



**Vice-Chancellor: Professor John Last**

**EQUALITY AND DIVERSITY ANNUAL REPORT  
2017/2018**

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**Director of Human Resources  
November 2018**

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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 2017/18 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 2018.

## **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 no incidents reported by staff in the year 2017/18 through the Grievance Policy and Procedure which needed to be addressed.

## **6 Engagement with Schools/Colleges**

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

Our Schools and Outreach Officers, team of Student Ambassadors and academics from all courses have a programme of visits to schools and colleges to deliver workshops, presentations and attend careers and parents evenings. They work with students compiling their portfolios in preparation for applying for a creative degree, carry out mock interviews and provide hands on workshops on campus and in schools. A total of 368 school visits took place during the year, including 24 workshops delivered in school by NUA Student Ambassadors. Workshops were also been delivered at Tate and the 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 young people from disadvantaged groups to fulfill their potential and support identified students into HE and degree level apprenticeships. Higher Education Champions are working with target students from year 9 to 13 within schools. NUA has two Higher Education Champions and a NEACO Student Ambassador who are working with schools across Norfolk to deliver a programme of activities and mentor identified students. The [takeyourplace.org.uk](http://takeyourplace.org.uk) website ensures all schools in the region have access to information on outreach work of the group and clear information on student finance, support for HE students etc.

NUA welcomed teachers, heads of sixth form and careers advisers from across the UK for 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.

92 teachers attended in June and July 2018. An additional 6 CPD events took place at NUA throughout the year which 48 teachers participated in.

## **7 Applicants for Undergraduate and Postgraduate Courses**

During 2017/18, the University held eight UG 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. All Saints Green (NUA Hall of Residence) is also open for tours with NUA students currently living there. Members of staff from Student Support are in attendance throughout the day to answer any specific questions.

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

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

The Open Days attracted 3,090 attendees of which 1,518 were potential applicants. 181 feedback forms were completed and returned. There were only two comments relating to matters around equality and diversity. One commented that the Open Day was too busy and not suitable for someone with anxiety and another generic mention of disabled access. These issues have both been addressed by offering personal tours to any potential applicants that require them. Estates will also review the disabled access to all areas.

Prospective students can access information at the Applicant Day which was held in April 2018. 167 prospective students who had been offered a place and 28 guests attended. This provided an opportunity to ask any further questions around finance and accommodation, plus any other information relating to student experience and student support.

In addition, 1130 undecided applicants were also telephoned, in March 2018, by Student Ambassadors from the course that they had applied for. 242 conversations took place with home applicants and 16 international applicants able to ask any questions they had directly. A further email went to all students who had firmly accepted a place, had nominated NUA as their insurance choice or were still undecided in April 2018 which included information on accommodation options, financial support and bursaries.

The University held five MA Open Days. 238 prospective students attended and there were no specific comments in the feedback on matters relating to equality and diversity.

## **8 Engagement with the Student Population**

NUA courses require students to attend all taught sessions, and this formal engagement underpins the creative community and staff-student interaction that, in part, characterises NUA. Student feedback and opinion is elicited through a range of formal and informal mechanisms and means student views are taken quantitatively through documentary evidence compiled from responses to questionnaires 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 Deans Forum, Faculty Boards and other key committees such as Learning, Teaching and Quality Committee and at University

Senate and Council. Student views are also 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.

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

Students also participate in university Quality panels for course approvals and reviews and in the past have been present on appointments panels for academic or professional services staff. For the 2017/18 academic year, and for the first time, student course representatives were invited to participate in staff appointments panels and requisite training was put in place to facilitate this. This proved to be a great success, with both recruitment processes and students' professional practice being enhanced as a result. This action was taken to ensure that appropriate consideration was given to the student voice and to enhance the diversity of our panels and the experience of applicants. The intention is that this practice will continue.

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

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

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

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

In preparation for 2018/19, significant work was taken with regard to the operation of course timetables in response to student NSS views regarding organisation and management. All students across all levels from Year 0 to MA attended a series of 11 lectures from the Pro Vice-Chancellor (Academic) and Workshop Manager for Design on the underlying principles and importance of the revised timetables and attendance at mandatory sessions. These

lectures reinforced the key aspects of the learning agreement, engagement and the importance of the student voice in informing the University's work in this area.

## **9 Students' Union at NUA**

The Students' Union has created its own Equality & Diversity Policy which highlights our commitment to equality and diversity and provides formal guidance to SU Staff and students who volunteer within the organisation. This is a new policy which has been approved by the Students' Union Steering Committee and also helps in meeting best practice guidelines set out within the NUS Quality Students' Union Framework.

The number of liberation-based clubs and societies continues to grow with events, campaigns and activities being facilitated by the following student-led groups:

- Womanist Society
- BAME Society
- Pride Society
- Internationals Society
- Christian Union

The Students' Union continues to support the Officers of these societies to ensure that they can carry out their roles effectively and help to promote their activities across the wider NUA community. This support has helped the Officers deliver campus wide campaigns to raise awareness in the following areas:

- Black History Month
- LGBTQ+ History Month
- World AIDS day
- International Women's Day

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

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

The implementation of an online nominations and elections portal has helped to ensure that all students have had an equal opportunity to apply for the role of Student Representative, ensuring that elections are fully democratic and that students are being accurately represented across all courses and year groups.

## **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.

## 11 Staff Profile Statistics

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

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

Profile information has been compiled for staff employed as at 31 March 2018 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 2016-17). HESA data excludes staff with a contract below 0.25 FTE. NUA data includes all salaried staff.

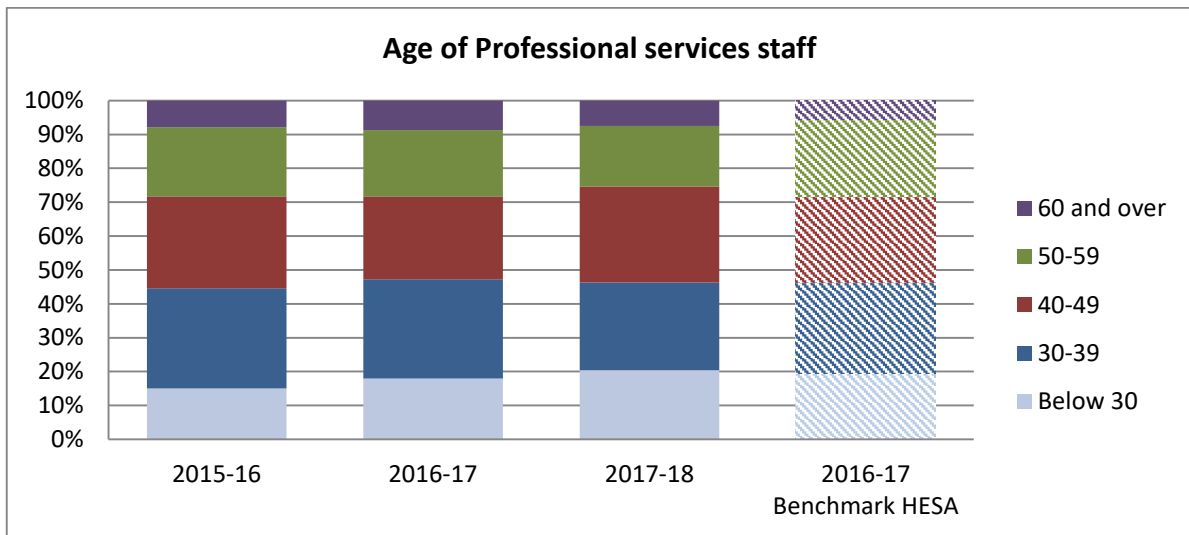
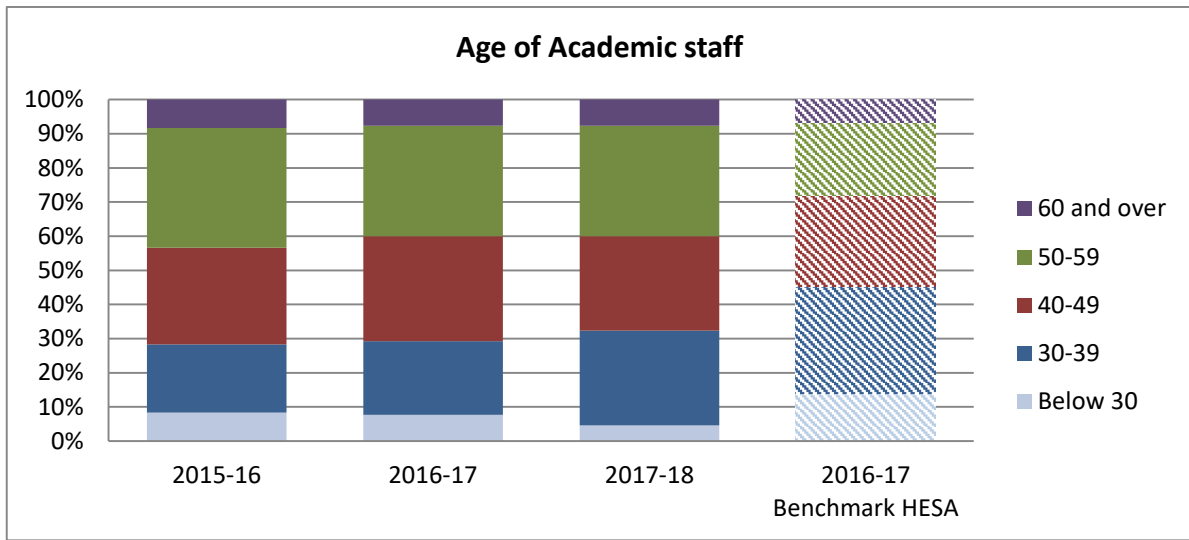
### 11.1 Age profiles (salaried staff)

	2015-16		2016-17		2017-18	
	as at 31 July 2016 No. of Staff	% of total	as at 31 July 2017 No. of Staff	% of total	as at 31 March 2018 No. of Staff	% of total
<b>Academic staff:</b>						
Below 30 years	5	8%	5	8%	3	5%
30-39 years	12	20%	14	22%	18	28%
40-49 years	17	28%	20	31%	18	28%
50-59 years	21	35%	21	32%	21	32%
60 years and over	5	8%	5	8%	5	8%
<b>Total Academic staff</b>	<b>60</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>65</b>	<b>100%</b>
<b>Professional services staff:</b>						
Below 30 years	25	15%	33	18%	41	20%
30-39 years	49	30%	54	29%	52	26%
40-49 years	45	27%	45	24%	57	28%
50-59 years	34	20%	36	20%	36	18%
60 years and over	13	8%	16	9%	15	7%
<b>Total Professional services staff</b>	<b>166</b>	<b>100%</b>	<b>184</b>	<b>100%</b>	<b>201</b>	<b>100%</b>
<b>Total salaried staff</b>	<b>226</b>	<b>100%</b>	<b>249</b>	<b>100%</b>	<b>266</b>	<b>100%</b>



At NUA the average age for academic staff in 2017/18 is changed by 1% from 46 to 47 years. The data shows a largest proportion of academic staff at NUA remain in the aged 50 or over groups with 40%, compared to the HESA benchmark of 28% in this age group. 5% of academic staff employed at the University are under the age of 30 (a reduction from 8% in 2016/17) 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 (54%) are in the age range 30 to 49 with an average age of 41 for this group of staff. This compares with the HESA benchmark of 53%. There was a slight increase in the proportion of staff in the age range below 30 years, from 18% in 2016/17 to 20% in 2017/2018. This compares to the HESA benchmark of 20%.



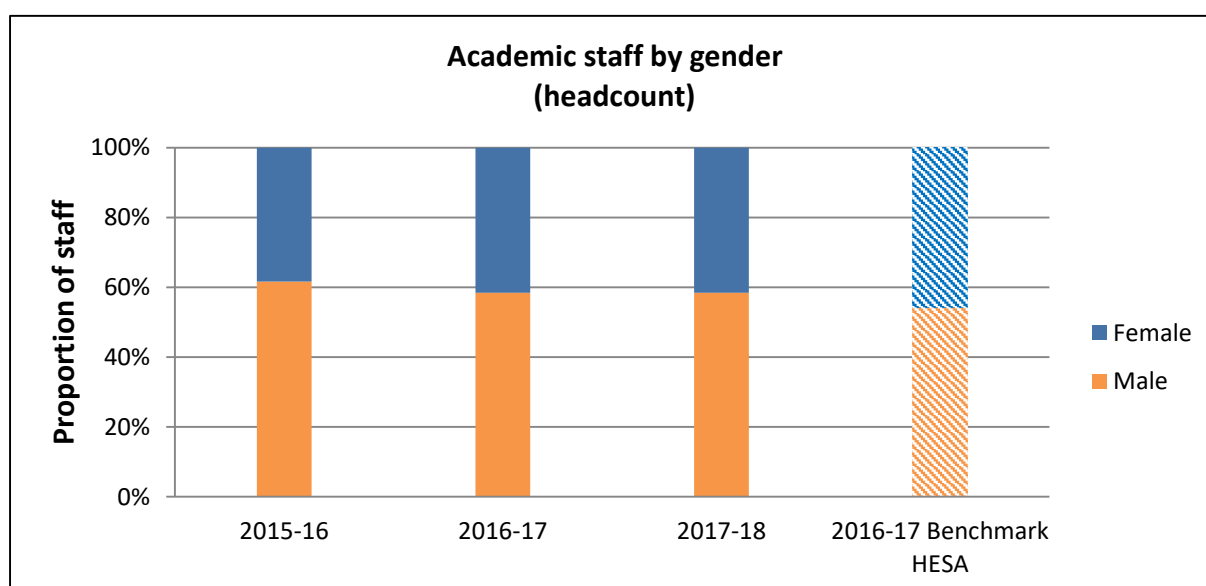
## 11.2 Gender profiles (salaried staff)

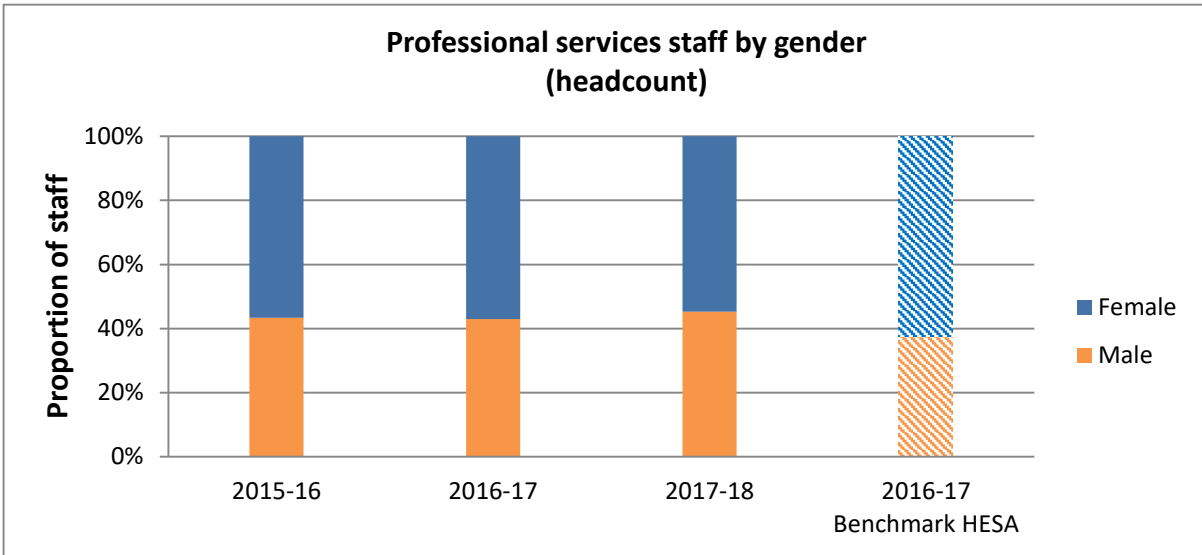
	2015-16		2016-17		2017-18 as at 31 March 2018	
	as at 31 July 2016 No. of Staff	% total	as at 31 July 2017 No. of Staff	% total	No. of Staff	% total
<b>Academic Staff:</b>						
Male	37	62%	38	58%	38	58%
Female	23	38%	27	42%	27	42%
<b>Total Academic staff</b>	<b>60</b>	<b>100%</b>	<b>65</b>	<b>100%</b>	<b>65</b>	<b>100%</b>
<b>Professional services staff:</b>						
Male	72	43%	79	43%	91	45%
Female	94	57%	105	57%	110	55%
<b>Total Professional services staff</b>	<b>166</b>	<b>100%</b>	<b>184</b>	<b>100%</b>	<b>201</b>	<b>100%</b>
<b>All staff:</b>						
Male	109	48%	117	47%	129	48%
Female	117	52%	132	53%	137	52%
<b>Total</b>	<b>226</b>	<b>100%</b>	<b>249</b>	<b>100%</b>	<b>266</b>	<b>100%</b>

In the 2017/18 reporting period there was a slight decrease in the percentage of female staff at 52% compared to 53% in the previous year due to an overall increase in staff numbers.

Academic staff by headcount remained the same as the previous year with 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 46% of the academic staff population reported in the HESA data for 2016/17.

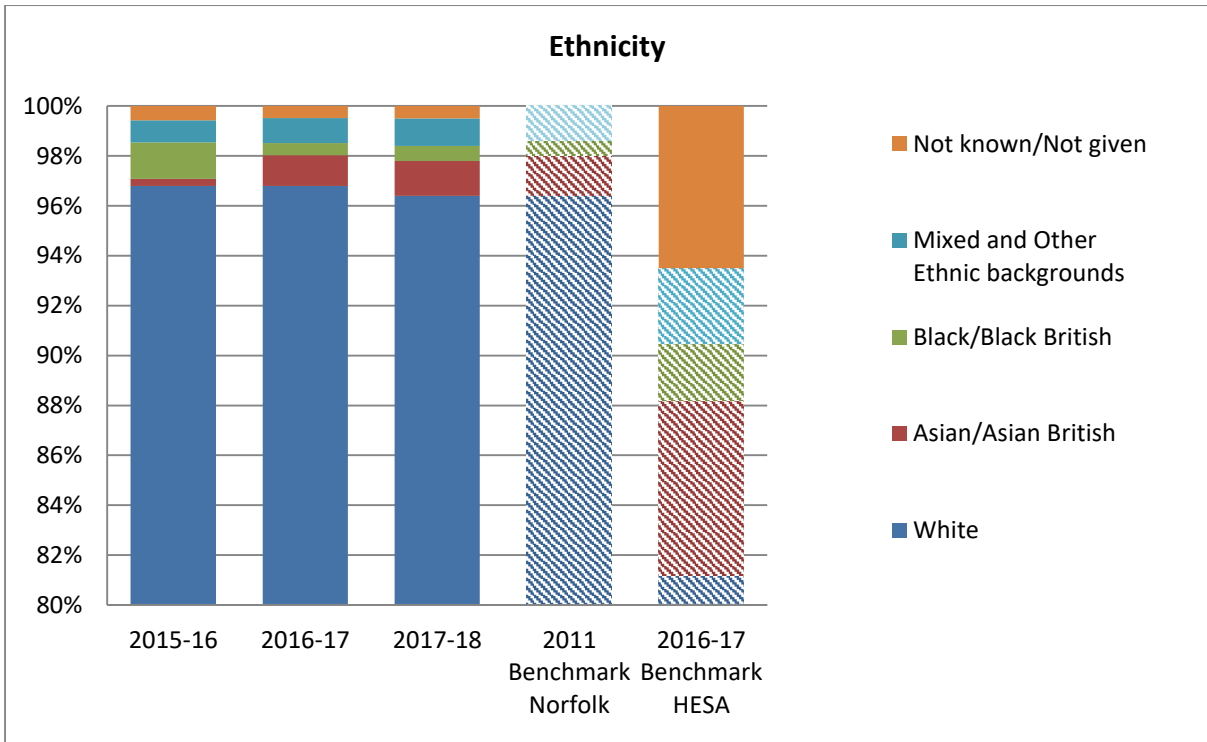
For professional services staff the overall proportion of female staff was 55% at NUA compared with 63% in the sector. For most occupational groups, within professional services, there is a higher proportion of women than men at NUA.





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

	2015-16 as at 31 July 2016	2016-17 as at 31 July 2017	2017-18 as at 31 March 2018
<b>All staff</b>			
White (includes non-British White)	96.8%	96.8%	96.4%
Asian/Asian British	0.3%	1.2%	1.4%
Black/Black British	1.5%	0.5%	0.6%
Mixed and Other Ethnic backgrounds	0.9%	1.0%	1.1%
Not known/Not given	0.6%	0.5%	0.5%
	<b>100%</b>	<b>100%</b>	<b>100%</b>



Note: scale is from 80% to 100%

	NUA	Norfolk **
White (including non-British White)	96%	96%
Black	1%	1%
Asian	1%	2%
Other Ethnic background, inc mixed	1%	1%
Information not provided/ Unknown	1%	0%
	<b>100%</b>	<b>100%</b>
**Source: Census 2011 Office for National Statistics		

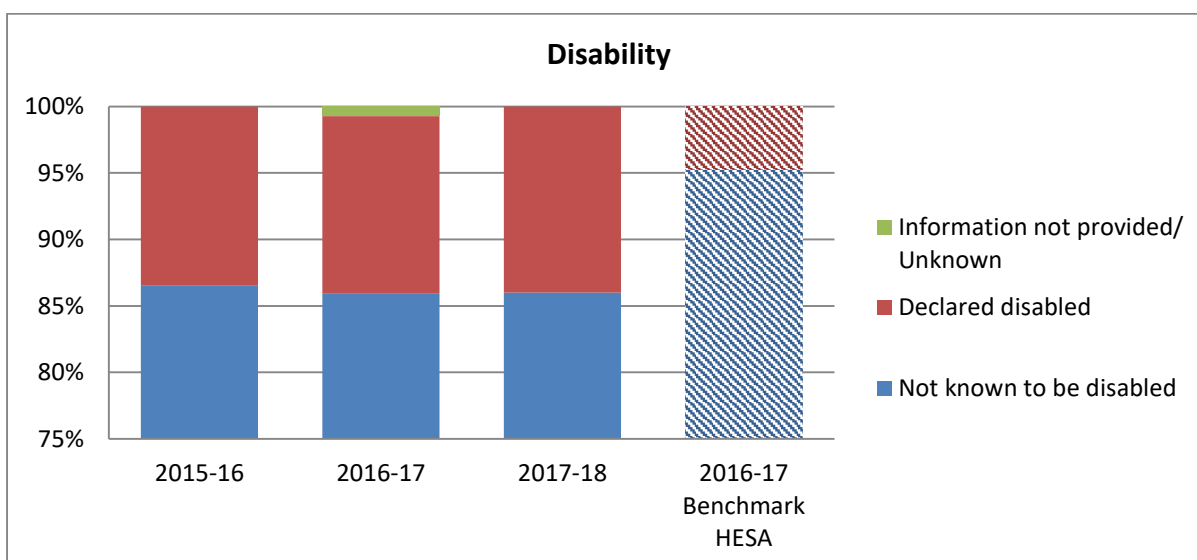
The ethnic profile for Norfolk shows that 4% of the working population categorise themselves as being from an ethnic minority background which is the same percentage as NUA employees.

At NUA 99.5% of staff chose to report their ethnicity status. This compares with a disclosure rate in the sector of 93.5%.

9.4% of UK national staff in the sector identified as BAME. Of the non-UK national staff in the sector, 28.4% categorised themselves as being from a BAME background. (source ECU Higher Education Statistical Report 2018).

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

	2015-16 as at 31 July 2016	2016-17 as at 31 July 2017	2017-18 as at 31 March 2018
<b>All staff</b>			
Not known to be disabled	87%	86%	86%
Declared disabled	13%	13%	14%
Information not provided/ Unknown	0%	1%	0%
	<b>100%</b>	<b>100%</b>	<b>100%</b>

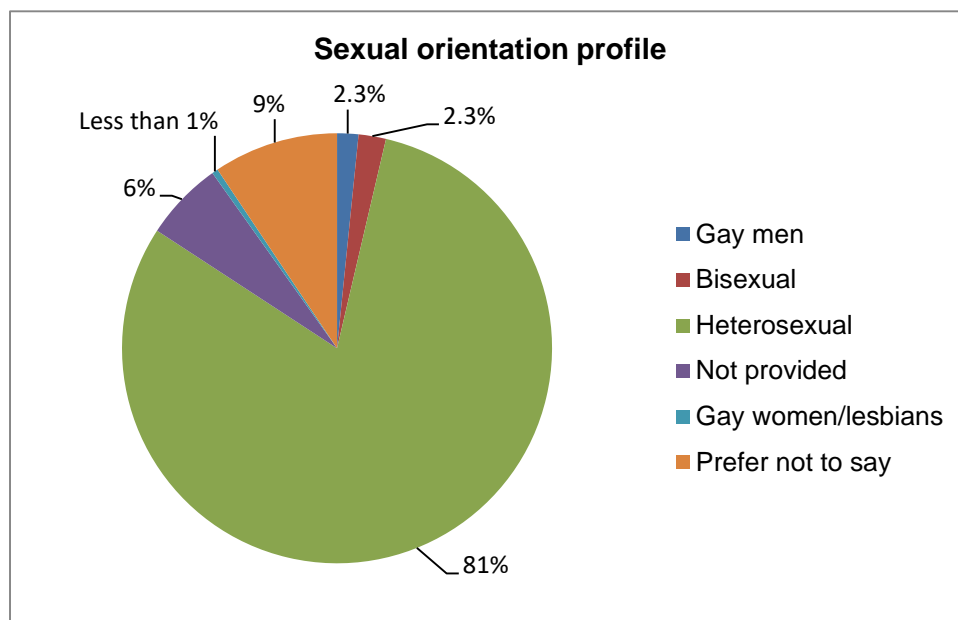


Note: scale is from 75% to 100%. The HESA benchmark figure for not known to be disabled includes unknown

At NUA all staff declared their disability status, with 14% of staff identifying themselves as having one or more disabilities. This compares to 4.7% of total staff in the sector declaring a disability (figures in the sector combine not known to be disabled with unknown). NUA had the second highest percentage of staff in the sector declaring they have one or more disabilities in 2016-17.

Of the staff who declared they had one or more disabilities, 46% have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D. This figure compares to 20.8% 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.

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



The level of disclosure of sexual orientation has slightly increased from 80% to 85% in 2017/18.

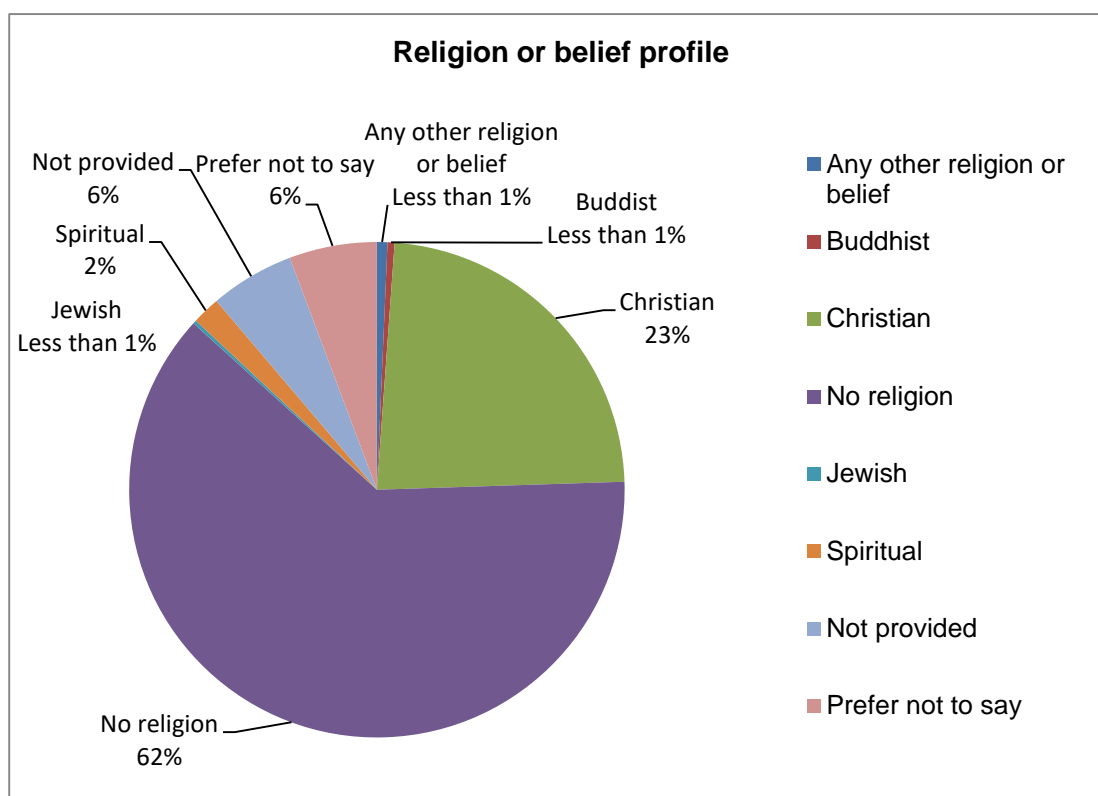
There has been a decrease of 3% of staff who stated they “prefer not to say” how they categorise their sexual orientation status, from 12% in 2016/17 to 9% in the current period. As recorded in the previous year, 6% of staff did not provide information on their sexual orientation compared to 8% in 2016/17.

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

In institutions that returned sexual orientation information to HESA, 49.2% provided information, 12.3% refused to provide information, and for 38.5% the data field was blank. However, the proportion of all staff for whom sexual orientation data was known increased by 4.2 percentage points from 45.3% in 2015/16 to 49.5% in 2016/17. The proportion of staff with unknown information on sexual orientation was larger for staff aged 61 and over (58.8%) than for staff aged 30 and under (40.3%). Source: ECC 2017)

Of the staff in the sector who provided data on sexual orientation (excluding not provided and prefer not to say) 93.9% identified themselves as Heterosexual, 2.4% Gay men, 1.5% Bisexual, 1.3% Gay women/lesbian and 0.9% other. This compares to 95.1%, 1.9%, 2.4%, 0.6% and 0% respectively at NUA.

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



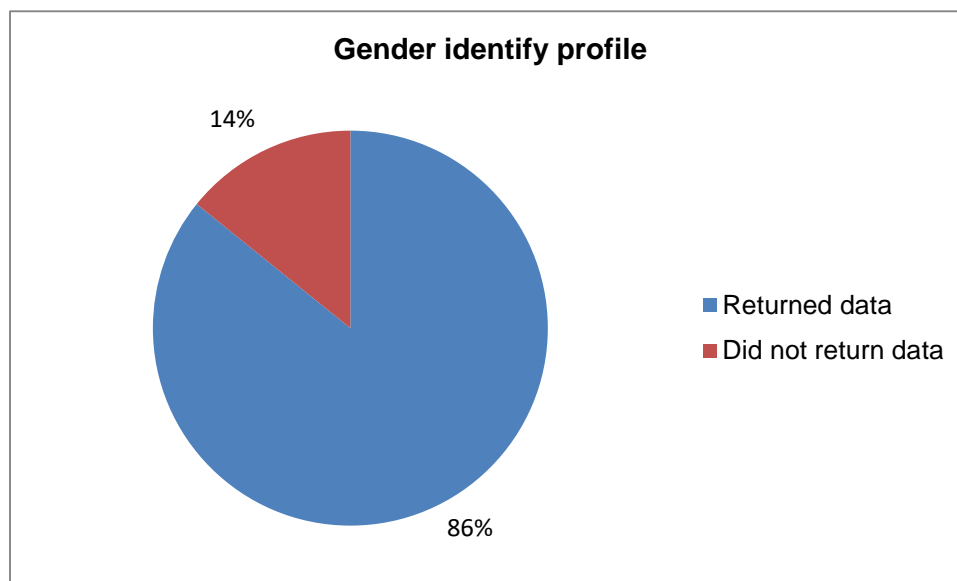
The University has been collecting information on religion or belief of staff through the annual staff data collection for a number of years.

88% of staff disclosed their religion or belief, a reduction of 1% from the previous year.

62% of staff classified themselves as having no religion or belief which reflects the data in the last census for the Norfolk population of 61%. Christian is the largest religious belief group at 23% of the total staff population.

For the HESA 2016/17 return, 75.6% of Higher Education Providers (HEPs) returned staff data on religion or belief, however the data was blank for 37.1% and 12.4% refused to provide information, 49.5% of total staff. Of the staff in the sector who disclosed their religion or belief, 47.8% had no religion or belief, (compared to 62% at NUA) and 40.7% stated they were Christian (compared to 23% at NUA).

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



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

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

The University has included gender identity (gender reassignment) in the annual staff data collection since 2012. 14% of staff chose not to provide information on their gender reassignment compared to 13% in 2016/17.

Of the staff in institutions that returned gender reassignment information to HESA in 2016/17, 51.1% provided information, 7.5% refused to provide information, and for 41.4% the data field was blank. Overall, gender reassignment information was unknown for 66.5% of all staff working in higher education. While large, this proportion has dropped by 2.5 percentage points from 2015/16 levels (69.0%).

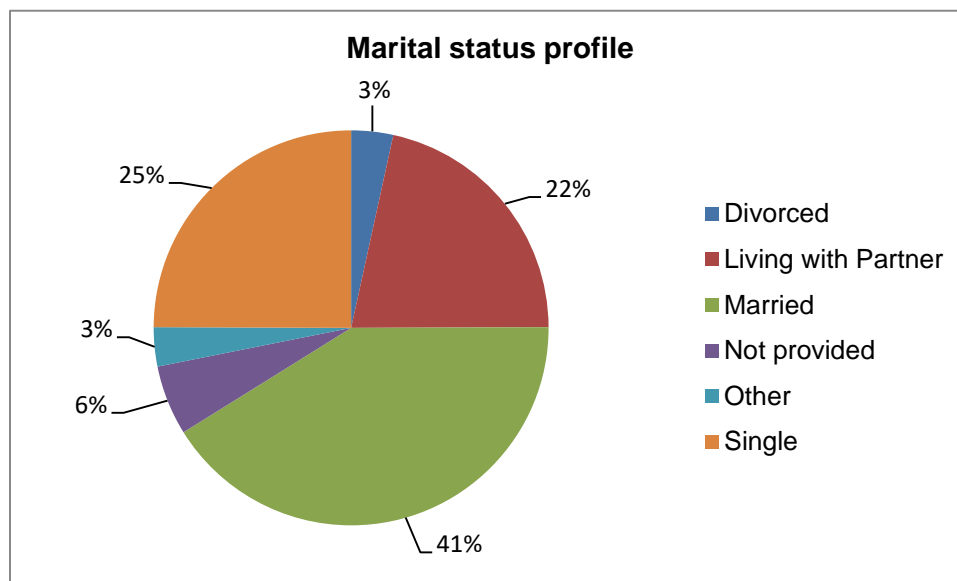
## 11.8 Maternity/Paternity Leave

Eleven staff took maternity leave in 2017-18 and one member of staff has taken paternity leave. One member of staff also took shared parental leave during this period.

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

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

## 11.9 Marital status profile



For NUA staff, marital status is the information they provide for their current marital status. 6% of staff did not provide data on their marital status in the 2018 staff data collection, a slight improvement on the 2016 and 2017 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 41%, this compares to 50% in the Norfolk population (Census 2011 - which classifies an individual according to their legal marital or registered same-sex civil partnership status as at the census day).

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

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

## 11.10 Gender Pay Gap

Gender Pay Gap legislation introduced in April 2017 requires all employers of 250 or more employees to publish their gender pay gap data by 30<sup>th</sup> March 2018 and then annually thereafter. The Gender Pay Gap Report 2017 reflects data for employees in place at a snapshot date of 31<sup>st</sup> March 2017.

The mean gender pay gap is 9.07% lower for women. The median gender pay gap is 11.39% lower for women.

The Gender Pay Gap Report 2017 is published on the University and Government websites.



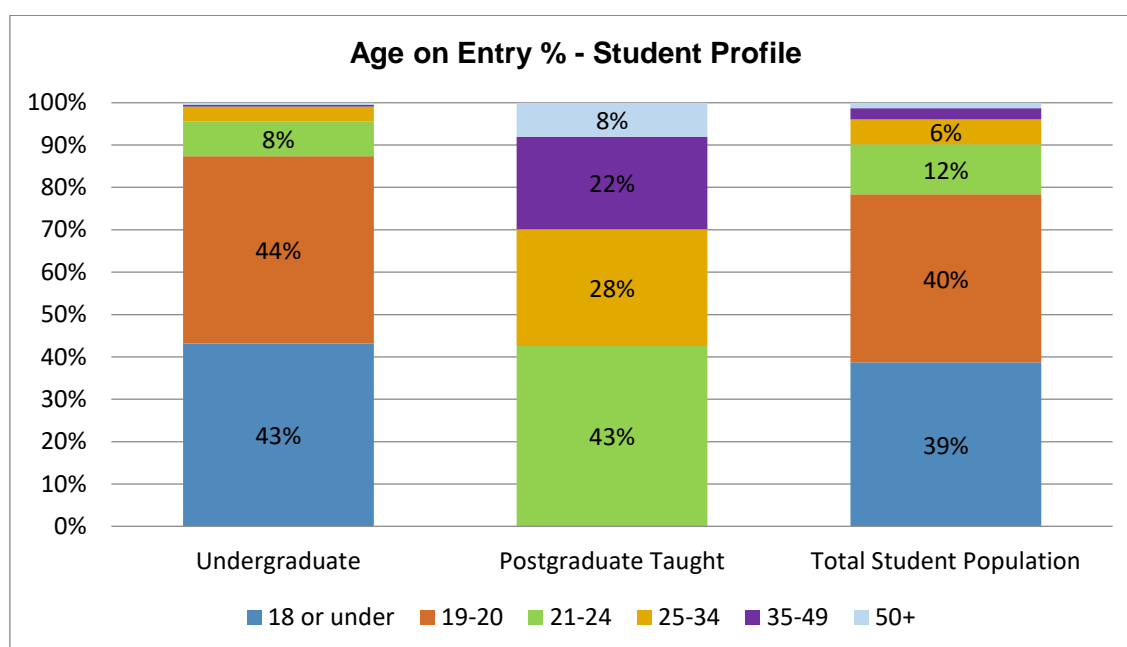
## 12 Student Profile Statistics

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

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

### 12.1 Student Age Profile on Entry

Age on Entry	Undergraduate	Postgraduate	Total Student Population
18 or under	43%	0%	39%
19-20	44%	0%	40%
21-24	8%	43%	12%
25-34	3%	28%	6%
35-49	0%	22%	3%
50+	1%	8%	1%



The age profile of new undergraduate entrants has shifted to the younger age ranges in 2017/18, 43% age 18 or under and 44% aged 19-20 (41% and 48% in 2016/17) and a small increase in the percentage of students aged 21-24, at 8% compared with 7% in the previous year.

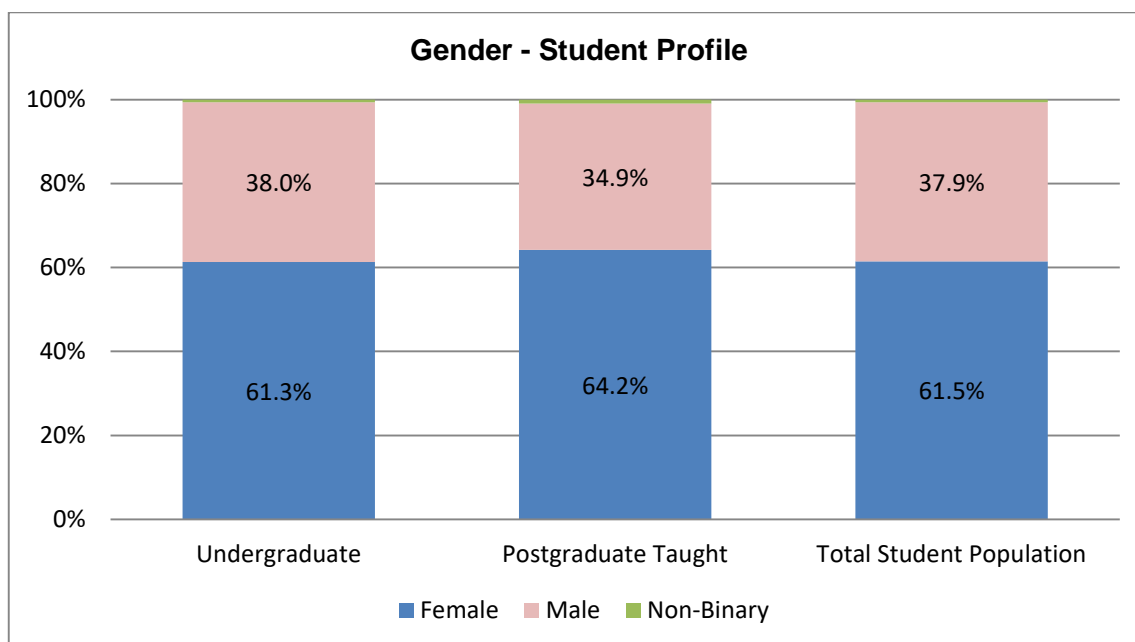
In 2017/18, 43% of new entrants for postgraduate taught awards were in the age range 21-24 compared to 47% in 2016/17, 37.3% in 2015/16 and 18.5% in 2014/15.

For the total student population, the majority of students (79%) were aged 20 or under in 2017/18. This compared with the overall student population in all HEPs of 42.4% in the academic year 2016/17.

## 12.2 Gender profile of Students

2017-2018 Gender	Undergraduate	Postgraduate Taught	Total Student Population
Female	61.3%	64.2%	61.5%
Male	38.0%	34.9%	37.9%
Non-Binary	0.0%	0.0%	0.0%

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

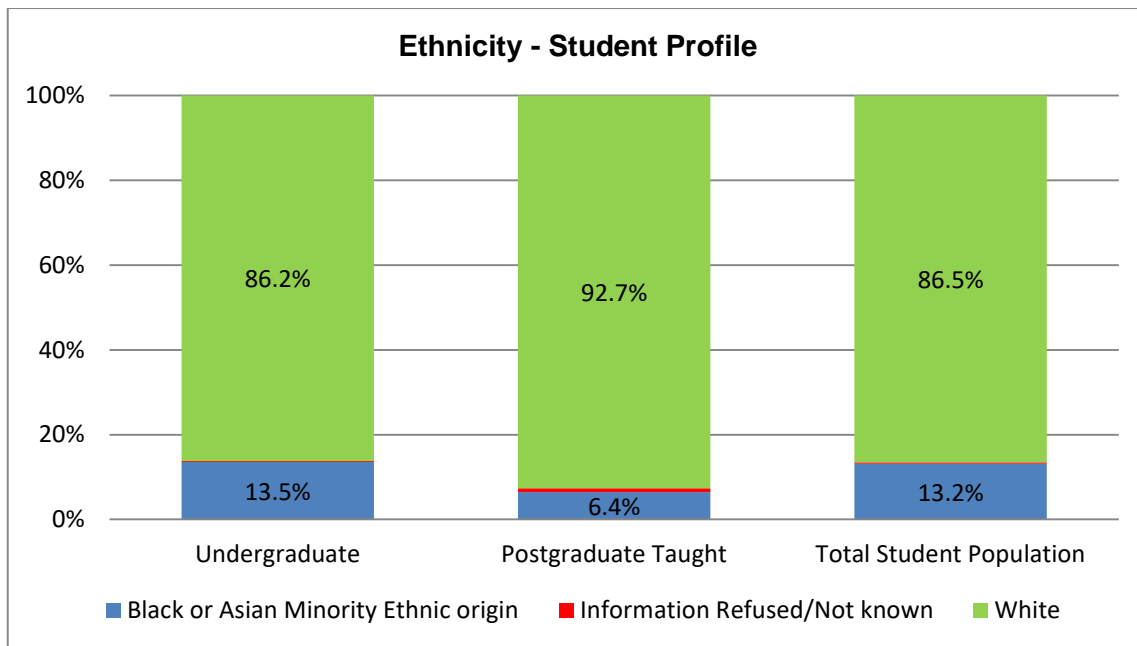


The overall percentage distribution of female to male students remains consistent with 61.5% female and 37.9% male (60.5% and 39% in 2016-17). Comparative data for all HEIs in 2016/17 shows a distribution of 58.3% female and 41.6% male.

For new undergraduate students, the proportion of female to males has been consistent at 61.3% to 38%, while postgraduate taught new entrants have seen less males recruited in 2017/18 (34.9% compared to 37.7% the year before). For all HEIs in 2016/17 the proportion of female undergraduates was 64.9% and 63.9% for postgraduate students.

## 12.3 Student Ethnicity Profile

2017/18 Ethnicity Classification	Undergraduate	Postgraduate Taught	Total Student Population
Black or Asian Minority Ethnic origin	13.5%	6.4%	13.2%
Information Refused/Not known	0.3%	0.9%	0.3%
White	86.2%	92.7%	86.5%

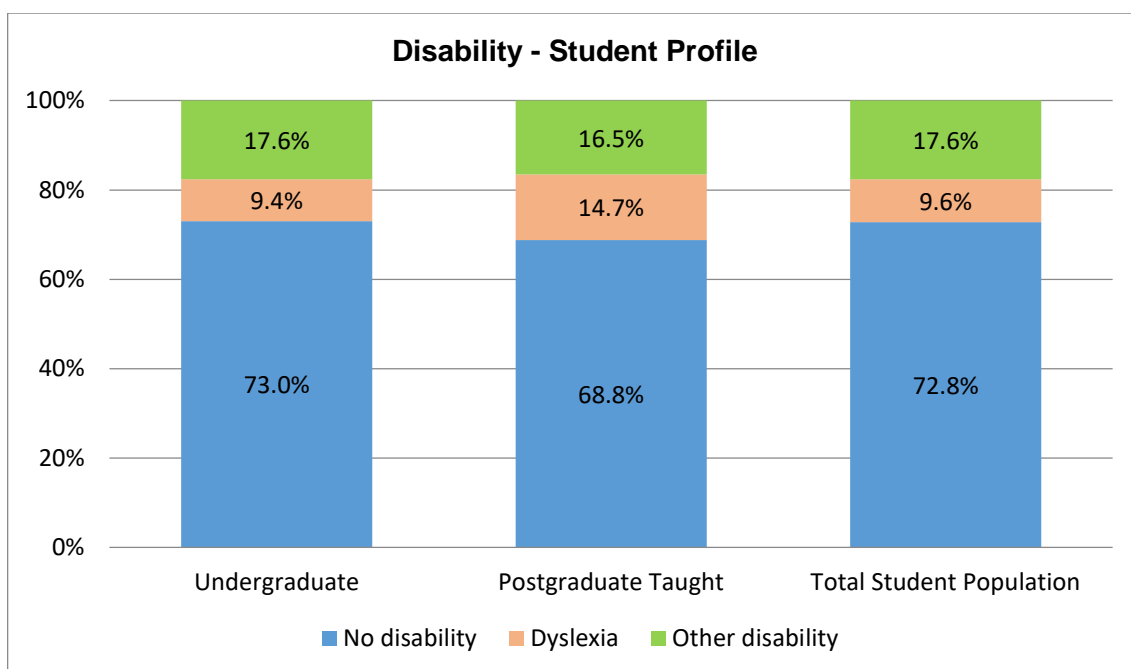


The percentage of undergraduate new entrants from Black, Asian or Minority Ethnic (BAME) backgrounds increased slightly from 13.3% in 2016-17 to 13.5% in 2017-18. The overall percentage of new entrants from BAME backgrounds increased from 11.4% in 2016/17 to 13.2% in 2017-18. This compared to a decrease in the percentage of postgraduate taught students, from 11.5% the preceding year.

Comparative data for all HEPs in 2016-17 shows 13.8% of undergraduate new entrants were from BAME and 77.9% from white backgrounds. For the same period 20.4% refused to answer/did not provide information on their ethnic background, compared to 0.3% at NUA.

#### 12.4 Student Disability Profile

2017/18 Disability Classification	Undergraduate	Postgraduate Taught	Total Student Population
No disability	73.0%	68.8%	72.8%
Dyslexia	9.4%	14.7%	9.6%
Other disability	17.6%	16.5%	17.6%



The overall percentage (all years) of students declaring a disability in 2017/18 was 27.2% compared with 25.5% in the preceding year.

In the academic year 2017/18, 9.6% of students disclosed a specific learning difference (dyslexia, dyspraxia or ADHD) [10.7% in 2016/17].

Comparative data for all HEPs in 2016/17 showed that 12% 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	2015/16	2016/17	2017/18
No religion	72.0%	72.4%	72.2%
Any other religion or belief	1.6%	1.3%	1.4%
Buddhist	0.9%	0.8%	0.9%
Christian	15.1%	14.9%	15.9%
Hindu	0.4%	0.6%	0.5%
Information refused/ not known	6.9%	6.8%	6.2%
Jewish	0.2%	0.2%	0.2%
Muslim	0.7%	0.7%	0.7%
Sikh	0.1%	0.3%	0.3%
Spiritual	2.0%	1.8%	1.7%

The level of disclosure for religion or belief continues to improve each year, with a 93.8% providing information in the 2017/18 year.

For 2015/16, 79.1% of HEPs returned data on religion or belief. The level of disclosure (all students) for 2015/16 was 50.2%, 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	2015/16	2016/17	2017/18
Bisexual	5.5%	7.2%	8.9%
Gay man	2.0%	2.2%	2.0%
Gay woman/lesbian	1.2%	1.5%	1.8%
Heterosexual	75.7%	73.7%	73.5%
Information refused	12.5%	12.2%	11.1%
Other	2.8%	3.2%	2.7%
Unknown	0.2%	0.0%	0.0%

The level of disclosure for sexual orientation continues to improve year on year. In 2017/18, the percentage of students who either explicitly refused to provide information or who did not answer the question was 11.1%. This compares to 12.2 in 2016/17, 12.5% 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	2015/16	2016/17	2017/18
Yes	95.0%	94.8%	95.2%
No	1.2%	1.2%	1.3%
Information refused	3.8%	3.9%	3.5%

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**

Three students went on intermission due to pregnancy in 2017/18. Two further students who were on intermission for other health or personal reasons extended their period of intermission due to falling pregnant while on intermission. One student took intermission from their studies due to their partner being pregnant.

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)**

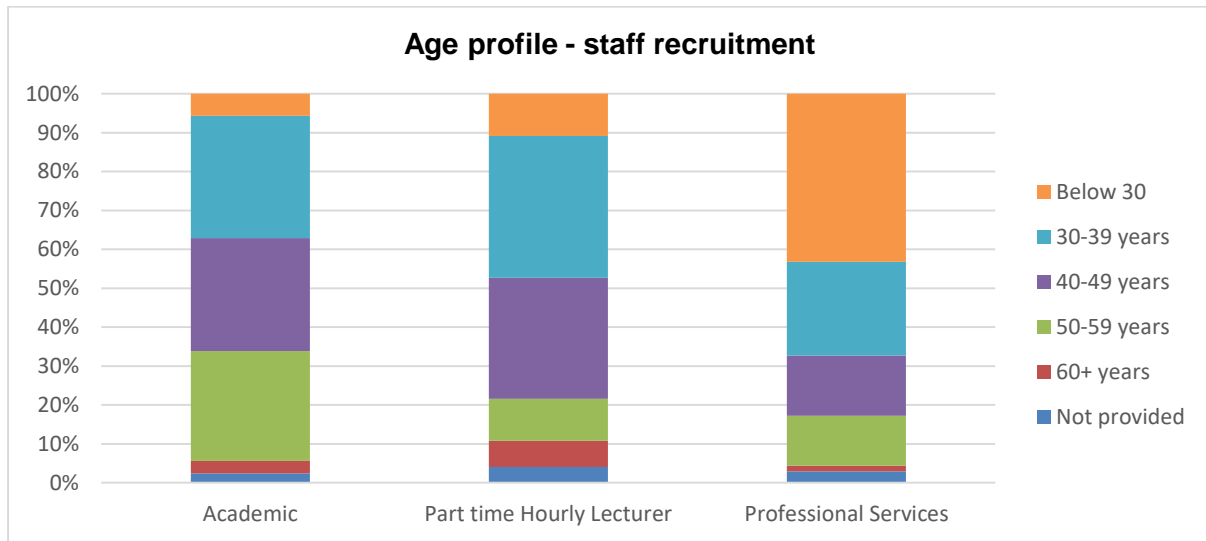
The profile of candidates is analysed by the Human Resources Department for each staff vacancy and the information is used to monitor the recruitment process for protected characteristics. On an annual basis applicant data is produced for all vacancies and the data below provides an overview of the diversity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

During the academic year 2017/18 a total of 57 staff vacancies were advertised which generated 1,553 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.

<b>Post Type</b>	<b>No of posts advertised</b>	<b>No of applicants</b>
Academic	17	124
Professional Services	51	1355
Part-time Hourly Lecturer	10	74

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)

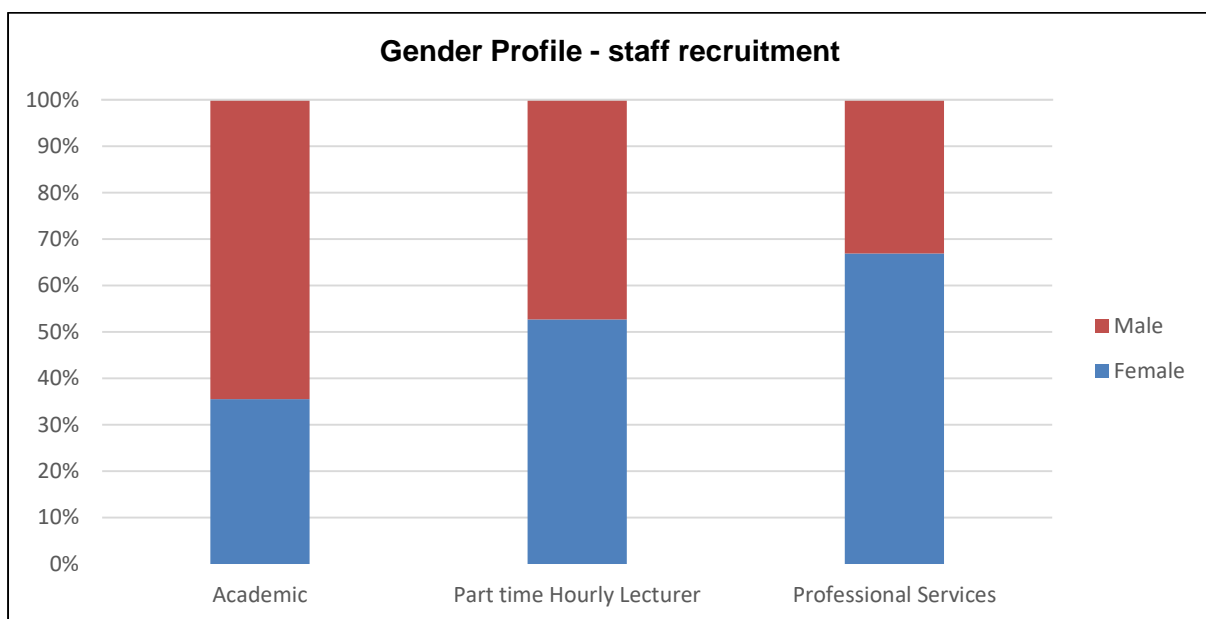


The variation in age range of applicants for the different job categories reflects the nature of the role. Academic posts require experience in the academic discipline and therefore the number of applicants in the age range below 30 is significantly smaller (5.7%) than for professional services staff at 43.2%, where the highest proportion of applicants were in this group.

Although there was a higher percentage of applicants under 30 applying for academic roles (5.7%) in 2017/18 compared to the previous year (4.2%), our staff numbers in this age group has decreased by 3%.

There was a higher proportion of Part-time Hourly Lecturer applicants which were aged 40 to 49 years, an increase from 19.5% in 2016/18 to 31% in 2017/18.

### 13.2 Gender profiles (applicants)

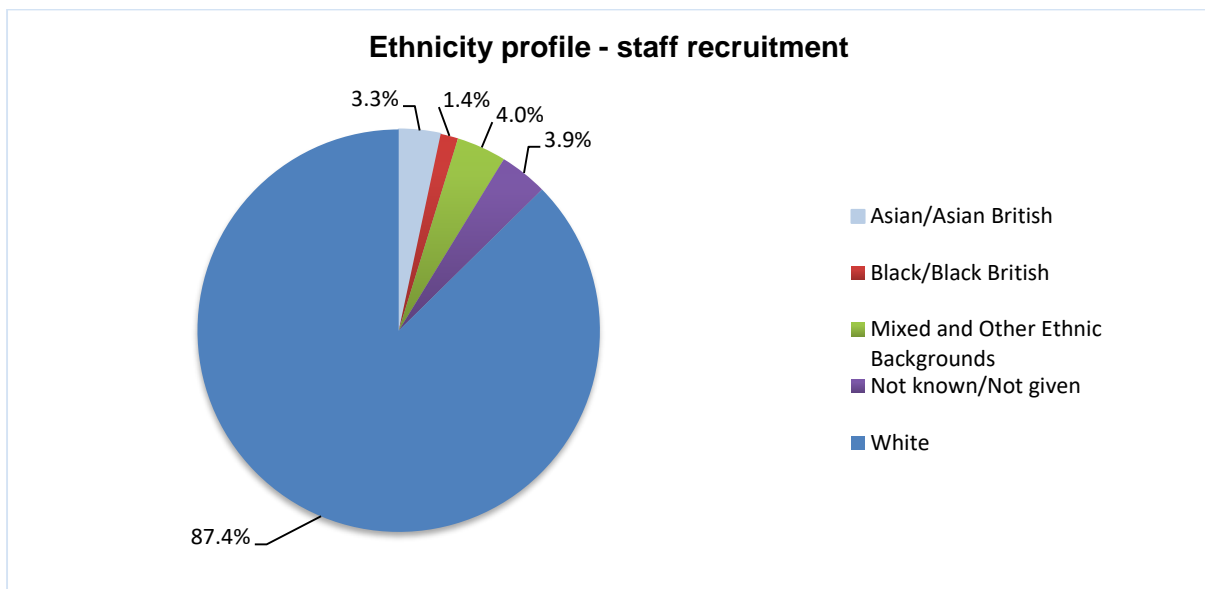


Gender profiles by area remained very similar to the previous year.

65% of applicants for academic posts were male. A number of posts advertised in Games and VFX attracted only male applicants whilst roles in Fashion and Textiles attracted only female applicants.

The percentage of female applicants for professional services vacancies continued to be high at 67%. The vacancies included a large number of administrative posts which had a high percentage of female applicants. This was balanced by specialist IT and technician roles which had only male applicants.

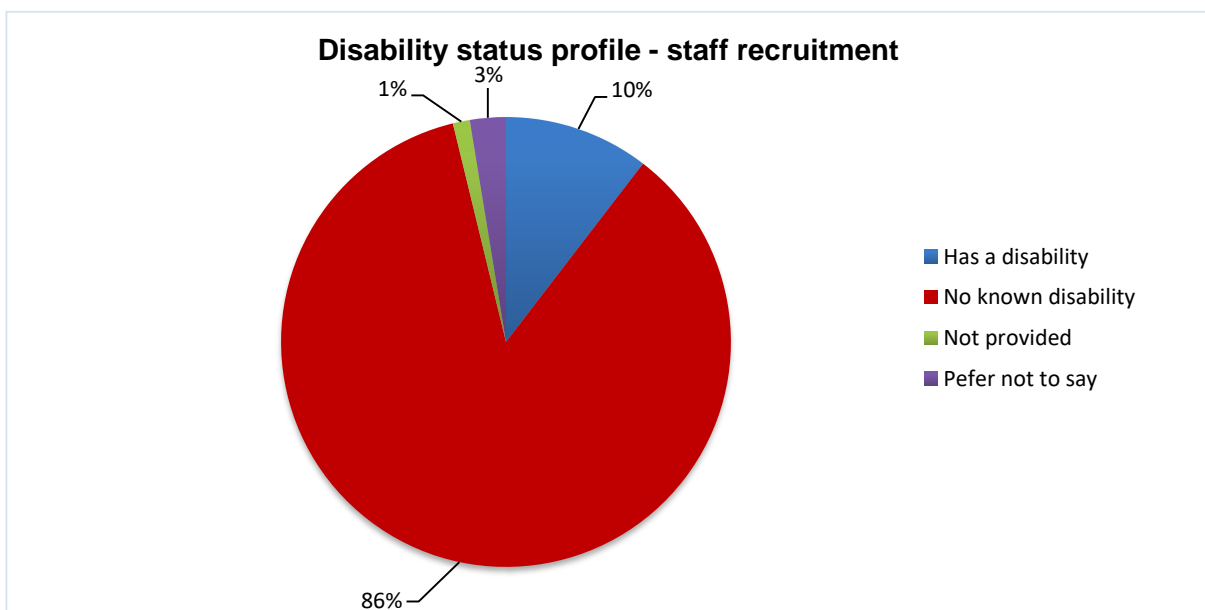
### 13.3 Ethnicity profile (applicants)



A small percentage of applicants (8.7%) were from Black, Asian, and minority ethnic groups, which has remained very similar from the previous year. 87% of applicants classified themselves as white, this included non-British white applicants. Ethnicity status was not provided or refused by 3.9% of applicants.

The level of disclosure was very slightly lower to the previous two years with 3.9% not given or prefer not to say compared to 3.6% in 2016/17.

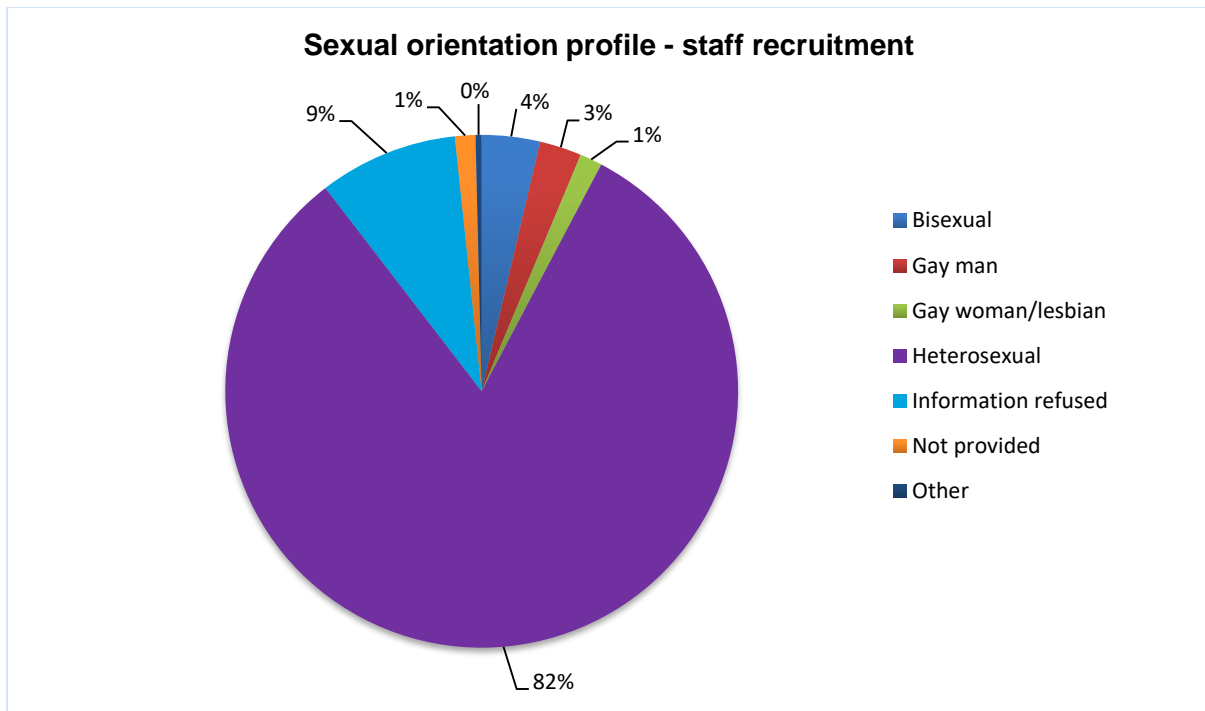
### 13.4 Disability profile (applicants)





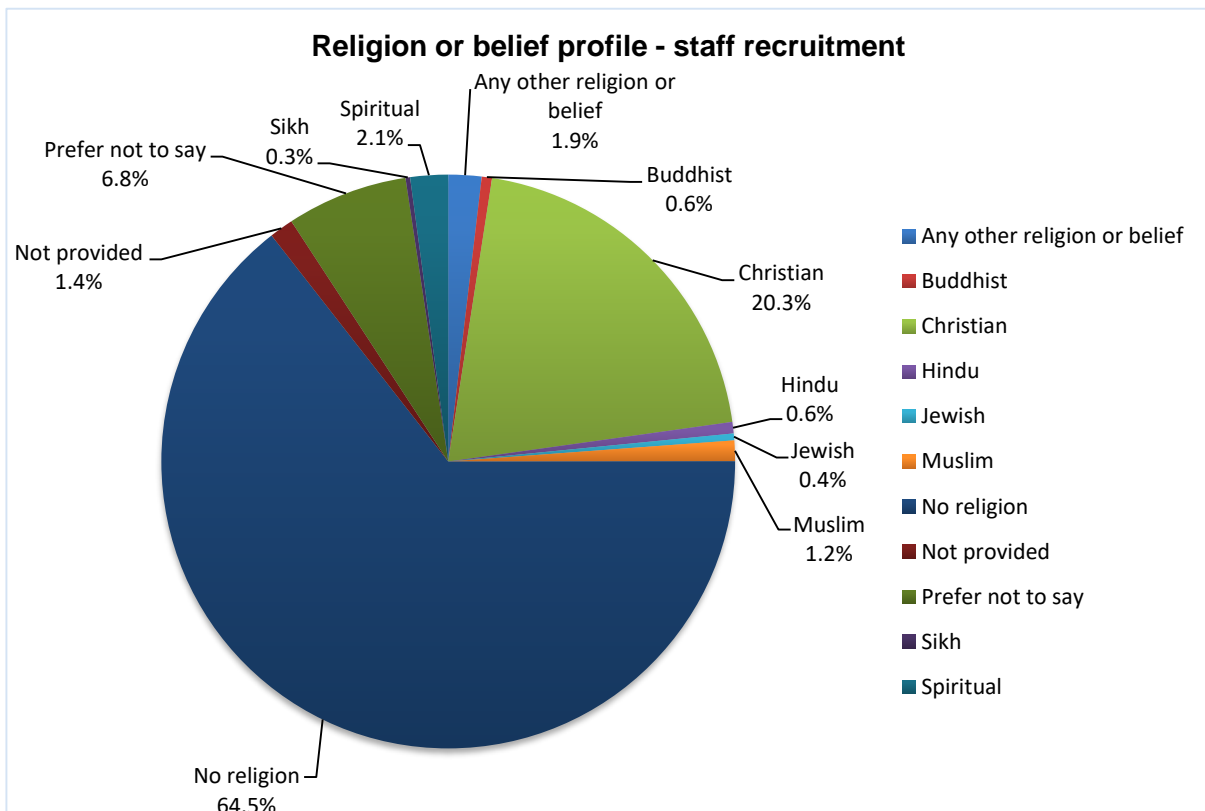
The number of applicants identifying that they have a disability increased slightly again this year to 10.4%, compared to 9.1% in 2016/17 and 8.2% in the previous year.

### 13.5 Sexual orientation profile (applicants)



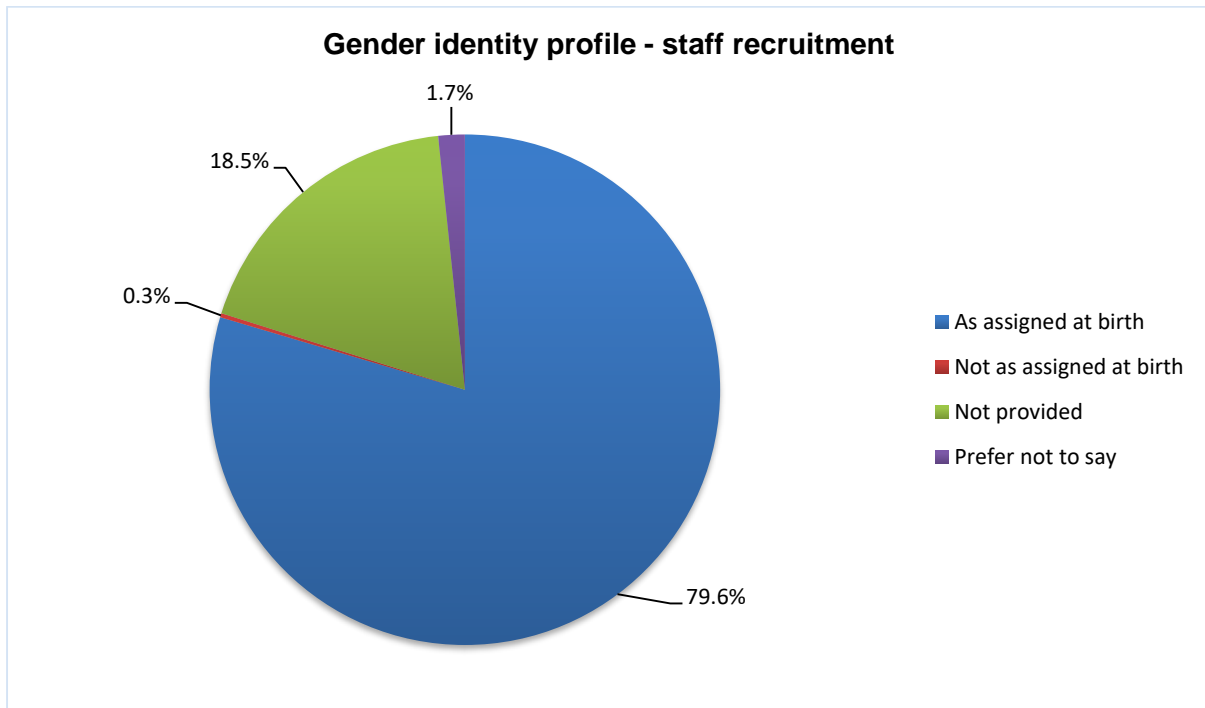
Applicants for staff vacancies have a higher disclosure rate for sexual orientation than the current staff profiles – 90% of applicants compared to 85% of staff.

### 13.6 Religion or belief profile (applicants)



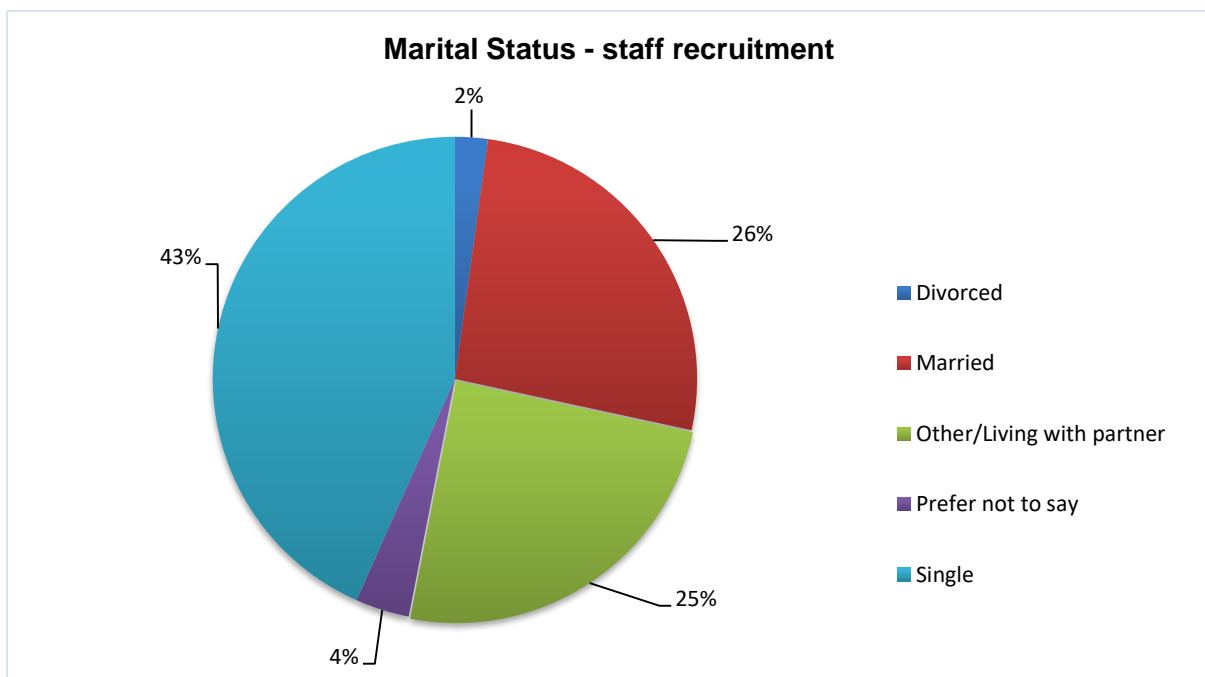
A higher proportion of applicants (64.5%) declared they have no religion or belief compared with 60.9% in the previous year. A new option was added to the monitoring form this year to include 'Spiritual' as a religion or belief as was selected by 2.1% of applicants.

### 13.7 Gender identity profile (applicants)



Less than 1% of applicants identified themselves as transgender. The level of disclosure was reduced to just under 80% from 96% in 2016/17.

### 13.8 Marital status profile (applicants)



4% of applicants provided no information on their marital status. Applicants in a civil partnership are included in the Other/Living with partner group. The highest proportion of applicants (43%) 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.

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

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

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

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

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

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

The University continues to be registered as a Non-Medical Help Provider under the quality framework introduced by Student Finance England in 2016, which applies to non-medical human support funded through Disabled Students' Allowance. The University is audited annually to demonstrate compliance with the Quality Assurance Framework. The first audit took place in December 2017/ January 2018 in respect of the 2016/17 academic year, and a

pass mark of 91% was achieved, higher than the sector average of 85%. Audit fees vary annually and are based on the number of students being supported in any given year.

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

## **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. 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.

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.

Helen Piercy, Lecturer – Animation, is an Educational Advisor for Animated Women UK which aims to support women from all backgrounds and at every stage in their careers working in the Animation and VFX industry. Helen is planning to launch Animated Women UK Education (AWUK-Ed) early next year, which will be a resource as part of the main AWUK website focusing on university students, teachers and groups to provide a platform for offering mentorships, careers information, member showcases and university hosted events.

## **17 Marketing and the University Website**

The University launched a new website in April 2018 which took into account feedback from user experience testing. Staff and student focus groups will 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 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. Some films have also been made by and for international students to illustrate their experience within their course, the University and the City.

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.

## **18 Staff Training and Development**

The staff training and development programme for 2017/18 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. 42 staff have completed the e-learning package in the past 12 months.

### *Successful Recruitment and Selection*

During the 2017/18 academic year, one-to-one sessions were provided to staff new to interview panels and/or new to the University process. Sessions were also held for Student Course Representatives who attend as panel members on interviews for academic posts.

### *Mental Health First Aid*

In March 2018, 13 members of staff completed Mental Health First Aid training. The course gave them an understanding of what mental health is and how to challenge stigma, basic knowledge of some common mental health issues and guidance on how to support someone in distress or who may be experiencing a mental health issue.

### *Course Leader Induction*

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

### *Unconscious Bias training*

An online course was launched in July 2018 to raise awareness of unconscious bias and explaining how biases shape how we see and understand the world. It has so far been completed by 87 professional services staff and will be rolled out to academic staff in 2019.

### *Dealing with Disclosures*

This session, attended by 15 student facing staff, covered how to support students with some of the complexities that they face. It covered how staff can provide an appropriate level of support, how to refer students on, and how to deal with their own emotional wellbeing.

## **19 Objectives for 2018/19**

- Provide unconscious bias training to staff, particularly those participating in staff and/or student recruitment
- Identify opportunities to increase the representation of BAME staff within the University
- Improve the transparency of University admissions and support systems, particularly for students entering Higher Education from a non-traditional HE background/route
- Establish a group of staff to act as mentors for staff returning from maternity/paternity and adoption leave
- Understand the impact of internal and external changes (eg admissions criteria) on the diversity of student admissions
- Publish the University Gender Pay Gap figures as at 31 March 2018
- Continue to improve the level of staff disclosure for all protected characteristics