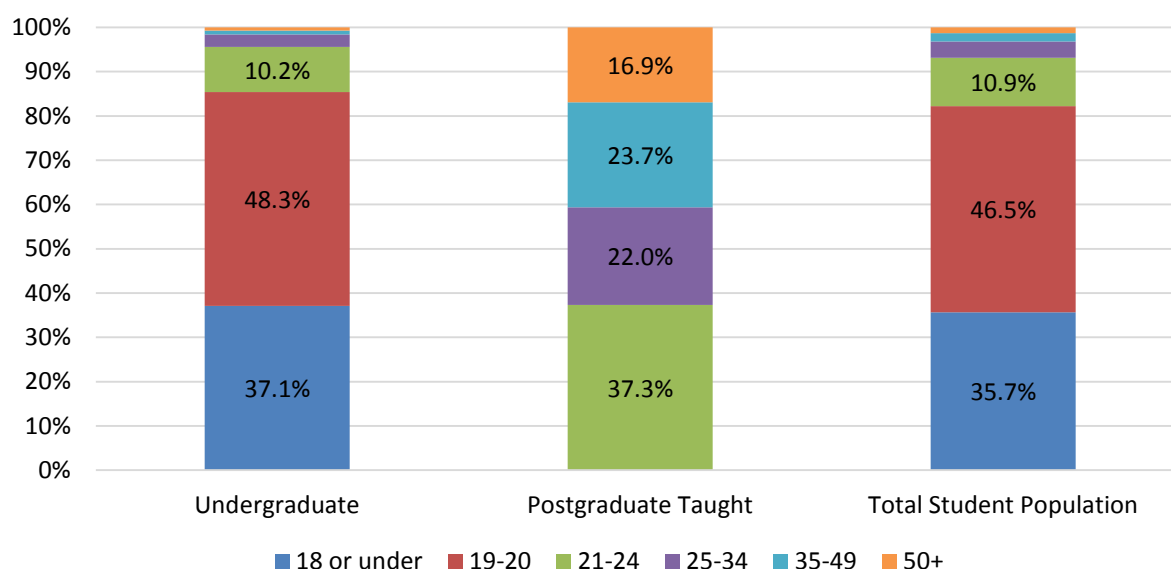
Student profile data is gathered from new and returning students as part of the enrolment process. The information collated is in line with the requirements of the student HESA return and since 2013/14 the collection was expanded to include further data on protected characteristics. Comparative data from HESA is not available at the time of reporting.

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 Taught	Total Student Population
18 or under	37.1%	0.0%	35.7%
19-20	48.3%	0.0%	46.5%
21-24	10.2%	37.3%	10.9%
25-34	2.8%	22.0%	3.7%
35-49	0.9%	23.7%	1.9%
50+	0.7%	16.9%	1.3%

Age on Entry % - Student Profile



The categories for monitoring age distribution were amended in 2015-16 in order to disaggregate young/mature entrants more easily for Access Monitoring and to align with Creative Skillset reporting requirements. The categories have been expanded from four categories (18 and under, 19 to 21 years, 22 to 24 years, 25 years and over) to the age ranges shown in the above table. As a result, the information provided in the 2014-15 Equality and Diversity Annual Report is not directly comparable. We have represented the 2014-15 data below using the new categories for ease of reference.

Age on Entry (2014-15)	Undergraduate	Postgraduate Taught	Total Student Population
18 or under	38.5%	0.0%	37.8%
19-20	46.6%	0.0%	45.7%
21-24	9.8%	36.1%	10.3%
25-34	3.1%	19.4%	3.4%
35-49	1.3%	27.8%	1.8%
50+	0.7%	16.7%	1.0%

Overall the age distribution has remained relatively stable as distributed above. The age profile of new undergraduate entrants has remained roughly consistent over the past 2 years with 37-39% aged 18 or under, and 45-48% aged 19-20 (young), and 13-15% aged 21 or above (mature).

UCAS equality data indicates that 51% of applicants are 18 year olds with 49% being 19 or over¹. The offer rate for 18 year olds and other age groups was 60% for 2015-16 entry with no real difference when comparing the offer rates for 18 year olds with the offer rates for the total population.

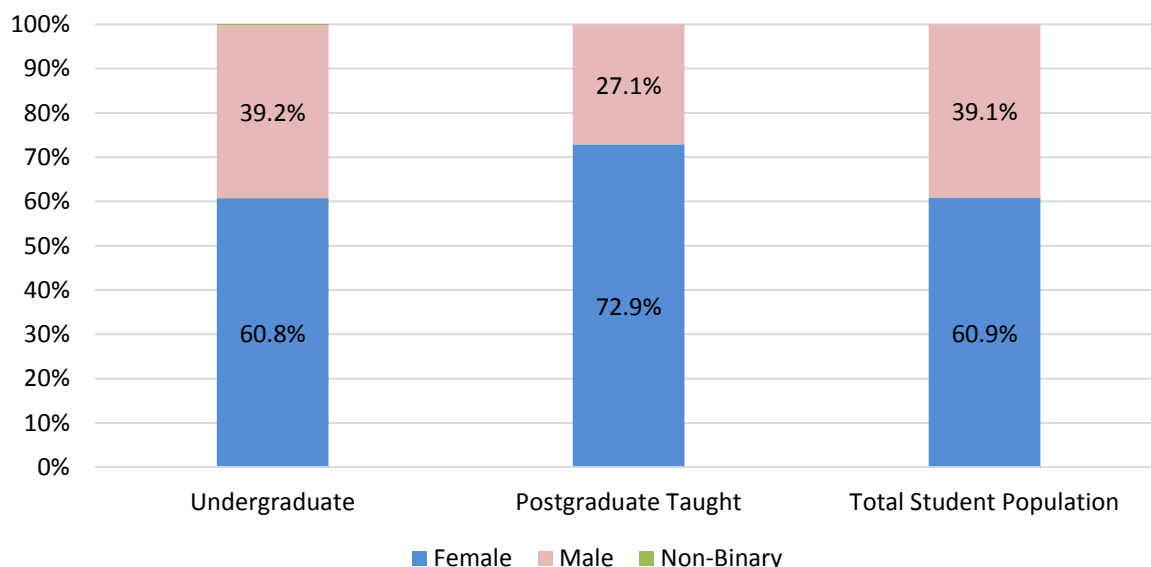
The age distribution of students studying for a postgraduate taught aware has shifted slightly towards the 21-24 age range. In 2015-16, 37.3% of new entrants were in this age category compared to 18.5% in 2014-15 and 38% the year before. This corresponds directly with an increase in students progressing directly onto MA courses from our undergraduate programmes.

12.2 Gender profile of Students

2015/16 Gender	Undergraduate	Postgraduate Taught	Total Student Population
Female	60.8%	72.9%	60.9%
Male	39.2%	27.1%	39.1%
<i>Non-Binary</i>	<i>0.1%</i>	<i>0.0%</i>	<i>0.0%</i>

¹ Sex, area background and ethnic group (End of Cycle 2015), UCAS Analysis and Research: N39 Norwich University of the Arts, UCAS, 2016

Gender - Student Profile



The overall percentage distribution of female to male students remains consistent with 60.9% female and 39.1% male (60.4% and 39.6% in 2015-16).

For new undergraduate students, the proportion of female to males has been consistent at 61% to 39%, while postgraduate taught new entrants have seen slightly more males recruited in 2015-16 (44% compared to 36% the year before) bringing the distribution more in line with the 2013-14 cohort.

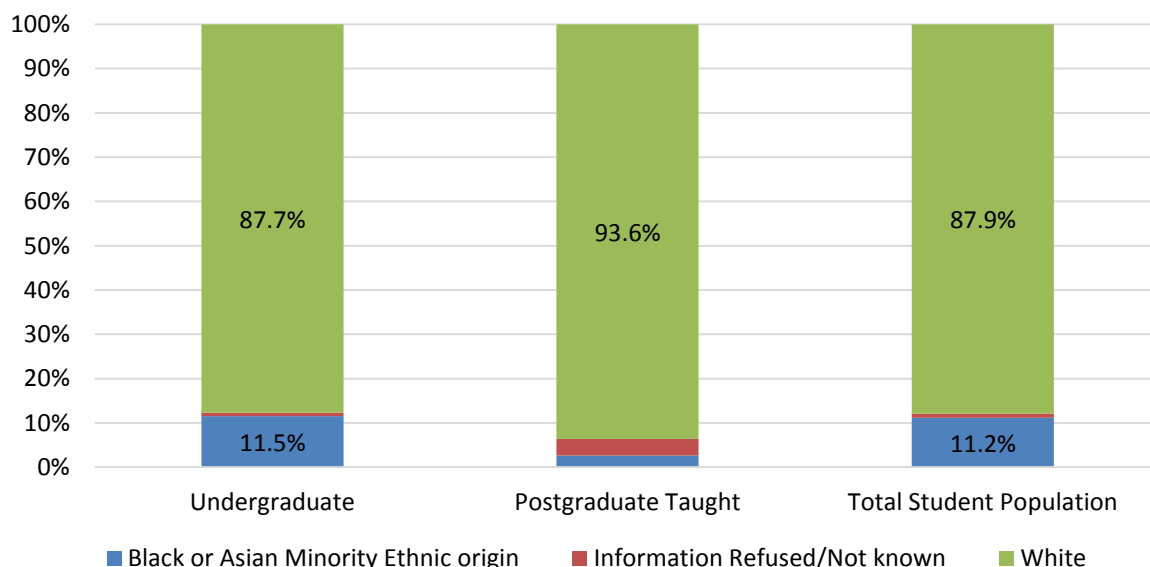
The distribution of undergraduate applicants in 2015-16 was 61% female and 39% male which is in line with previous years.

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

12.3 Student Ethnicity Profile

2015/16 Ethnicity Classification	Undergraduate	Postgraduate Taught	Total Student Population
Black or Asian Minority Ethnic origin	11.5%	2.6%	11.2%
Information Refused/Not known	0.8%	3.8%	0.9%
White	87.7%	93.6%	87.9%

Ethnicity- Student Profile



The percentage of undergraduate new entrants from Black, Asian or Minority Ethnic (BAME) backgrounds increased to 11.5% in 2015-16, from 8.4% the preceding year. The percentage of new BAME entrants to the postgraduate taught represented 3% of the new entrants which is consistent with 2014-15.

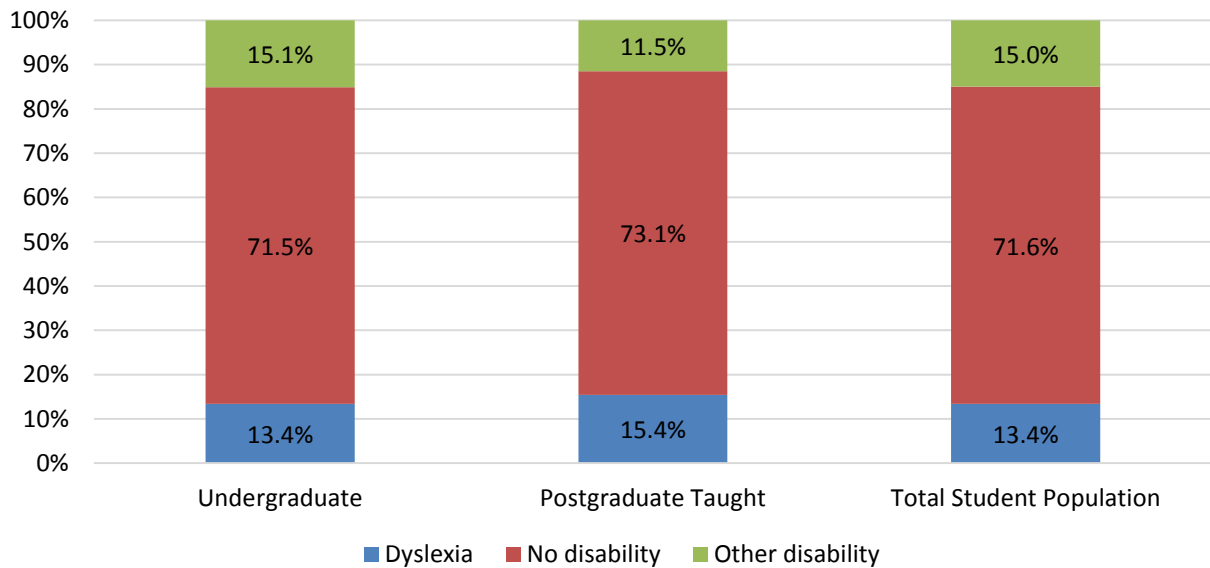
UCAS equality reports issued in June 2016² indicated that the numbers of ethnic minority applicants had been rising since 2011 and in 2015 BAME students represented 12% of the total applicant profile (compared to 9% in 2011). There were no statistically significant differences between the offer rates for BAME and white applicants. An analysis of the 18 year old population indicated that when considering placed applicants per 10000 of population, Mixed-race applicants were equally as likely as white applicants to end up placed on an NUA course, and almost 4 times as likely to end up enrolling at NUA than Asian and twice as likely as Black applicants.

12.4 Disability Profile for Students

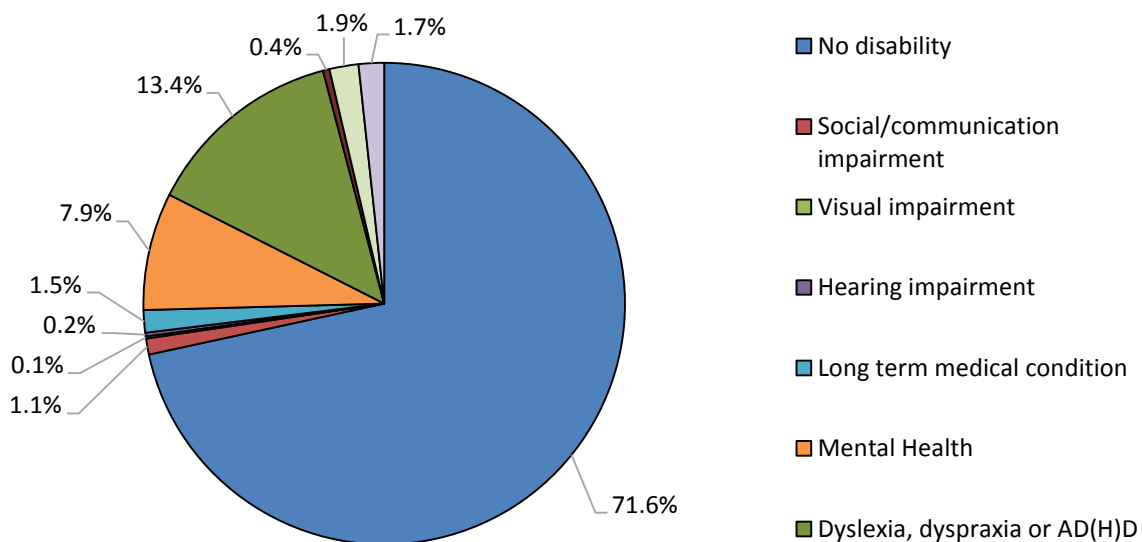
2015/16 Disability Classification	Undergraduate	Postgraduate Taught	Total Student Population
Dyslexia	13.4%	15.4%	13.4%
No disability	71.5%	73.1%	71.6%
Other disability	15.1%	11.5%	15.0%

² *Ibid.*

Disability - Student Profile



Percentage of disability type - 2015/16



The overall percentage (all years) of students declaring a disability in 2015-16 was 28.4% compared with 26.3% in the preceding year.

In the academic year 2015/16, 13.4% disclosed a specific learning difference (dyslexia, dyspraxia or ADHD) [14.6% in 2014/15]. As with 2014-15, the second largest type of disability declared was mental health conditions, with 7.9% of students disclosing this disability, compared with 4.7% in 2014/15. The proportion of students declaring mental health conditions has increased significantly over the past three years. The main impact of this increase is in the demand on Student Support services and Specialist Mental Health support. We have also experienced a forty percent increase in the number of students taking intermission during 2015-16 (2.1% of the total population compared with 1% the previous year), with 51% of student who intermit providing evidence of mental health problems as their reason for needing a break in study.

The largest change in declared disabilities came from the 2015/16 new entrant population, with 24% declaring a disability compared with 17% the year before.

12.5 Religion or Belief profile

Religion or Belief profile	2013/14	2014/15	2015/16
No religion	63.3%	69.2%	70.1%
Any other religion or belief	1.5%	1.6%	1.7%
Buddhist	1.1%	1.2%	0.9%
Christian	18.1%	16.8%	15.7%
Hindu	0.2%	0.4%	0.5%
Information refused	7.3%	7.2%	7.7%
Jewish	0.1%	0.2%	0.2%
Muslim	0.5%	0.4%	0.6%
Sikh	0.0%	0.0%	0.0%
Spiritual	2.1%	2.3%	2.1%
Unknown	5.7%	0.7%	0.4%

The level of disclosure for religion or belief continues to improve each year, with a 99.6% rate of return in the 2015/16 year.

12.6 Sexual Orientation

Sexual Orientation	2013/14	2014/15	2015/16
Bisexual	3.4%	5.0%	5.6%
Gay man	1.6%	2.1%	1.9%
Gay woman/lesbian	0.8%	1.1%	1.2%
Heterosexual	74.3%	74.8%	76.0%
Information refused	11.8%	13.3%	11.8%
Other	2.5%	3.1%	3.0%
Unknown	5.7%	0.7%	0.4%

The level of disclosure for sexual orientation continues to improve year on year. In 2015/16, the percentage of students who either explicitly refused to provide information or who did not answer the question was 12.2% compared to 2014/15 the percentage of students who declined to provide information was 14.0% in 2014-15 and 17.5% in 2013/14. In 2012/13 the comparable percentage was 46%.

Figures for the University sector are not currently available.

12.7 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	2013/14	2014/15	2015/16
Yes	89.8%	94.4%	94.9%
No	0.6%	0.8%	1.2%
Information refused	4.0%	4.1%	3.5%
Not collected	5.7%	0.7%	0.4%

There has been a small increase in the percentage of students who disclosed that their gender identity was different from the gender that they were assigned at birth.

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.

12.8 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 Pregnancy and maternity

In 2015-16, one student remained on intermission following maternity leave the year before. Their period of intermission was extended to cover the 2015-16 academic year. 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 attend a Return to Study session to discuss their academic progression and any support needs that may be required. 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)

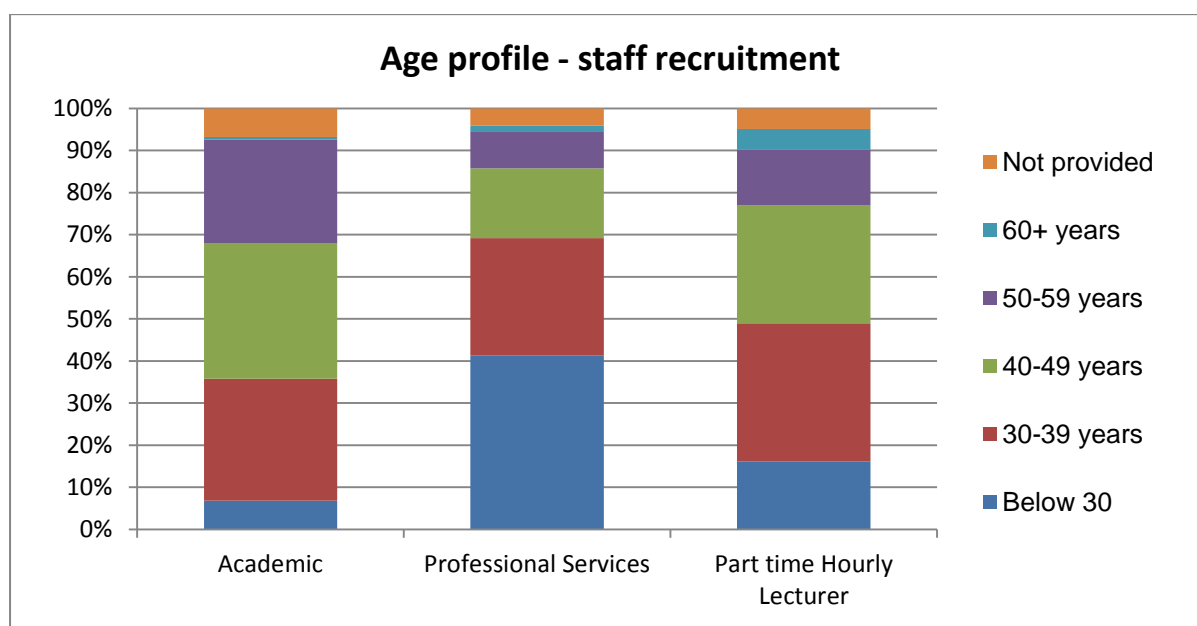
The profile of candidates is analysed by the Human Resources Department for each staff vacancy and the information is used to monitor the recruitment process for protected characteristics. On an annual basis applicant data is produced for all vacancies and the data below provides an overview of the diversity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

During the academic year 2015/16 a total of 76 staff vacancies were advertised which generated 1,411 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	17	162
Professional Services	43	1106
Part-time Hourly Lecturer	16	143

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.

13.1 Age profile (applicants)



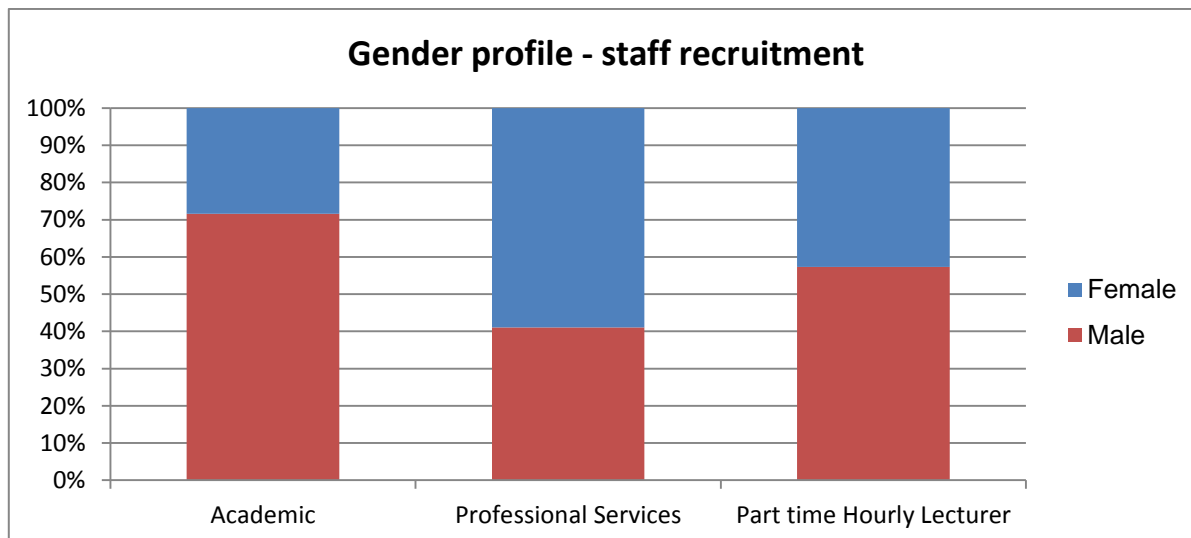
The variation in age range of applicants for the different job categories reflects the nature of the role. Academic posts require experience in the academic discipline and therefore the number of applicants in the age range below 30 is significantly smaller (6.8%) than for professional services staff at 41.3%, where the highest proportion of applicants were in this group.

The increase in applicants under 30 for professional services positions is reflected in an increase in professional services staff joining NUA that are under 30 in the 2015/16 year.

Although there is a lower percentage of applicants under 30 applying for academic roles (6.7%) in 2015/16 compared to last year (7.3%), our staff numbers in this age group has increased by 4%.

The highest proportion of Part-time Hourly Lecturers applicants were aged 30 to 39 years (33%), which has changed from being 40-49 in the 2014/15 report.

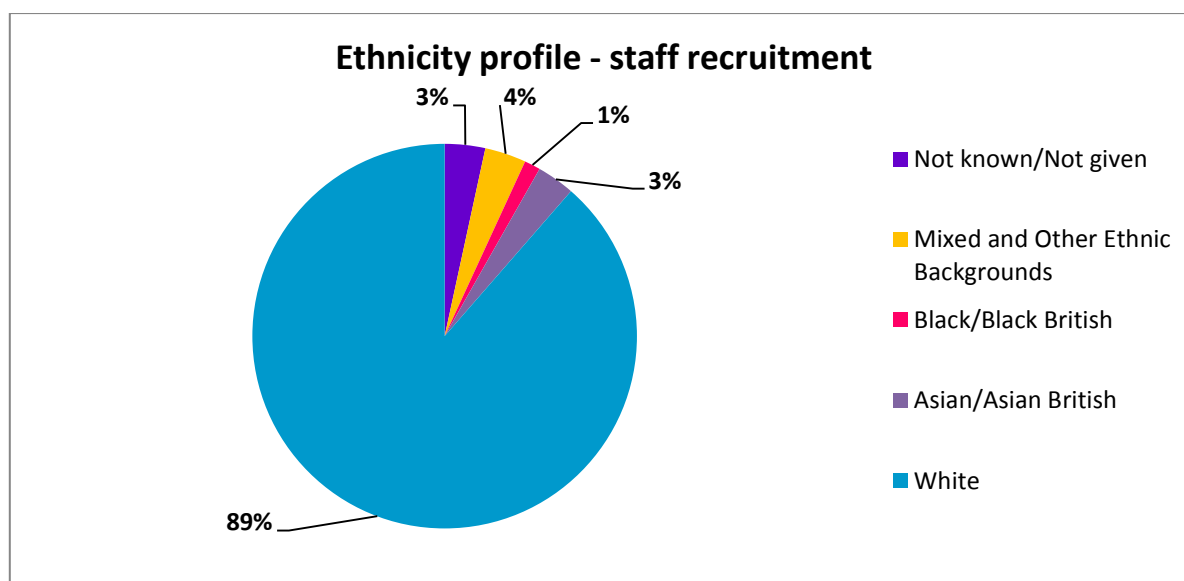
13.2 Gender profiles (applicants)



72% of applicants for academic posts were male. Posts advertised included Games Art and Design and VFX which attracted only male applicants, and Film Production which had a high proportion of applicants from male candidates.

The percentage of female applicants for professional services vacancies was 60%. The vacancies included Administrator, Receptionist and Finance Assistant posts which had a high percentage of female applicants. This was balanced by two Caretaker roles and a Painter and Decorator role which had a high proportion of male applicants.

13.3 Ethnicity profile (applicants)

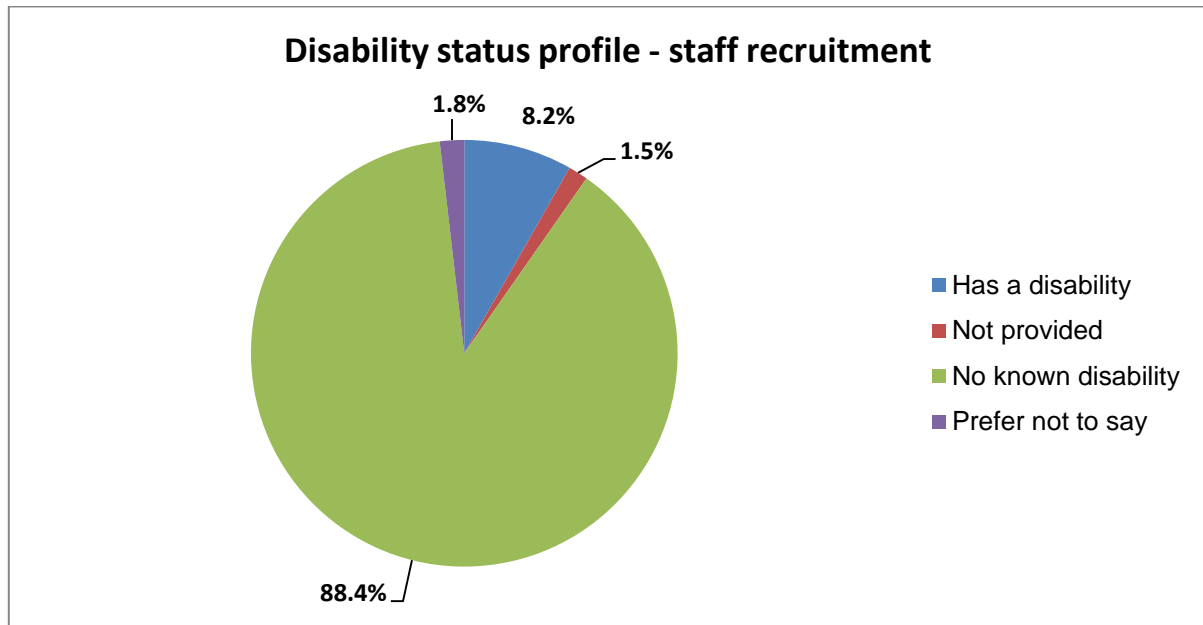


A small percentage of applicants (8%) were from minority ethnic groups, which has remained the same from the previous year. 89% of applicants classified themselves as

white, this included non-British white applicants. Ethnicity status was not provided or refused by 3% of applicants.

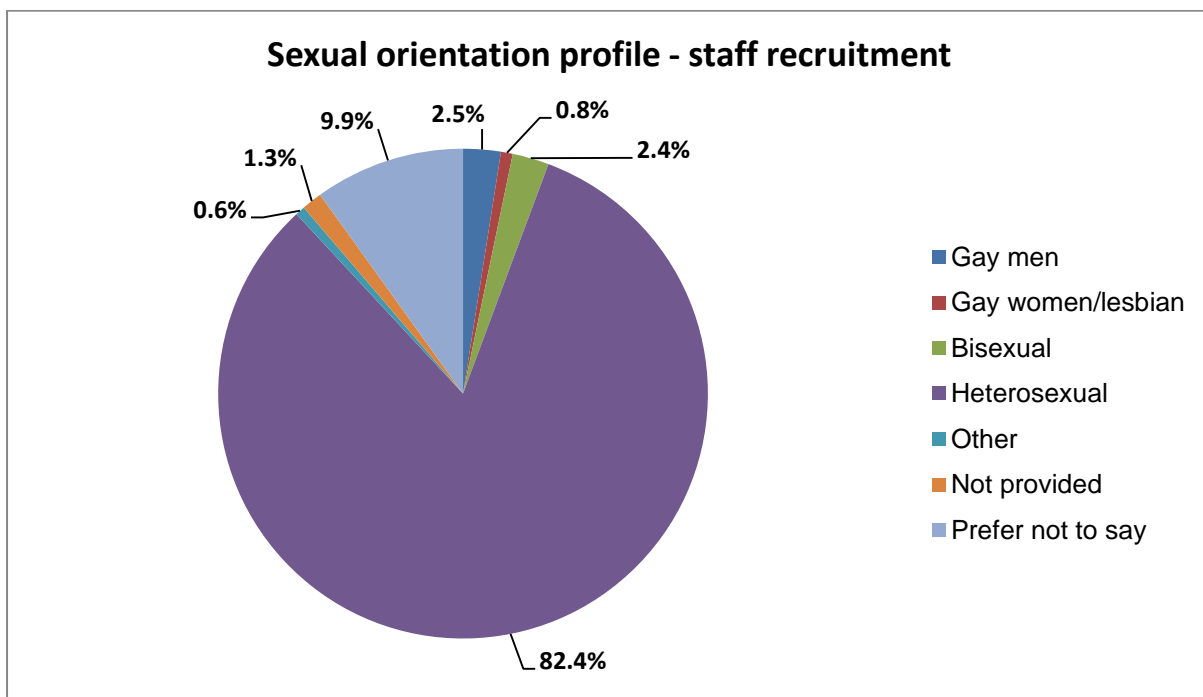
There was a 0.6% improved disclosure rate compared to the previous year.

13.4 Disability profile (applicants)



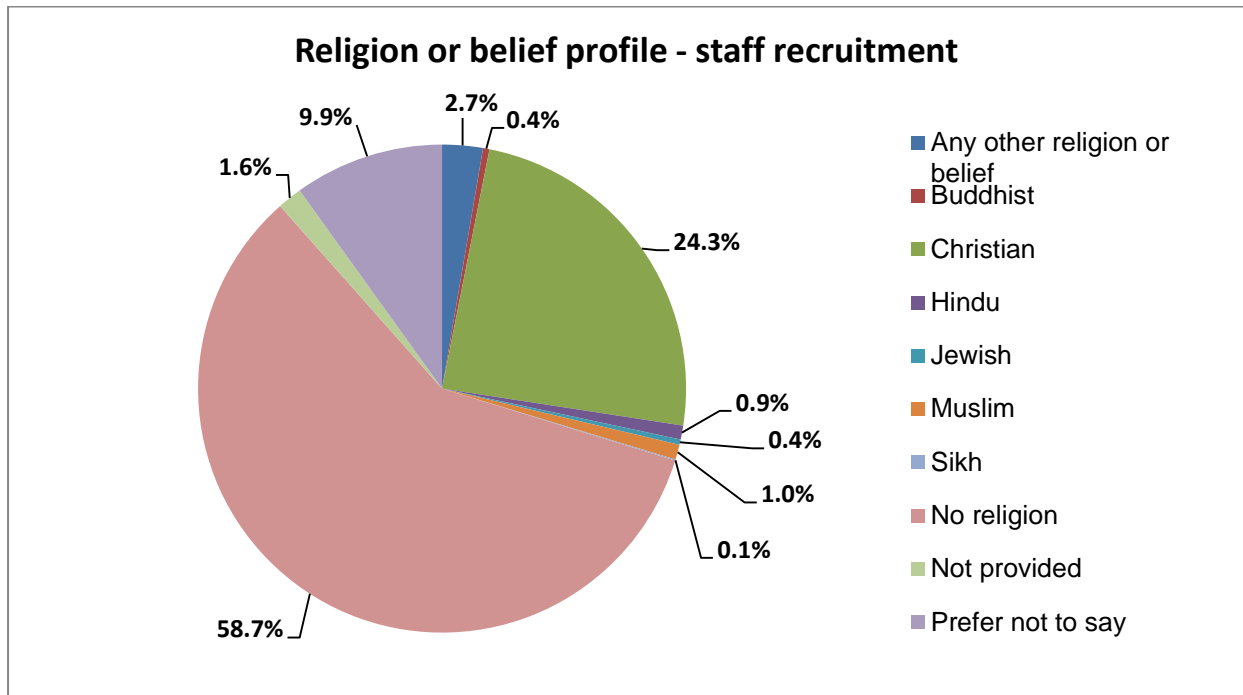
The number of applicants identified they have a disability is 8.2%. The highest proportion of this group (45%) declared a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D. 1.8% of applicants did not provide details of their disability status, which is a 2% improvement on last years return rate.

13.5 Sexual orientation profile (applicants)



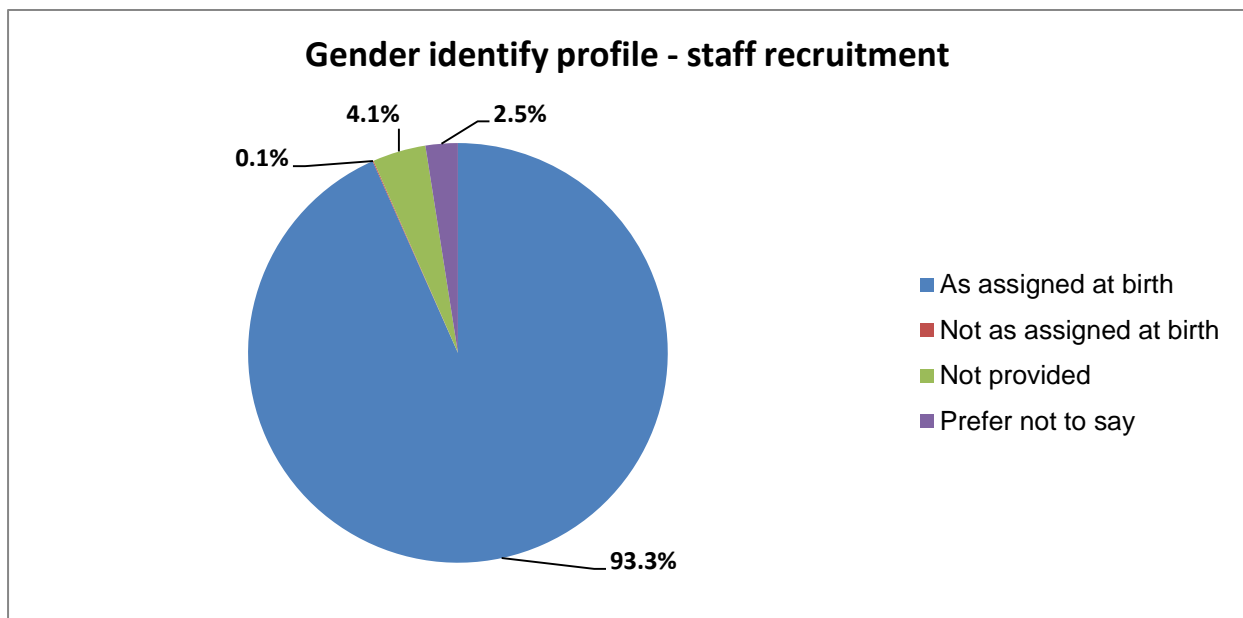
Applicants for staff vacancies have a higher disclosure rate for sexual orientation than the current staff profiles – 89% of applicants compared to 82% of staff.

13.6 Religion or belief profile (applicants)



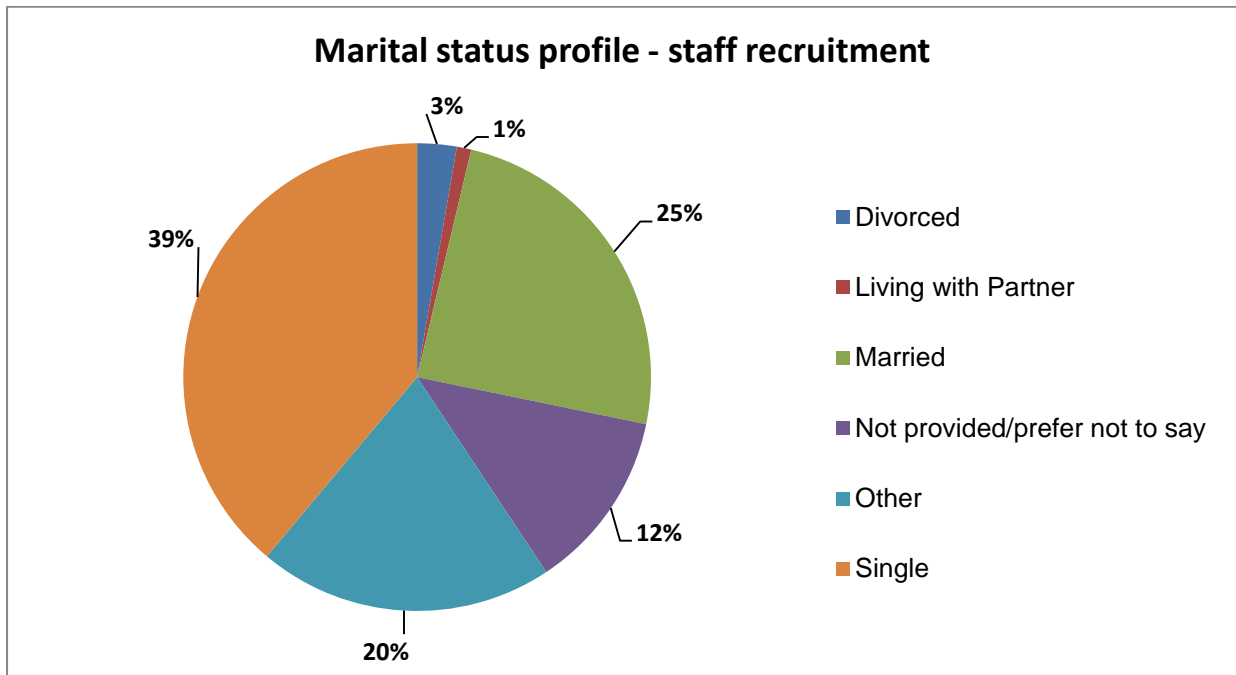
A higher proportion of applicants (58.7%) declared they have no religion or belief compared with 57% of the staff population. 11.5% of applicants did not provide information on their religious belief with 9.9% specifically stating they “prefer not to say”.

13.7 Gender identity profile (applicants)



Less than 1% of applicants identified themselves as transgender. There was a significant increase in the level of disclosure of gender identity from 36% in 2012/13 to 94% in 2014/15. This has decreased slightly in 2015/16, with 1.3% more applicants not disclosing their gender identity.

13.8 Marital status profile (applicants)



12% of applicants provided no information on their marital status. No applicants declared they were in a civil partnership. The highest proportion of applicants (39%) stated they were single.

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. Disabled applicants are then given the opportunity to disclose any support or adjustments they may require at interview, in respect of their disability. Following this, a support questionnaire and further information is sent to applicants who have made a disability disclosure, with the aim of familiarising them with the Disabled Students' Allowance (DSA) and encouraging early applications for DSA, and allowing NUA to be anticipatory and pro-active by identifying and exploring support needs early.

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 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, which can be identified at meetings of the Group. Expenditure will be monitored and reported on.

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 and Specialist Mentors.

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

- Mentors – can support students at tutorials and in workshops, help interpret project briefs, and advise on basic study skills including 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 dyslexia and other specific learning difficulties.

In early 2016 the University made the decision to register as a Non-Medical Help Provider under a new quality framework introduced by Student Finance England, which applies to non-medical human support funded through Disabled Students' Allowance. The University will be subject to annual or biannual audit with effect from the 2016/17 academic year, to demonstrate compliance with a new Quality Assurance Framework. Audit fees are not currently known. Registering as a provider was essential in order to continue providing specialist mentoring and tutorial support to new student cohorts, but moving towards compliance with the Quality Assurance Framework has created a new administrative workload.

A further change is universities' loss of the 'single quote exemption' for support work, meaning that all support work funded through DSA since February 2016 has been subject to two quotes, with the winning quote selected on the basis of price. This has resulted in external private sector providers bidding for, and in some cases winning, support work with NUA students. Again, these developments will be closely monitored.

15 The Estate and Accessibility

The University has a rolling programme of improvements to its Estate and ensures that any changes incorporate the needs of people with disabilities and special needs.

During major refurbishments ways of improving the buildings accessibility & usability are always looked at.

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. Designated disabled parking provision is made available for staff and students.

The facility to book a room at the University for the purposes of prayer, is available.

16 Engagement with the Local Community

The University's HR Officer was invited to attend a Small and Specialist Institutes Equality Network with the Equality Challenge Unit in October 2016. The network group was made up of other specialist HE organisations from around the UK, and the agenda covered Gender Pay Gap reporting, setting equality objectives, and had a section dedicated to the revised transgender guidance. It was also an opportunity to discuss issues other institutions are facing in relation to Equality and Diversity, and to share ideas and knowledge on how other HE organisations were managing these issues.

As the network group is run by the Equality Challenge Unit, NUA are able to obtain information on new and upcoming legal requirements, and has an opportunity to discuss and network with Equality and Diversity experts and professionals from across the UK.

The network group meets twice yearly, with the next date being organised for April 2017.

17 Staff Health and Wellbeing

During 2015/16 the University offered all staff the opportunity to have a health assessment through the occupational health group Unity. 51 employees attended an appointment over 2.5 days.

A flu clinic ran in October 2015 where 49 people attended for their free flu jab.

NUA offer a childcare voucher scheme, pension scheme, and a health cash scheme, as benefits to all employees.

18 Marketing and the University Website

The University regularly refreshes its website design to incorporate responses to feedback on accessibility from new students, such as increasing the default body font size and eliminating the use of an italicised font which caused problems for students with reading difficulties. Staff and student focus groups continue to be consulted, including staff who support students with disabilities.

The University uses images and student profiles/case studies which include international students, those from a diverse ethnic background and a gender mix. For example images containing a healthy 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 series of promotional films screened at campus open days and on the University's website to capture the student experience use footage of students from diverse backgrounds.

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
- Provide 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.

19 Staff Training and Development

The staff training and development programme for 2015/16 included in-house activities focusing on equality and diversity.

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. In addition staff have a one-to-one briefing session with the Director of Human Resources. 62 staff have completed the e-learning package in the past 12 months.

Supporting Students with Disabilities

The training programme "Supporting Staff to Support Students with Disabilities" continues to be well supported with 31 staff attending the sessions in 2015/16. The workshop is held on a regular basis and is specifically targeted at new staff and staff who would benefit from a refresher session.

Staff participating in this session felt that the course is a good reminder of what is in place to support students and where to go for further assistance when required.

Successful Recruitment and Selection

During the 2015/16 academic year, one-to-one sessions were provided to 6 staff new to interview panels and/or new to the University process.

Unconscious Bias Training

This interactive and practical workshop, attended by 32 professional services staff, explored individual and cultural bias that impact on our working relationships. The workshop gave the opportunity for staff to both understand unconscious bias and develop personal strategies to ensure personal biases are effectively managed.

This training was designed to provide delegates with the skills and confidence needed to reduce the effects of unconscious bias within the University and consider the potential impact it can have on recruitment, retention and workplace relations.

Improving the Customer Experience

Two highly interactive one day workshops, attended by 27 staff, aimed to put delegates firmly inside the head of customers – both internal and external; helping them see the world from their point of view, doing some serious ‘outside in’ thinking so improving and enhancing the customer’s experience.

During the workshop, staff explored equality and diversity and its impact on the customer experience.

20 Objectives for 2016/17

- Continue to improve the level of staff disclosure for all protected characteristics
- Improve the transparency of University systems, particularly for students entering Higher Education from a non-traditional HE background/route
- Ensure that Course Approval and Periodic Review processes review course information to ensure that teaching and learning adequately supports inclusive delivery and learning. Assessment requirements are scrutinised in terms of workloading and comparability of expectations on equivalent levels/awards within NUA and more widely. Internal Verification process considers equality and diversity across finalists in June/July of each academic year.
- Research HE good practice and develop staff recruitment initiatives that encourage applications from underrepresented groups for vacant roles
- Ensure equality of opportunity is provided for researchers to contribute to future REF submissions
- Understand the impact of internal and external changes (eg admissions criteria) on the diversity of student admissions