



Vice-Chancellor: Professor John Last

**EQUALITY AND DIVERSITY ANNUAL REPORT
2016/2017**

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**Director of Human Resources
November 2017**

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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 2016/17 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 2017.

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 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 two incidents reported in the year 2016/17 through the Grievance Policy and Procedure and these were dealt with at the informal stage of the procedure.

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 on campus and in schools. Workshops have also been delivered at Tate and V&A to students in London.

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 disadvantaged white boys 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 – 13 within schools. NUA has two Higher Education Champions and are working with schools across Norfolk to mentor identified students. A website takeyourplace.org.uk has been launched to ensure 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 also welcomed teachers, heads of sixth form and careers advisers from across the UK for two teachers' events. One day of upskilling workshops and another of information sharing where they could find out more about supporting students to progress to Higher Education. 77 teachers attended in June and July 2017.

7 Applicants for Undergraduate and Postgraduate Courses

During 2016/17, 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 3,296 attendees of which 1,552 are potential applicants. 264 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

NUA courses require students to attend all taught sessions, and this informal engagement underpins the creative community that 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 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 Learning, Teaching and Quality 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.

For the 2017/18 academic year, and for the first time, students course representatives will be invited to participate in staff appointments panels and requisite training has been put in place to facilitate this. This is to ensure that appropriate consideration is given to the student voice and to enhance the diversity of our panels and the experience of applicants.

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.

Student Focus Groups commence in October of each academic year and students are invited to give their views on a range of issues 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 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
- 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 and diversity and the fair and equitable treatment of all staff and students.

9 Students' Union at NUA

The Students' Union is working to increase input from all student members to become more representative of the student body. The Students' Union aims to do this by reflecting the diverse student population through the student representation system.

Embedding the understanding of marginalised groups in the Student Rep training is integral to this. The Students' Union has included Equality and Diversity training for all Student Reps in the annual Away Day. The training focused on the Equality Act 2010 and highlighted protected characteristics and types of discrimination.

Students Reps at Course, Faculty and Institution level have signed a working agreement which states *All Course Representatives are required to be committed to upholding equal opportunities in their work*. Ensuring the university's existing Student Rep network, that feeds into the overall committee structure, is diverse and represents everyone in the NUA community will enable all voices to be heard.

All Club and Society Officers complete the same basic equality and diversity training and must be actively inclusive of all students, ensuring their events are accessible for all.

The Students' Union's Steering Committee holds the Union to account and is responsible for ensure all Union activity is representative of all students, regardless of ages, race, gender identity or social economic background. Equality and Diversity is an item on the agenda of every Students' Union Steering Committee meeting. The Steering Committee advises and priorities the Union's campaign work for the year.

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 2016 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, Nottingham 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 2017 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.

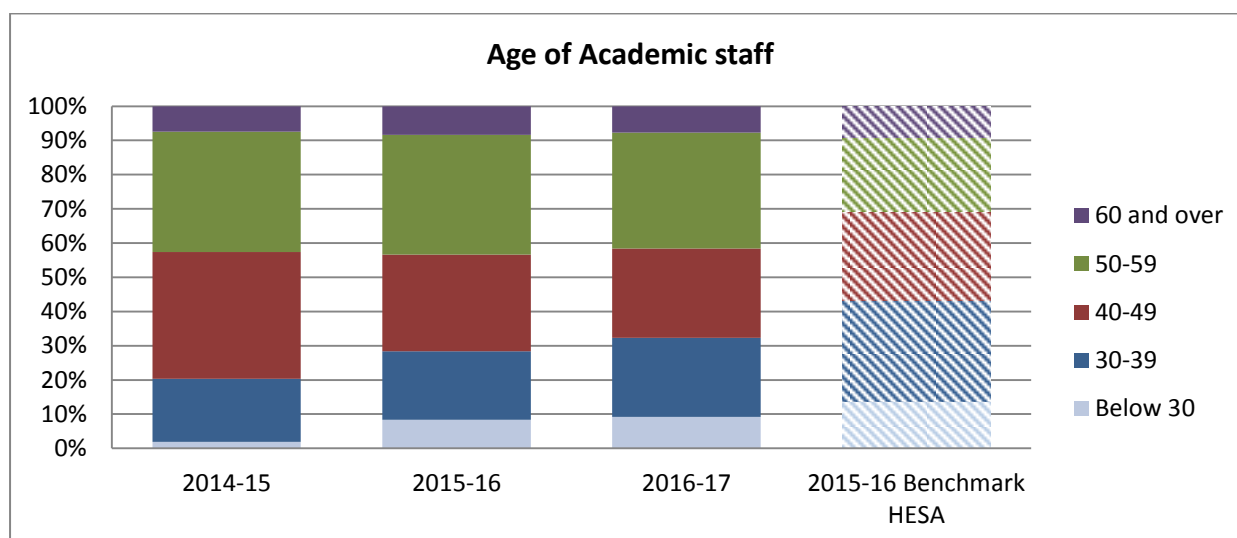
HESA benchmark data has been included for a number of the diversity profiles. The information is based on all Higher Education Institutions (source HESA data 2015-16). HESA data excludes staff with a contract below 0.25 FTE. NUA data includes all salaried staff.

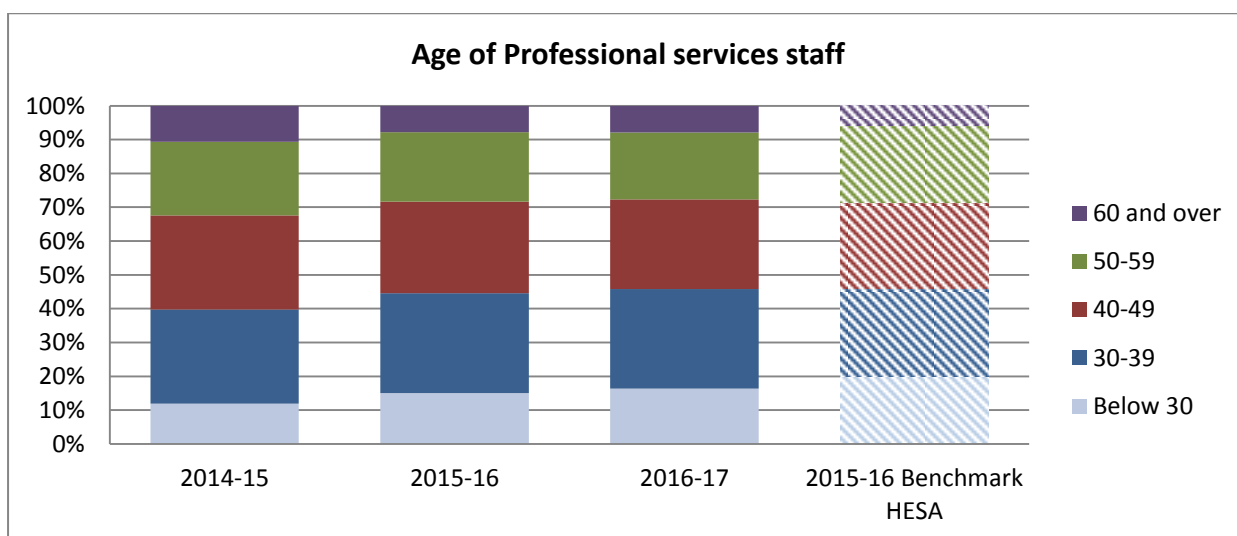
11.1 Age profiles (salaried staff)

	2014-15		2015-16		2016-17	
	as at 31 July 2015		as at 31 July 2016		as at 31 March 2017	
	No. of Staff	% of total	No. of Staff	% of total	No. of Staff	% of total
Academic staff:						
Below 30 years	1	2%	5	8%	6	9%
30-39 years	10	19%	12	20%	15	23%
40-49 years	20	37%	17	28%	17	26%
50-59 years	19	35%	21	35%	22	34%
60 years and over	4	7%	5	8%	5	8%
Total Academic staff	54	100%	60	100%	65	100%
Professional services staff:						
Below 30 years	18	12%	25	15%	29	16%
30-39 years	42	28%	49	30%	52	29%
40-49 years	42	28%	45	27%	47	27%
50-59 years	33	22%	34	20%	35	20%
60 years and over	16	11%	13	8%	14	8%
Total Professional services staff	151	100%	166	100%	177	100%
Total salaried staff	205	100%	226	100%	242	100%

At NUA the average age for academic staff in 2016/17 is unchanged at 46 years. The data shows a large proportion of academic staff at NUA are aged 50 or over with 42%, compared to the HESA benchmark of 31% in this age group. 9% of academic staff employed at the University are under the age of 30, compared with 14% in the benchmark group. Academic staff in the benchmark are from younger age groups and were more concentrated in research only roles.

The majority of professional services staff (56%) 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%. There was a slight increase in the proportion of staff in the age range below 30 years, from 15% in 2015/16 to 16%. This compares to the HESA benchmark of 20%.





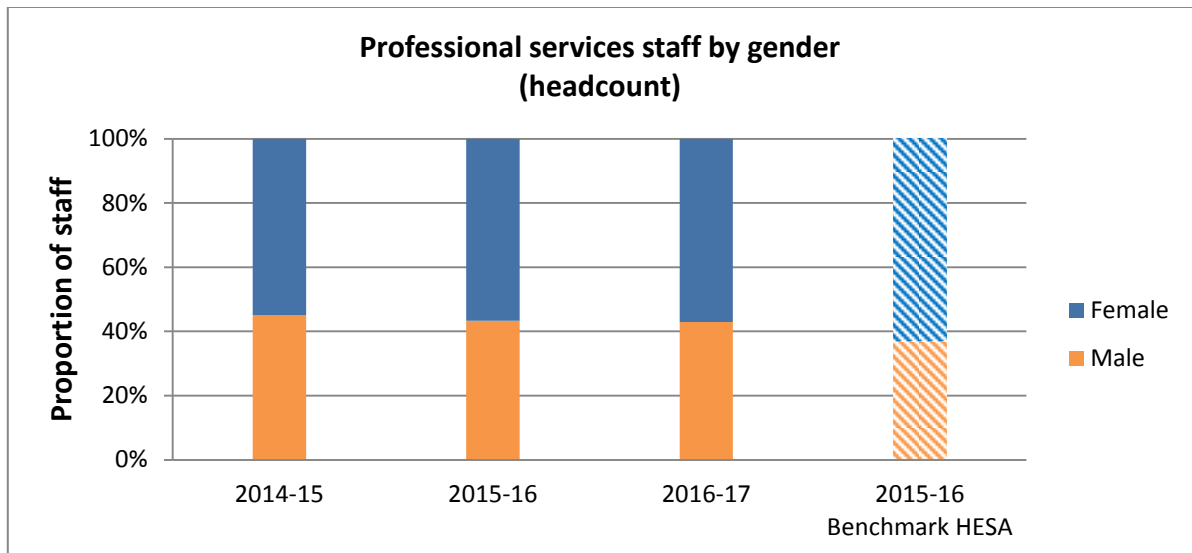
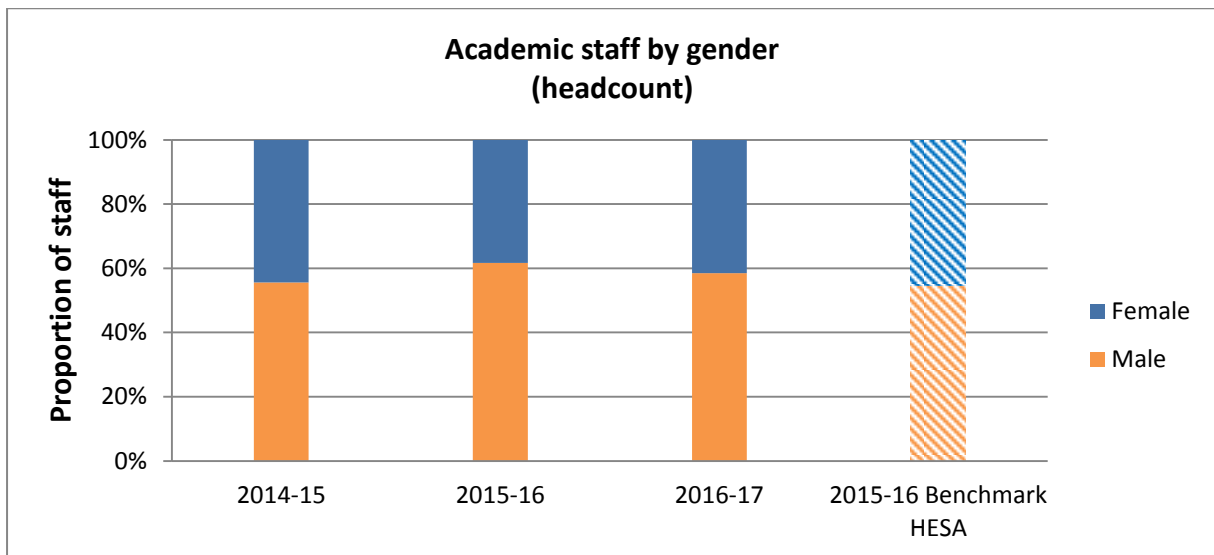
11.2 Gender profiles (salaried staff)

	2014-15		2015-16		2016-17	
	as at 31 July 2015 No. of Staff	% total	as at 31 July 2016 No. of Staff	% total	as at 31 March 2017 No. of Staff	% total
Academic Staff:						
Male	30	56%	37	62%	38	58%
Female	24	44%	23	38%	27	42%
Total Academic staff	54	100%	60	100%	65	100%
Professional services staff:						
Male	68	45%	72	43%	76	43%
Female	83	55%	94	57%	101	57%
Total Professional services staff	151	100%	166	100%	177	100%
All staff:						
Male	98	48%	109	48%	114	47%
Female	107	52%	117	52%	128	53%
Total	205	100%	226	100%	242	100%

In the 2016/17 reporting period there was a slight increase in the percentage of female staff at 53% compared to 52% in the previous year.

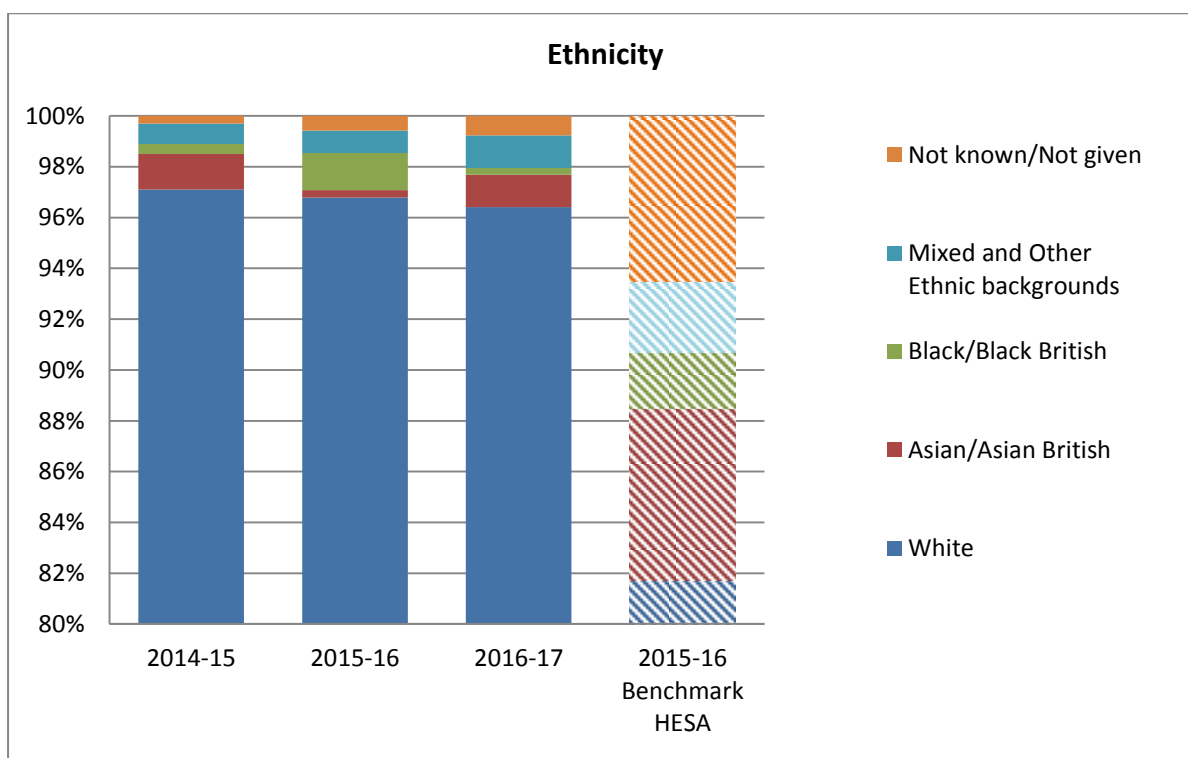
Academic staff by headcount is made up of 58% male and 42% female staff (62% male and 38% of female staff in 2015/16). For the HE sector overall, female academic staff made up 45% of the academic staff population reported in the HESA data for 2015/16.

For professional services staff the overall proportion of female staff was 57% 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.



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

	2014-15 as at 31 July 2015	2015-16 as at 31 July 2016	2016-17 as at 31 March 2017
All staff			
White (includes non-British White)	97.1%	96.8%	96.4%
Asian/Asian British	1.4%	0.3%	1.3%
Black/Black British	0.4%	1.5%	0.3%
Mixed and Other Ethnic backgrounds	0.8%	0.9%	1.3%
Not known/Not given	0.3%	0.6%	0.8%
	100%	100%	100%



Note: scale is from 80% to 100%

	NUA	Norfolk **
White (including non-British White)	96%	96%
Black	0%	1%
Asian	1%	2%
Other Ethnic background, inc mixed	2%	1%
	100%	100%

**Source: Census 2011 Office for National Statistics

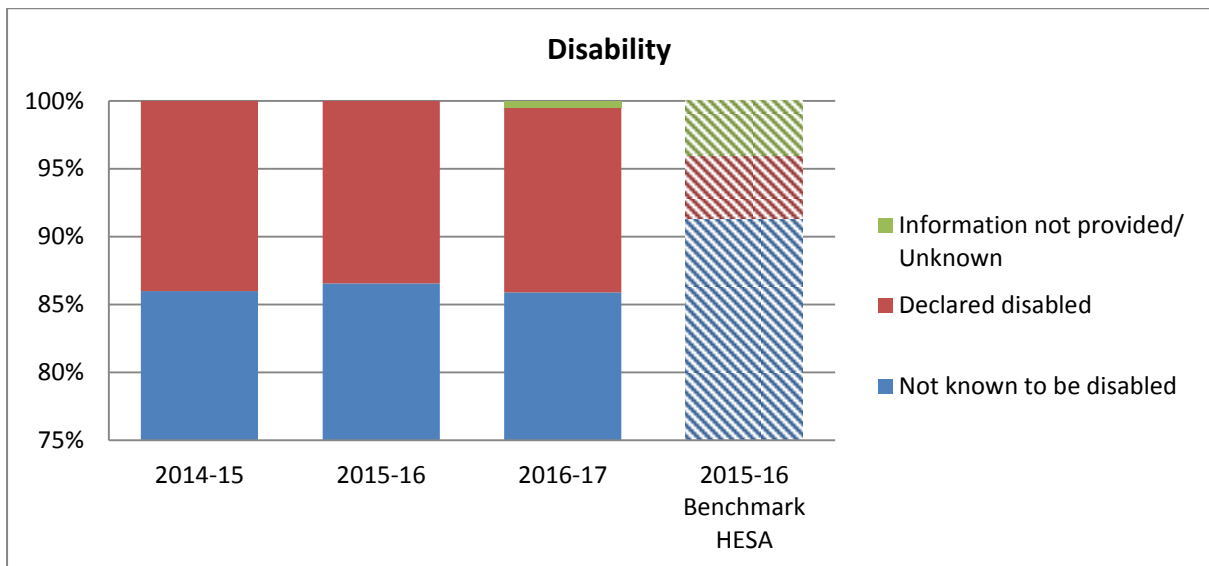
The ethnic profile for Norfolk shows that 4% of the working population categorise themselves as being from an ethnic minority background compared to 3% of NUA employees.

At NUA 99.7% of staff chose to report their ethnicity status. This compares with a disclosure rate in the sector of 93.5%.

8.9% of UK staff in the sector identified as BAME. Of the non-UK staff in the sector, 28.3% categorised themselves as being from a BAME background. (source ECU Higher Education Statistical Report 2017).

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

	2014-15 as at 31 July 2015	2015-16 as at 31 July 2016	2016-17 as at 31 March 2017
All staff			
Not known to be disabled	86%	87%	86%
Declared disabled	14%	13%	14%
Information not provided/ Unknown	0%	0%	1%
	100%	100%	100%



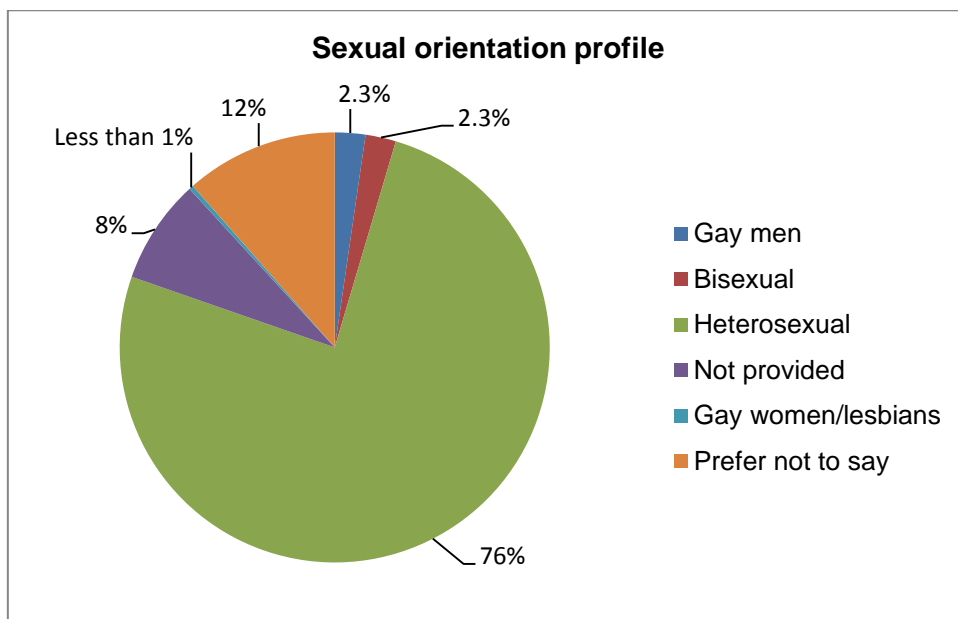
Note: scale is from 75% to 100%

At NUA 99% declared their disability status, with 14% of staff identifying themselves as having one or more disabilities. This compares to 4.6% of total staff in the sector declaring a disability. NUA had the second highest percentage of staff in the sector declaring they have one or more disabilities in 2015/16.

Of the staff who declared they had one or more disabilities, 42.9% have a specific learning difficulty such as dyslexia, dyspraxia or AD(H) D. This compares to 20% in the sector. 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.

Within the sector, the most common form of disability was long-standing illness or health condition (24.8% of staff with a disability). This compares to 23.2% of staff at NUA. (source ECU 2017)

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



The level of disclosure of sexual orientation has slightly decreased from 84% to 80% in 2016/17.

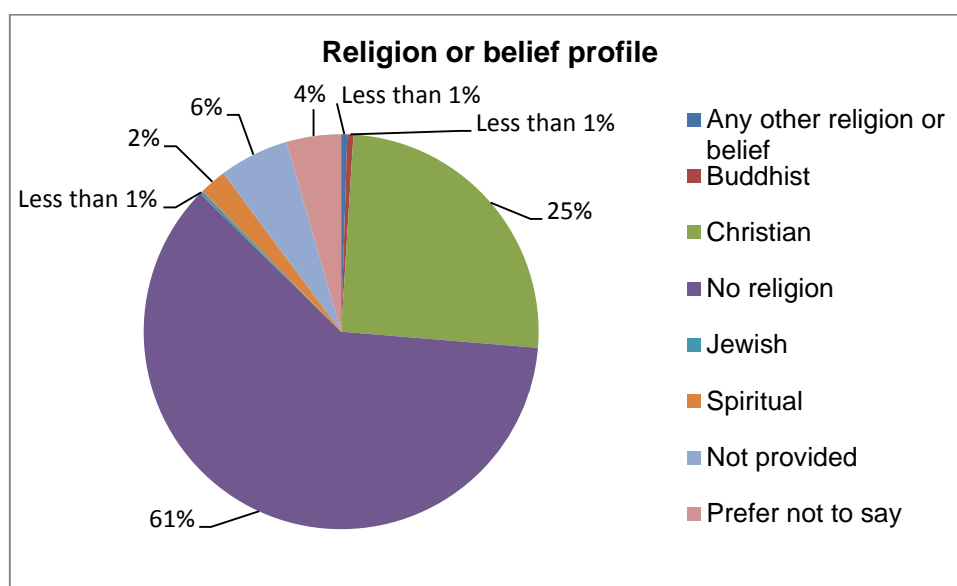
There has been an increase of 4% of staff who stated they “prefer not to say” how they categorise their sexual orientation status, from 8% in 2015/16 to 12% in the current period. As recorded in the previous year, 8% of staff did not provide information on their sexual orientation.

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

73% of HEPs returned staff data on sexual orientation to HESA in 2015/16 which is an improvement of 4.5% over the previous two years.

Of the staff in the sector who provided data on sexual orientation (excluding not provided and prefer not to say) 94.6% identified themselves as Heterosexual, 2.3% Gay men, 1.4% Bisexual, 1.3% Gay women/lesbian and 0.5% other. This compares to 95.6%, 2%, 2%, 0.2% and 0% respectively at NUA.

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



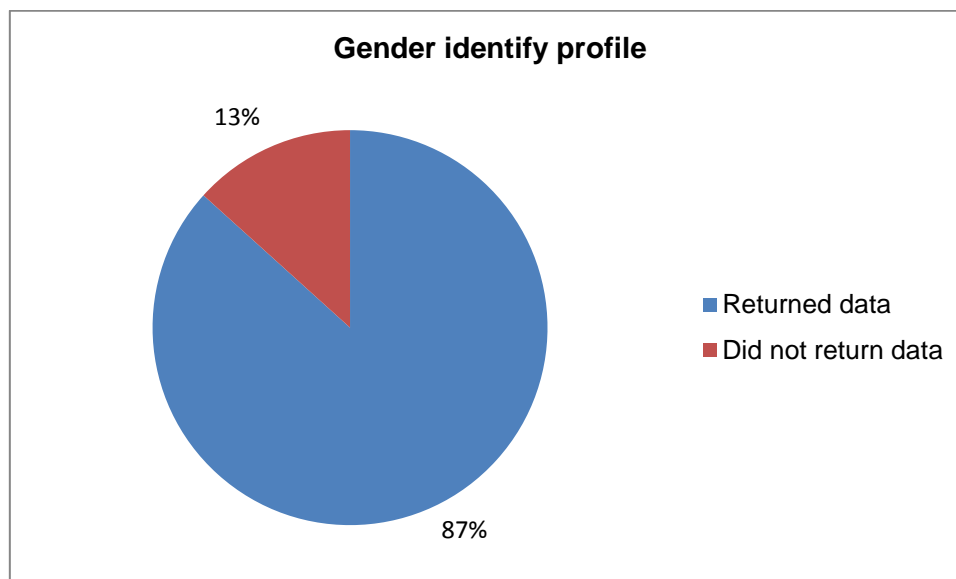
The University has been collecting information on religion or belief of staff through the annual staff data collection for a number of years.

89% of staff disclosed their religion or belief, an improvement of 1% from the previous year.

61% of staff classified 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 25% of the total staff population.

For the HESA 2015/16 return, 71.2% of HEPs returned staff data on religion or belief, however the data was blank for 56.1% of total staff. Of the staff in the sector who disclosed their religion or belief, 46.7% had no religion or belief, (compared to 70% at NUA) and 41.7% stated they were Christian (compared to 28% at NUA).

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. 13% of staff chose not to provide information on their gender identity in 2016/17, an improved rate of return by 2% from the previous year. Disclosure rates have continued to increase 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. 60.7% of HEIs returned staff data on gender identity to HESA in 2015/16, an improvement of 4.5% on the previous year. However, 69% of staff in the sector did not provide any information on gender identify and 4.4% refused to provide data.

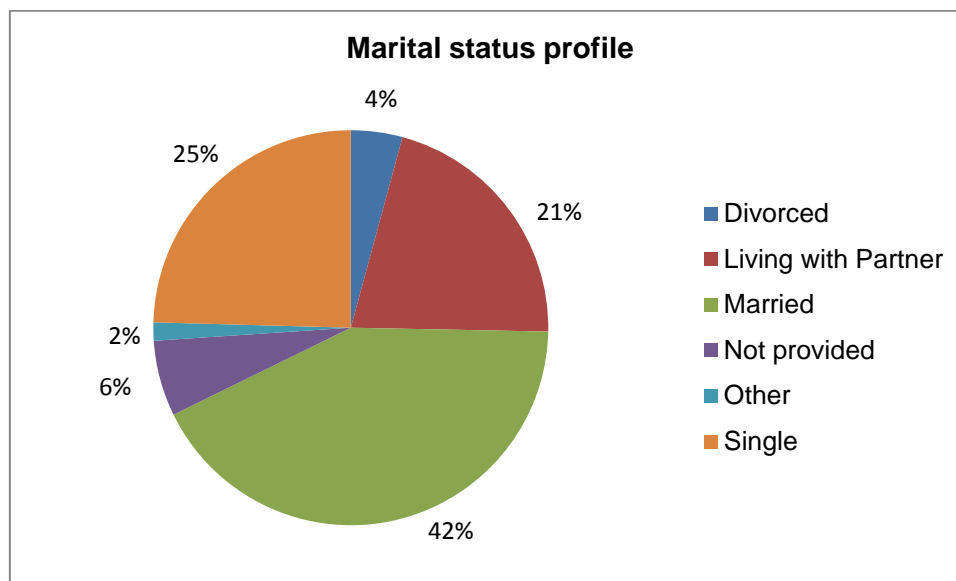
11.8 Maternity/Paternity Leave

Six staff took maternity leave in 2016/17 and one member of staff has taken paternity leave. No staff took shared paternity leave during this period.

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 three staff returning from maternity leave during this period.

11.9 Marital status profile



For NUA staff, marital status is the information they provide for their current marital status. 6% of staff did not provide data on their marital status in the 2017 staff data collection, a slight improvement on the 2016 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 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.

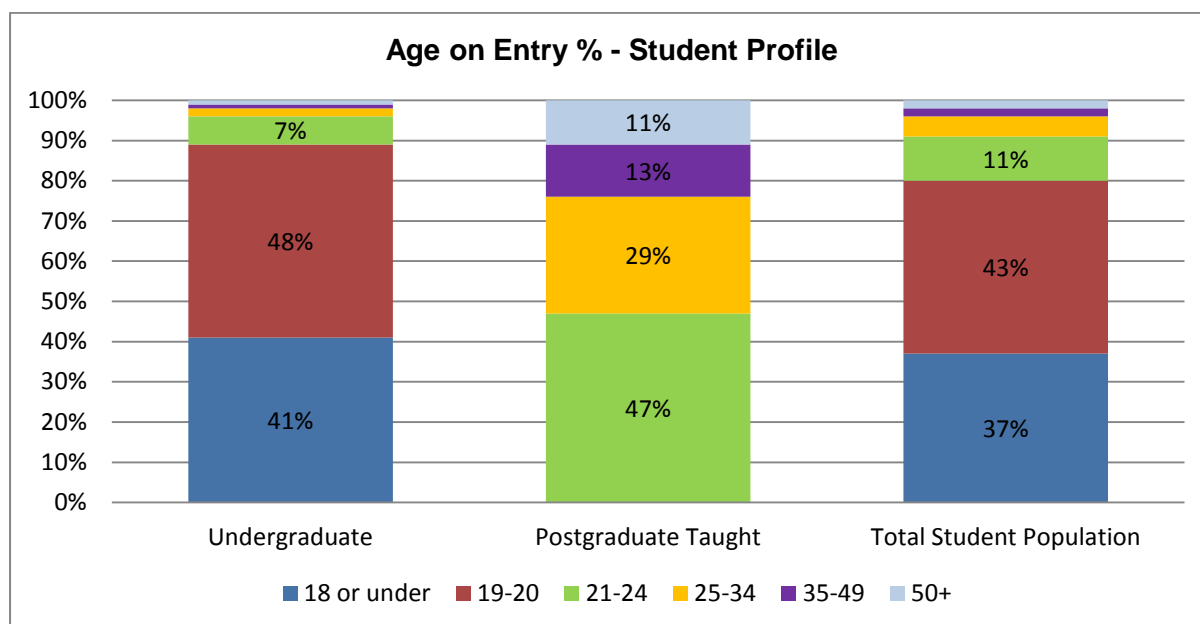
12 Student Profile Statistics

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 2015/16 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 Taught	Total Student Population
18 or under	41%	0%	37%
19-20	48%	0%	43%
21-24	7%	47%	11%
25-34	2%	29%	5%
35-49	1%	13%	2%
50+	1%	11%	2%



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.

The age profile of new undergraduate entrants has shifted to the younger age ranges in 2016/17, 41% age 18 or under and 48% aged 19-20 (37.1% and 48.3% in 2015/16) and a reduction in the percentage of students aged 21-24, at 7% compared with 10.2% in the previous year.

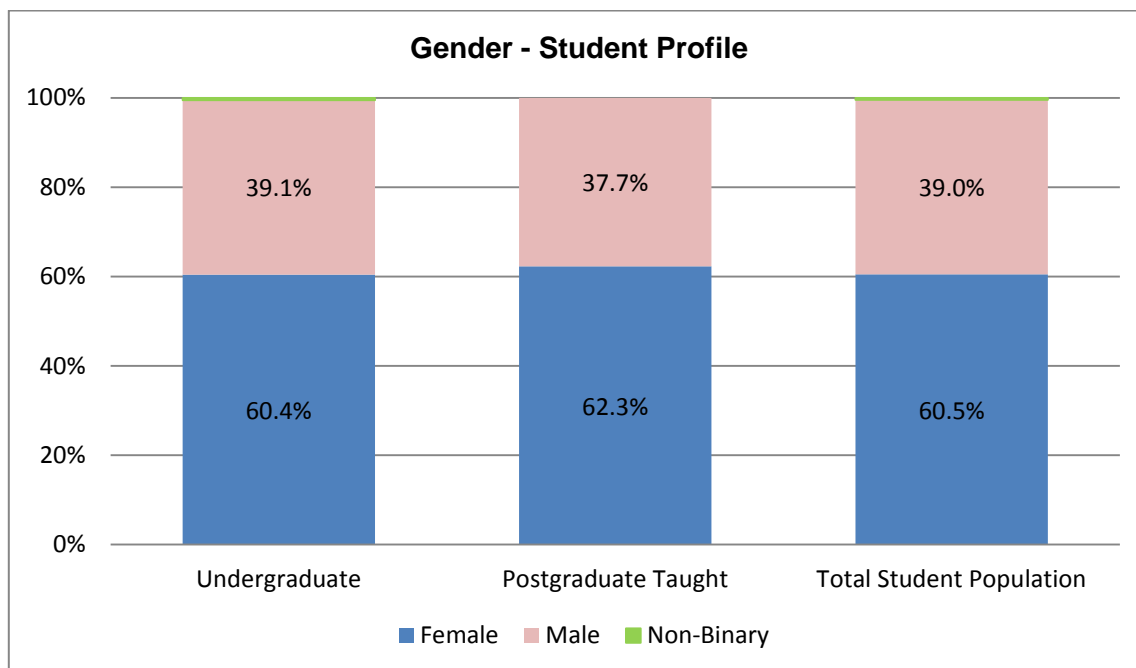
The age distribution of students studying for a postgraduate taught award has again shifted towards the 21-24 age range. In 2016/17, 47% of new entrants were in this age category compared to 37.3% in 2015/16 and 18.5% in 2014/15.

For the total student population, the majority of students (80%) were aged 20 or under in 2016/17. This compared with the overall student population in all HEPs of 37% in 2015/16.

12.2 Gender profile of Students

2016-2017 Gender	Undergraduate	Postgraduate Taught	Total Student Population
Female	60.4%	62.3%	60.5%
Male	39.1%	37.7%	39.0%
Non-Binary*	0.0%	0.0%	0.0%

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

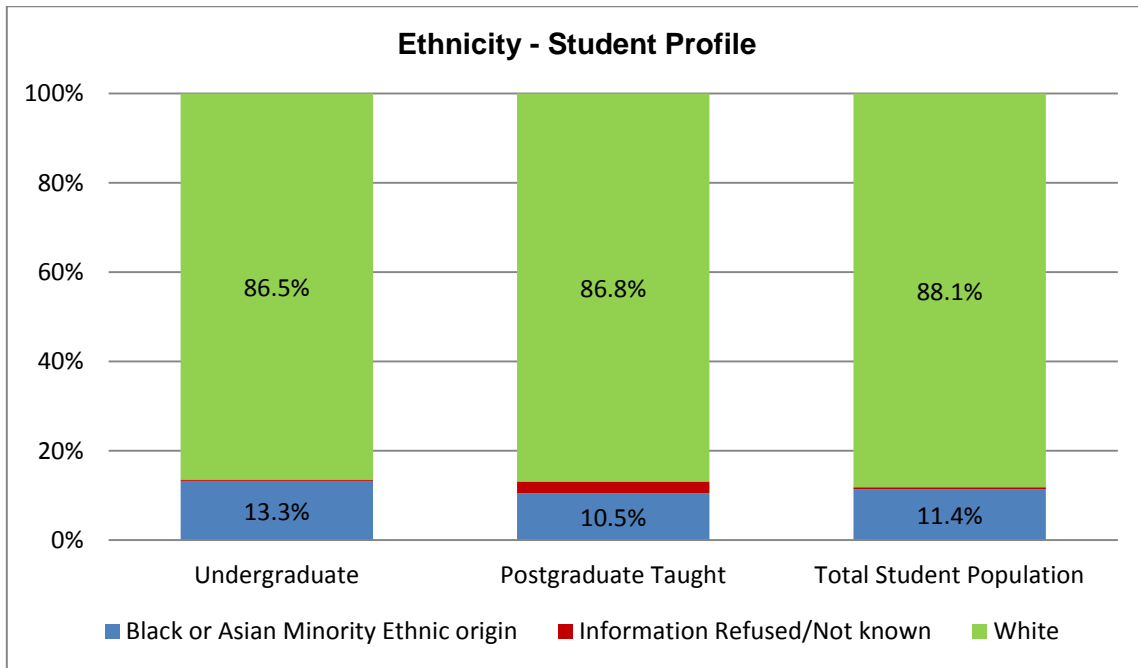


The overall percentage distribution of female to male students remains consistent with 60.5% female and 39% male (60.9% and 39.1% in 2015/16). Comparative data for all HEIs in 2015/16 shows a distribution of 56.5% female and 43.5% male.

For new undergraduate students, the proportion of female to males has been consistent at 60.4% to 39.1%, while postgraduate taught new entrants have seen more males recruited in 2016/17 (37.7% compared to 27.1% the year before). For all HEIs in 2015/16 the proportion of female undergraduates was 56.3% and 57% for postgraduate students.

12.3 Student Ethnicity Profile

2016/17 Ethnicity Classification	Undergraduate	Postgraduate Taught	Total Student Population
Black or Asian Minority Ethnic origin	13.3%	10.5%	11.4%
Information Refused/Not known	0.3%	2.6%	0.5%
White	86.5%	86.8%	88.1%

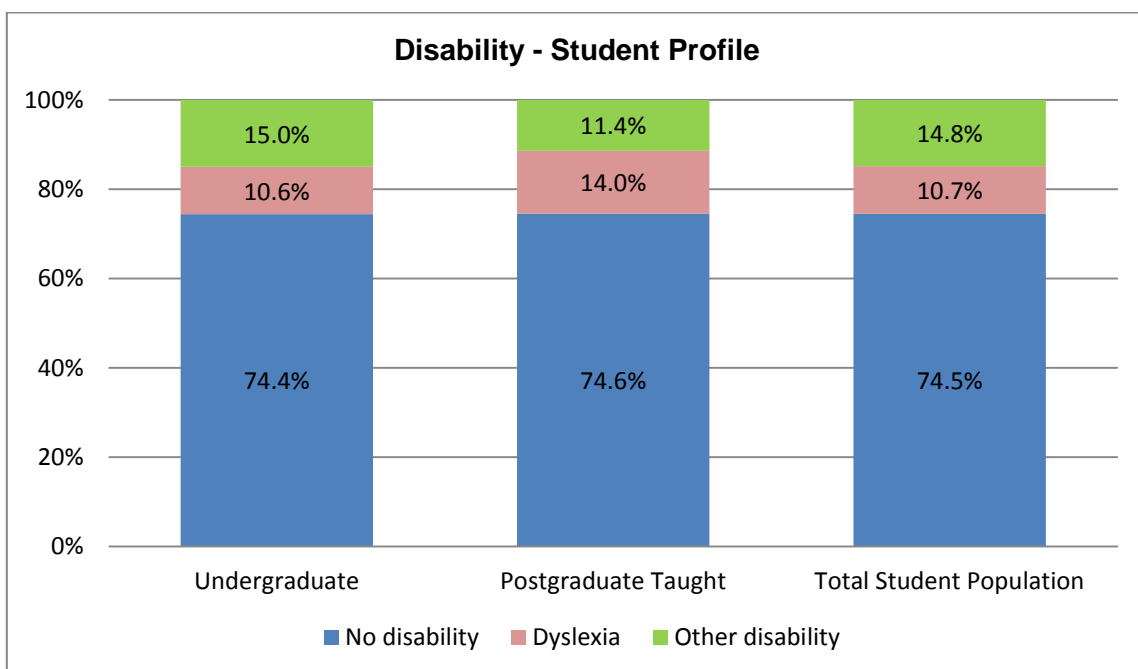


The percentage of undergraduate new entrants from Black, Asian or Minority Ethnic (BAME) backgrounds increased to 13.3% in 2016/17, from 11.5% the preceding year.

Comparative data for all HEPs in 2015/16 shows 17.3% of undergraduate new entrants were from BAME and 62.1% from white backgrounds. For the same period 20.5% refused to answer/did not provide information on their ethnic background, compared to 0.5% at NUA.

12.4 Student Disability Profile

2016/17 Disability Classification	Undergraduate	Postgraduate Taught	Total Student Population
Dyslexia	10.6%	14.0%	10.7%
No disability	74.4%	74.6%	74.5%
Other disability	15.0%	11.4%	14.8%



The overall percentage (all years) of students declaring a disability in 2016/17 was 25.5% compared with 28.4% in the preceding year.

In the academic year 2016/17, 10.7% of students disclosed a specific learning difference (dyslexia, dyspraxia or ADHD) [13.4% in 2015/16].

Comparative data for all HEPs in 2015/16 showed that 11.3% of student declared a disability with 5% disclosing a specific learning difference (dyslexia, dyspraxia or ADHD).

12.5 Student Religion or Belief profile

Religion or Belief profile	2014/15	2015/16	2016/17
No religion	69.2%	70.1%	71.0%
Any other religion or belief	1.6%	1.7%	1.6%
Buddhist	1.2%	0.9%	1.0%
Christian	16.8%	15.7%	15.9%
Hindu	0.4%	0.5%	0.5%
Information refused/ not known	7.9%	8.1%	7.1%
Jewish	0.2%	0.2%	0.2%
Muslim	0.4%	0.6%	0.6%
Sikh	0.0%	0.0%	0.05%
Spiritual	2.3%	2.1%	2.1%

The level of disclosure for religion or belief continues to improve each year, with a 92.9% providing information in the 2016/17 year.

For 2015/16, 79.1% of HEPs returned data on religion or belief. The level of disclosure (all students) for 2015/16 was 50%, with 45.3% blank and 4.9% information refused.

24.1% of students in the sector identified themselves as having no religion (the largest group of disclosed information). However, with the high level of non-disclosure conclusions cannot be drawn from this data.

12.6 Student Sexual Orientation profile

Sexual Orientation	2014/15	2015/16	2016/17
Bisexual	5.2%	5.4%	7.0%
Gay men	2.1%	1.9%	2.1%
Gay women/lesbian	1.1%	1.3%	1.4%
Heterosexual	75.1%	75.8%	74.2%
Information refused	13.4%	12.6%	12.2%
Other	3.1%	2.7%	3.1%
Unknown	0.1%	0.2%	0.0%

The level of disclosure for sexual orientation continues to improve year on year. In 2016/17, the percentage of students who either explicitly refused to provide information or who did not answer the question was 12.2%. This compares to 12.6% in 2015/16 and 13.5% in 2014/15.

Although 81.6% of HEPs did return data on sexual orientation of students in 2015/16, this field was blank for 43.7% of student information.

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	2014/15	2015/16	2016/17
Yes	95.1%	95.2%	95.2%
No	0.9%	1.2%	1.1%
Information refused	4.1%	3.6%	3.7%

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.

78.5% of HEPs returned data on gender identity of students in the HESA return for 2015/16. For this period 52.2% of this data item was blank and 2.5% refused to provide information.

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

In 2016/17, one student took intermission due to pregnancy/maternity leave.

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)

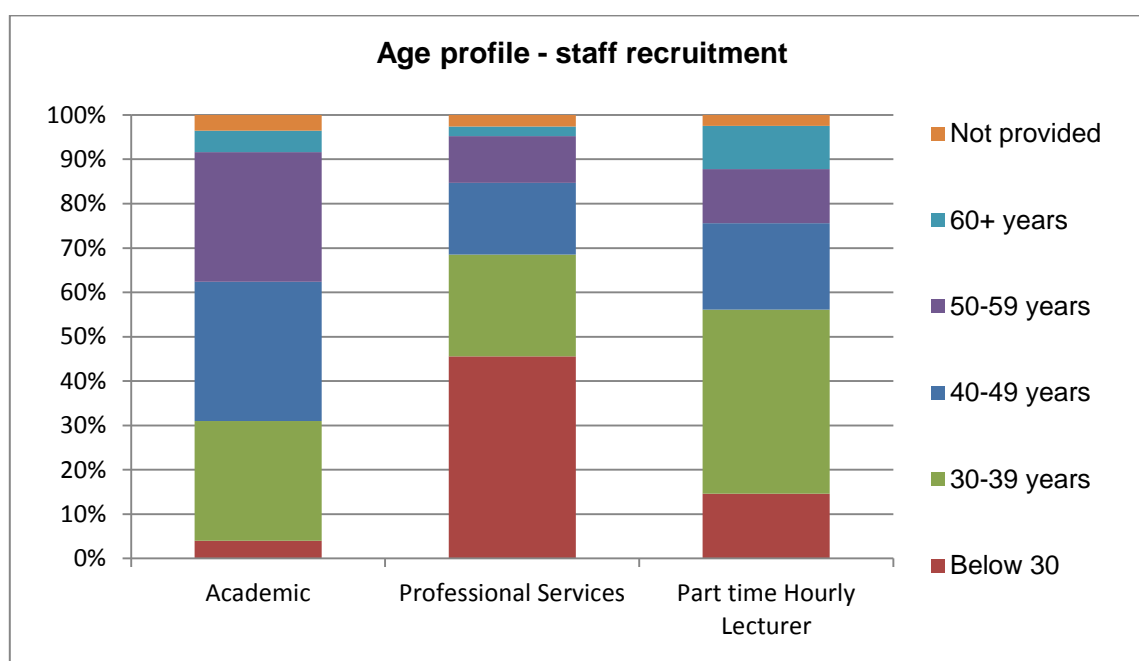
The profile of candidates is analysed by the Human Resources Department for each staff vacancy and the information is used to monitor the recruitment process for protected characteristics. On an annual basis applicant data is produced for all vacancies and the data below provides an overview of the diversity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

During the academic year 2016/17 a total of 87 staff vacancies were advertised which generated 1,562 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	24	215
Professional Services	55	1306
Part-time Hourly Lecturer	7	41

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)



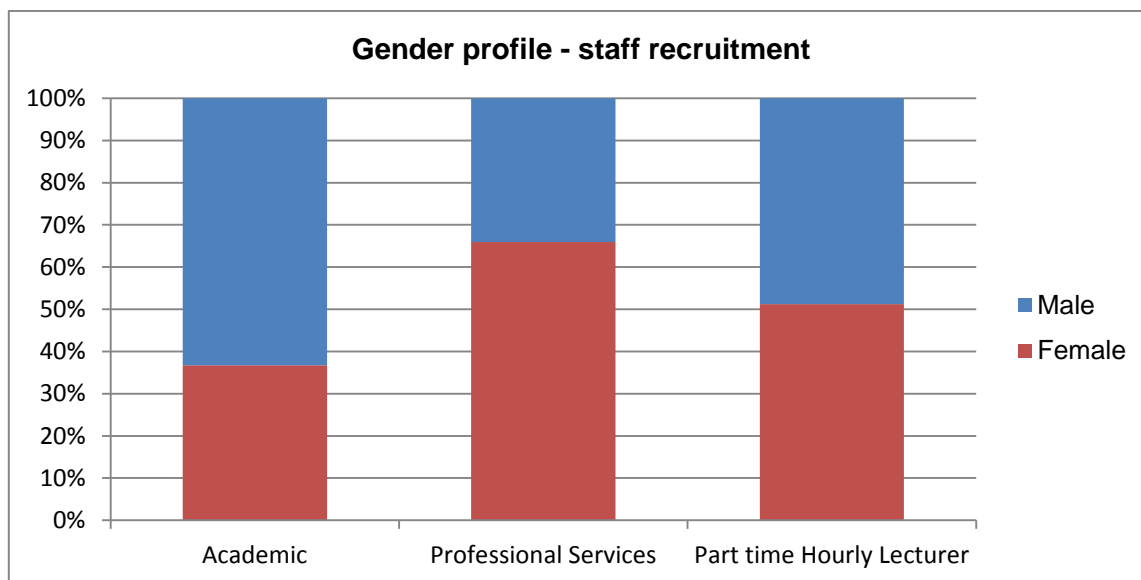
The variation in age range of applicants for the different job categories reflects the nature of the role. Academic posts require experience in the academic discipline and therefore the number of applicants in the age range below 30 is significantly smaller (4.2%) than for professional services staff at 45.6%, 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 2016/17 year.

Although there is a lower percentage of applicants under 30 applying for academic roles (4.2%) in 2015/16 compared to last year (6.7%), our staff numbers in this age group has increased by 1%.

The highest proportion of Part-time Hourly Lecturers applicants were aged 30 to 39 years (41.6%), an increase of 8.6% compared to the 2015/16 report.

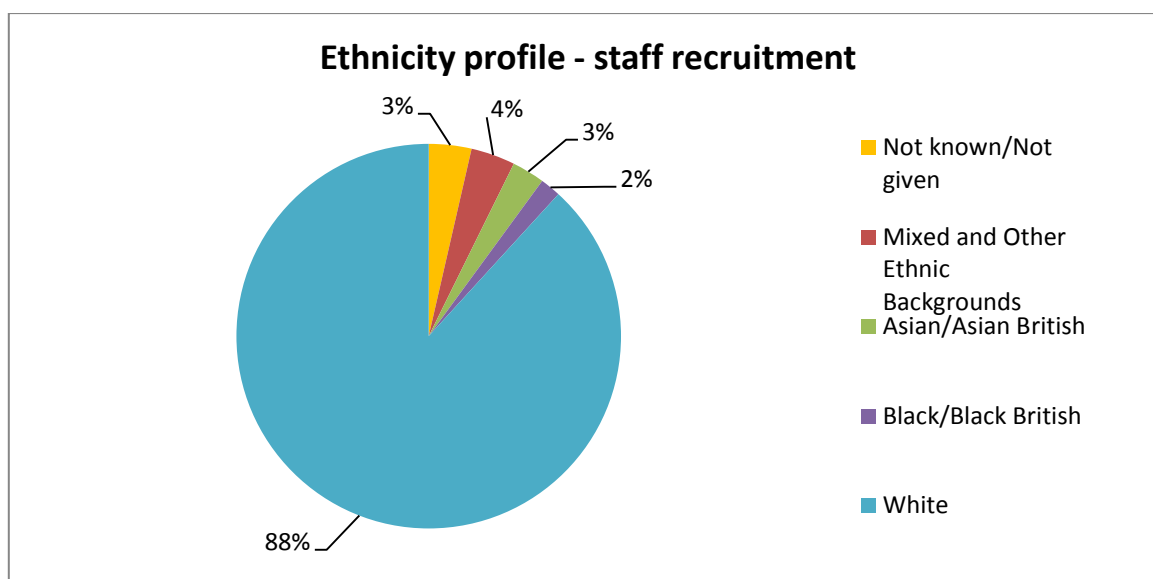
13.2 Gender profiles (applicants)



63% of applicants for academic posts were male. Posts advertised included Computer Science which attracted only male applicants, and Games and Film vacancies which had a high proportion of applicants from male candidates.

The percentage of female applicants for professional services vacancies was 70%. 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 a high proportion of male applicants.

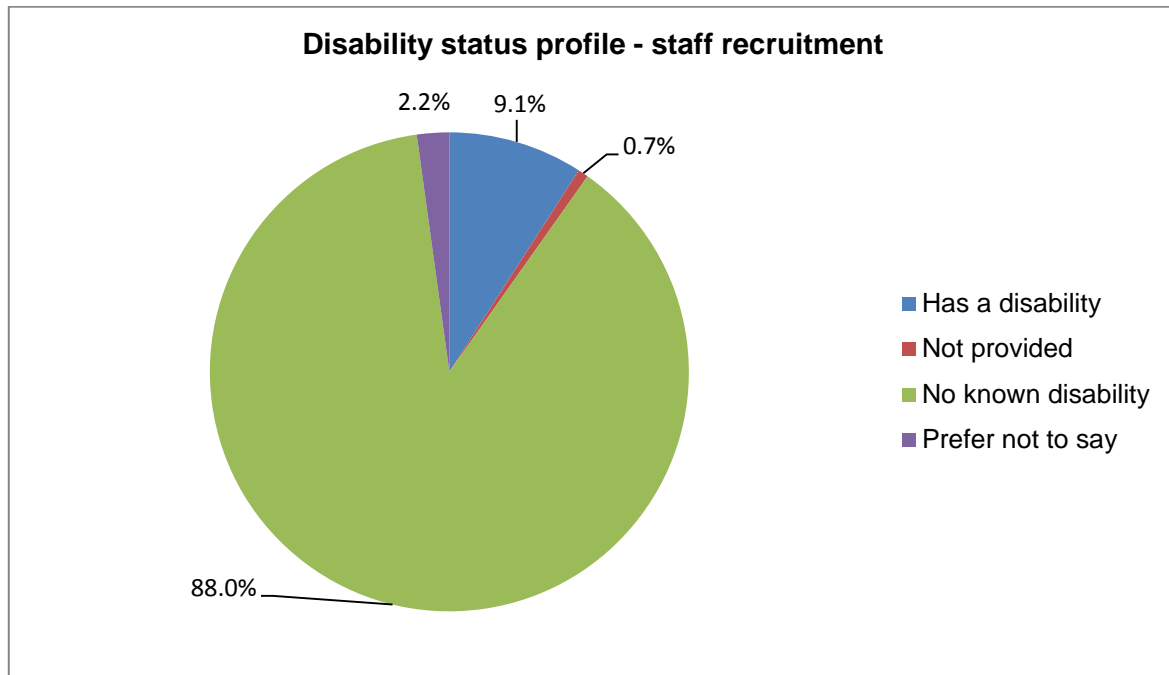
13.3 Ethnicity profile (applicants)



A small percentage of applicants (8%) were from minority ethnic groups, which has remained the same from the previous year. 88% of applicants classified themselves as white, this included non-British white applicants. Ethnicity status was not provided or refused by 3.6% of applicants.

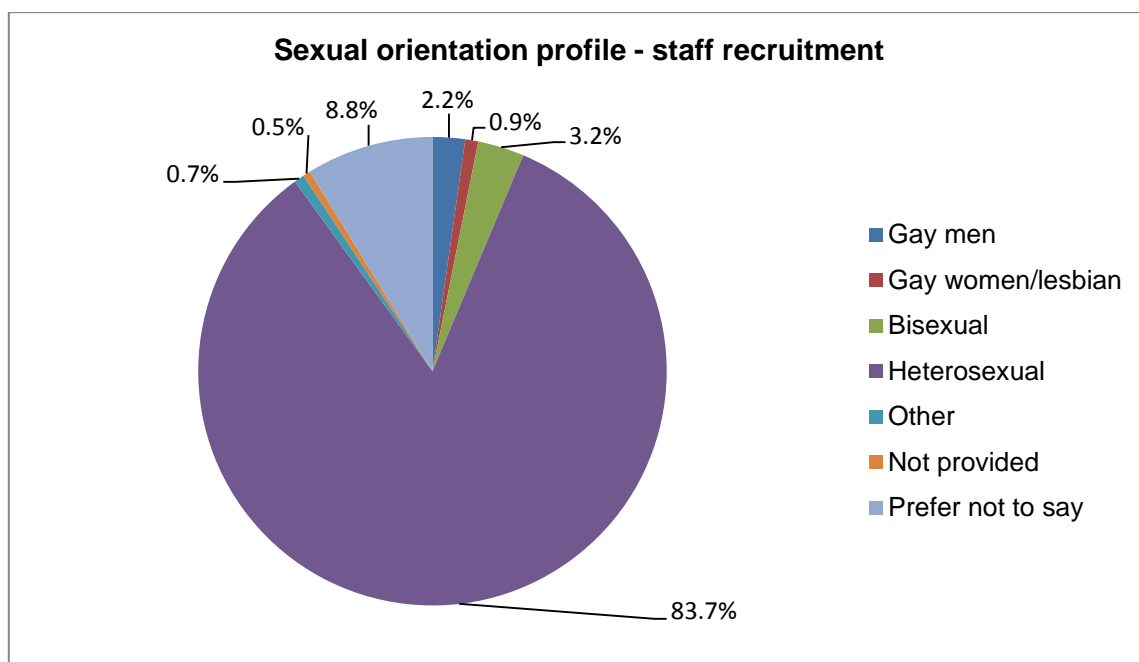
The level of disclosure was similar to the previous two years with only 3.6% not given or prefer not to say.

13.4 Disability profile (applicants)



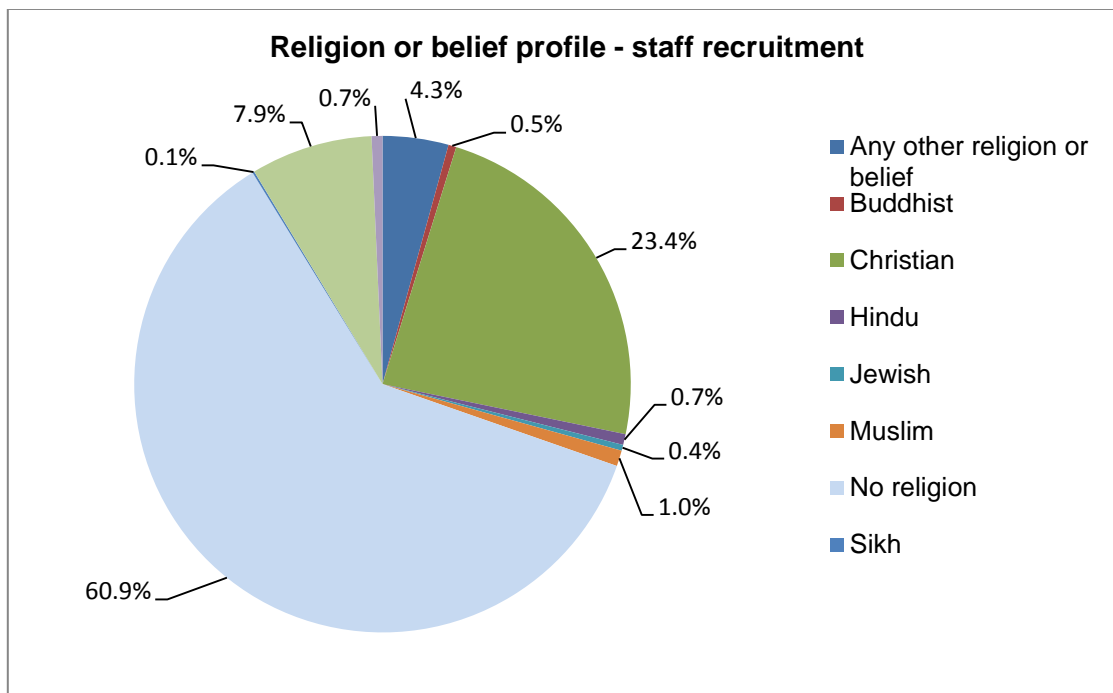
The number of applicants identified they have a disability was 9.1% compared to 8.2% in the previous year. 0.7% of applicants did not provide details of their disability status, and 2.2% preferred not to say.

13.5 Sexual orientation profile (applicants)



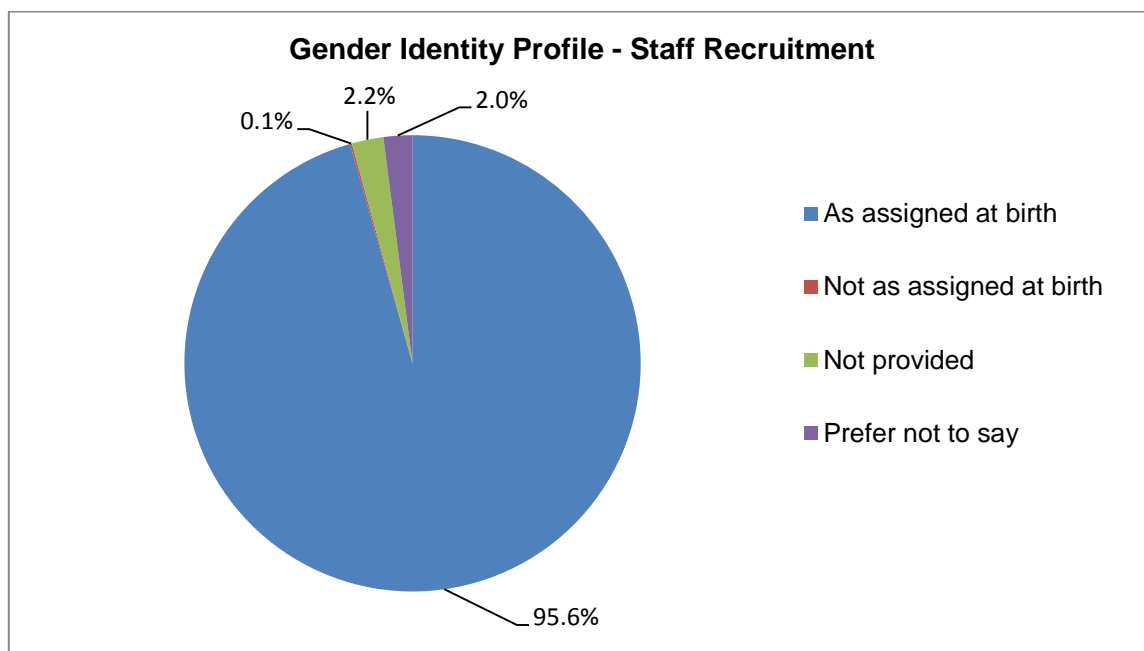
Applicants for staff vacancies have a higher disclosure rate for sexual orientation than the current staff profiles – 90.7% of applicants compared to 80% of staff.

13.6 Religion or belief profile (applicants)



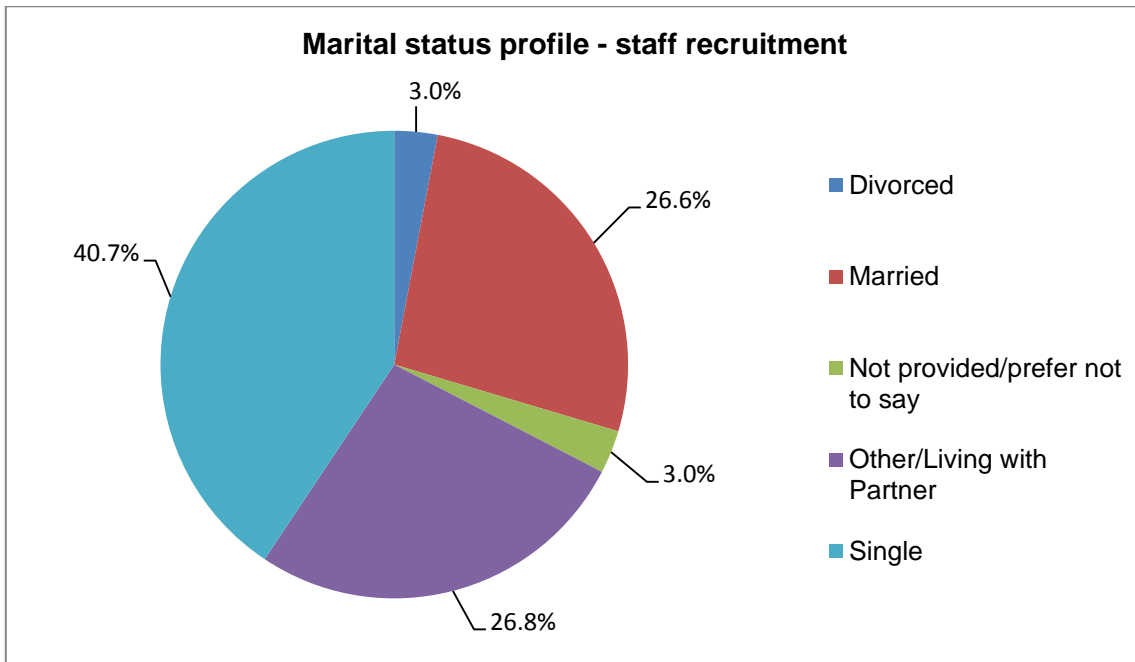
A higher proportion of applicants (60.9%) declared they have no religion or belief compared with 47% of the staff population. 8.6% of applicants did not provide information on their religious belief with 7.9% specifically stating they “prefer not to say”.

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 95.7% in 2015/16.

13.8 Marital status profile (applicants)



3% of applicants provided no information on their marital status. No applicants declared they were in a civil partnership. The highest proportion of applicants (40.7%) 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 specific needs. In 2017, a new lift was installed in St Georges Building, which is now able to service all four floors of the building and, in particular, giving access to the Textiles Workshops.

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. 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 was made up of other specialist HE organisations from around the UK.

Meetings take place twice yearly and the topics covered in April 2017 included Gender pay reporting, eating disorders/mental health, mental Health First Aid and how to attract under-represented groups to academic roles

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.

17 Health and Wellbeing

The University introduced free medical health checks for staff in July 2016. The checks included:

Height, Weight and Body Mass Index

Blood Pressure

Discussion with an Occupational Nurse regarding general health eg diet, social history (smoking/drinking etc)

Cholesterol Test (finger prick)

Glucose Test (finger prick)

Staff were given the results of the screening together with health leaflets relative to them individually.

Due to the success of the health checks sessions ran again in 2017 with 40 staff attending.

Sparks week was launched in January 2017 which was a Wellbeing Week for staff and students. HR liaised with the student union to provide a varied and fun programme. Sparks week included various taster exercise and relaxation classes Zumba, Yoga, Power Hooping, Meditation, Salsa and samba.

Staff and students were also given the opportunity to get involved in a range of larger events run throughout the week with fundraising opportunities for Mind, Norwich and Central Norfolk. Staff and Students supported the NUA Bake Off, teams competed in the NUA Quiz night and the Guided Ghost Walk was particularly well supported by international students.

Following on from the success of Yoga sessions during wellbeing week, we trialled a six week programme of early morning sessions for staff. The sessions included exercises staff could carry out to relieve computer-hunched backs and practical 'pocket mindfulness' techniques. We received positive feedback from the sessions and continue to offer sessions throughout the term on a weekly basis and these are attended by both male and female staff.

A flu vaccination clinic is held annually and in October 2017 55 staff attended for a free flu vaccination.

Adjustments to working patterns were approved for three members of staff in 2016-17 under flexible working requests. There was one member of staff who opted for flexi-retirement under the Local Government Pension Scheme.

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 2016/17 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. 52 staff have completed the e-learning package in the past 12 months. In addition, 2 staff received one-to-one training.

Supporting Students with Dyslexia

The three training programmes "Supporting Staff to Support Students with Dyslexia" were attended by 30 staff. The workshops was delivered by the University's two Dyslexia Support Tutors.

The course was designed to build an understanding of dyslexia and develop strategies to enhance the teaching and learning experience. Feedback from those staff attending was

extremely positive and they agreed that all staff with direct contact with students should attend the sessions.

Successful Recruitment and Selection

During the 2016/17 academic year, one-to-one sessions were provided to 12 staff new to interview panels and/or new to the University process. Sessions were also held for 5 Student Course Representatives who will attend interviews for academic posts.

Wellbeing and Resilience

Run by Norwich and Central Norfolk Mind, this 3 hour workshop explored 7 strategies for well-being and why they help keep people resilient and well. 31 staff attended this very informative workshop.

20 Objectives for 2017/18

- 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
- Implement a mentoring scheme for staff returning from maternity/ paternity and adoption leave and amend policies to reflect mentoring provision.
- Understand the impact of internal and external changes (eg admissions criteria) on the diversity of student admissions
- Publish the University Gender Pay Gap figures
- Identify opportunities to increase the representation of BAME staff within the University