



Vice Chancellor: Professor Simon Ofield-Kerr

EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT 2020/2021

**Human Resources Department
November 2021**

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1 Introduction

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

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

As well as setting out our achievements for the 2020/2021 academic year, the report also highlights the priorities for Norwich University of the Arts (NUA) for the year ahead.

2 The Legislative Framework

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

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

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

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

3 The Equality, Diversity and Inclusion Policy

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

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

The Equality, Diversity and Inclusion Objectives and action progress were reviewed by the Equality, Diversity and Inclusion Committee in May 2021.

4 Equality, Diversity and Inclusion Committee

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

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

- To promote a culture of dignity and respect throughout management, staffing, curriculum and teaching in the University
- To encourage recruitment, admissions and employment procedures which demonstrate adequate representation of different social and cultural groupings
- To recommend provision of support and advice to staff and students regarding unwelcome 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 ED&I Committee meets formally twice each academic year and reports directly to the Academic Board. It comprises the Dean of Faculty for Arts and Media (Chair and Senior Management Team member), Academic Registrar, Director of Human Resources, Student Union President and two student members as representative of the student body, up to three representatives of academic staff and two representatives of professional services staff and one representative of the Student Support team. When required, other University staff are co-opted and attend the meetings for specific agenda items.

5 Policy Compliance

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

The University has zero tolerance of harassment and bullying behaviour and it encourages staff and students to report any incident. The University robustly investigates any such incident reported through its grievance 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, Student Ambassadors and Academics programme visits to schools and colleges to deliver workshops, presentations and attend careers and parents' evenings. They work with students on portfolios in preparation for applying for a creative degree, provide hands-on workshops on campus and in schools, as well as general talks about attending a creative university and creative careers. All our presentations within the recruitment and outreach department are made with EDI in mind which we hope makes everyone feel comfortable to think they could attend our university and that our materials are accessible to all. Information is provided on finance, bursaries and access to disability support, support for care leavers, those who identify as LGBTQ+ and so on.

264 school activities took place during the year. Due to Covid-19 our delivery was a mix of online sessions, activities in schools and on campus.

As well as running school events online we also ran activities that young people could sign up to individually. 204 young people attended our online Ignite series which was an 8-week series of 30-minute talks by alumni who are working in different creative sectors, held between January and March this year. Through the summer we then ran an online Summer School attended by 399. With both these series of activities we ensured we had a diverse

range of academic staff and artists who delivered the workshops. Every workshop had a worksheet that could be used with the workshop or on its own so that those without access to digital resources could still participate in the activities. All worksheets were fully accessible and all films used included subtitles. These resources are all available on the NUA website.

NUA is part of the Network of East Anglia Collaborative Outreach Group, which is part of the HEFCE funded UniConnect 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 (HECs) are working with target students from year 9 to 13 within schools. NUA has two Higher Education Champions and a NEACO Officer who are working with schools across Norfolk to deliver a programme of activities and mentor identified students. NUA's NEACO staff worked directly with 39 local schools in this time period - delivery numbers are included in the previous numbers. The [takeyourplace.org.uk](https://www.takeyourplace.org.uk) website ensures all schools in the region can access information on outreach work of the group and clear information on student finance, support for HE students etc. All workshops and worksheets mentioned above are available on the "takeyourplace" website.

NUA continued to work closely with teachers throughout the year and ensured that work completed during the pandemic for young people was in line with their needs. The University ran a series of 10 teachers' events online in late spring/summer, with 160 unique attendees, many of whom attended multiple events. Other CPD activities for teachers included: 2 online CPD activities and 3 group meetings with the Network of East Anglian Art Teachers (NEAAT) a group supported by NUA to ensure arts teachers in the region can network and support each other and 2 sessions with art teachers from the Inspiration Trust. All the activities we run with teachers are activities that they themselves will enjoy and can then adapt for use in their classrooms, meaning that we can reach out to many thousands of students.

The University, and many other organisations in the area, were very aware that during lockdown many young people may not have access to the internet or art materials. NUA worked on 2 projects to support these young people.

Through the NEACO project we ran a scheme whereby young people who met the NEACO criteria, could be sent a pack which contained all the basics needed for their art studies. This was run through their school and we continued the scheme ensuring that students in year 10 who hadn't been eligible the previous year were able to access materials. Since the start of the pandemic we have distributed 1,729 art kits to NEACO target students and students identified by teachers as needing assistance across 26 schools.

We also worked with schools and Festival Bridge on 2 projects that looked at mental health and wellbeing. Both culminated in exhibitions of student work in The Norwich Millenium Library and various spaces throughout Norwich.

7 Applicants for Undergraduate and Postgraduate Courses

During 2020/21, the University held six Undergraduate Open Days, all of which were online. Those attending could access material prior to the event on the university website and during the events on all areas of support at NUA. There were sessions at each open day, delivered by a staff member on finance and accommodation, which cover access to funding for low-income households, scholarships and disability and wellbeing support. All information

was then sent to those who attended the Open Day including recordings of talks. 1098 enquirers attended the online events.

Digital feedback forms are completed by attendees, which give them 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. 105 feedback forms were completed and returned. There were no specific comments raised around equality, diversity and inclusion through the feedback provided.

Campus tours for applicants include viewing our facilities. In total 436 people booked to attend these tours. Unfortunately, due to Covid 19 we were unable to run any tours of our accommodation although all information is on the website and students' created vlogs on each accommodation alongside the professional films we have.

As we were unable to hold large on campus events for applicants due to the pandemic, we held a series of online applicant's events:

- 3 general events - 653 applicants booked. An opportunity to ask any further questions around finance and accommodation, plus any other information relating to student experience and student support and portfolios.
- subject specific sessions with academic staff - 532 applicants booked. Applicants could take part in an online workshop and ask specific questions.
- online events where applicants could speak to student ambassadors studying the courses they had applied to with further questions - 145 applicants booked to talk to ambassadors.

Emails went to all students who had firmly accepted a place, had nominated NUA as their insurance choice or were still undecided between January and August with information about student support, accommodation, financial support and bursaries, and what was happening due to Covid-19.

During 2020/21, the University held five Postgraduate Open Days, 2 were online and 3 were on campus.

101 people attended during which time they had a talk on student support and finance and were able to ask questions. We also offered tours which 6 people booked - this number was low as many attended Open Days on campus.

We are part of the East LAC group and work with other universities in the region to support Looked After Children.

8 Engagement with the Student Population

NUA requires students to attend all timetabled taught sessions. Teaching delivery is implemented in the following ways:

- **On-campus taught sessions** – consisting primarily of group teaching sessions, technical and academic workshops and project activities.
- **On-campus booked time** – the ability for students to book time on campus to access a workshop, computer or studio space.
- **Live, streamed digital sessions** – lectures, including visiting lecturer sessions, group teaching, seminars or tutorials that do not require a student to be present on campus.

- **Asynchronous, or pre-recorded (on-demand)** - materials in place to support the on campus and live digital teaching.

The University communicated regularly with students – new and returning – over the summer to explain plans delivery for the upcoming year to all students. Although the switch to ‘hybrid’ learning took place originally in response to COVID 19, we have seen a significant increase in attendance and engagement in some material by students in the online space and so will continue to deliver in a hybrid model of online synchronous and asynchronous sessions combined with on-campus, hands-on teaching and learning.

The working group Recruitment, Application, Admission & Marketing Process (RAAMP) are planning the recruitment and selection processes for 2022 intake to ensure fair admissions and equal access.

Student feedback and opinion continues to be elicited through a range of formal and informal mechanisms and means student views are taken quantitatively through documentary evidence compiled from responses to questionnaires (mainly the National Student Survey and Internal Student Survey) and Student Representatives Group, for example. The Student Representatives Group continued successfully with good online attendance and representations throughout the spring and summer terms. Last year an additional ‘Student Open House’ was run by the Academic Management Team which met with all students every two weeks through the spring and summer terms to identify and address any immediate issues during the difficult period around the lockdown and return to campus.

The NUA Students’ Union President meets regularly with key university staff, giving the students a voice at the highest level of decision making in the organisation. Student Focus Groups commence in October of each academic year and students are invited to give their views on a range of issues 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.

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

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

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 – which was substantially overhauled in summer 2020 with additional training in GDPR, Prevent, Ethics and Emergency training
- Deans Forums
- Student Ambassadors
- Gallery Internship scheme
- Student Interview Assistants

- Graduate Academic Assistants
- Panel members on staff appointments panels
- Panel members and participants in course Periodic Reviews and Approval events
- Focus Groups

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

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

9 Students' Union at NUA

Throughout both 2021 and 2022 NUASU has publicised Awareness Days and Liberation themes, from Black History Month, Pride, LGBTQ+ History Month, to Bisexual / Pansexual (etc). Examples of inclusive events have been our International AIDS Day workshop – where students donated money to the charity and came to create badges and models to raise awareness to the AIDS pandemic.

In our Freshers 2021 Programme we included events such as an Ally Picnic which was open free of charge to all students so they could socialise and feel part of an inclusive community – this is something the SU will be carrying out with regular events throughout the year.

At NUASU we uphold Diversity, Equality and Inclusion within our Union through annual Student Representative, Liberation Officer and Society Officer training. We ensure all students working with us always have access to fair and equal opportunities. Our new Vice President position also has a remit that focusses on Wellbeing and Inclusion – ensuring that we are being as welcoming and inclusive to all students as possible.

We have also worked with our Liberation Officers and the University to put sanitary equipment into a 'male' toilet on Campus, which has a sanitary bin. The Students' Union President is also working with our LGBTQ+ Liberation Officer to ensure we are putting our 'Menstruation Stations' in all gendered toilets around campus – ensuring nonbinary and trans students have menstruation products and it is normalised amongst our community.

The past year, our BAME society has been running their creatives of colour series – giving all students the opportunity to feel represented and seen within their creative careers and practices. For the month of October, the SU supported Black History Month with three unique events and the promotion of Norfolk Black History Month happening across the county. Our celebration of black history and talent will continue for the rest of the year via the work of our liberation officers and embedding inclusive practices into our cyclical events.

The Students' Union offered its full support of the student-led Girls Night In boycott that took place on 4th November 2021. The SU worked with NUA students to host an alternative activity for the night in the form of a movie night in the Duke Street Lecture Theatre. However, the SU recognised the limitations of a temporary boycott and have been in contact with various owners of night-time venues across the city. We lobbied each venue to do more in support of those affected by drink spiking and target the perpetrators who commit the criminal act – as highlighted in our joint anti-spiking campaign with NUA.

The Students' Union President is working with Liberation Officers to enhance our website and include a Liberation Hub and Peer Support groups which can bring students together who identify as being Mature, LGBTQ+, BAME, International, Women and Disabled

Students, and have a safe space to make connections and feel part of the community at NUA. Our Liberation Officer cohort for 2021-22 have been elected and work has begun with the SU to ensure our representation of student voice is being as inclusive as possible.

10 International Students

The Coronavirus pandemic continued to have specific implications for international students. The International Office worked closely with Student Support and Registry to identify risk factors, and to help and guide current international students and international applicants through the effects of the pandemic. Specific needs around flight availability, visa centre closures, English language testing centre closures, local exam cancellations, the imposition of travel restrictions by the UK and foreign governments and the UK government's requirement for self-isolation were considered in all planning and communications. The action group met regularly to share information and draw up communications; seeking policy decisions from SMT and flagging potential problems where necessary.

The International Office secured a later arrival date for international students to allow for local travel restrictions, flight availability and time to self-isolate as required.

The International Arrivals Lounge programme was delivered through a series of face to face and online events. The programme's aim is to prepare new international students for their start, to inform them of important changes, and to bring them together with each other, current students and academic staff through social events. Specific sessions were organised with Student Support, Accommodation, the International Society and the SU, and sessions were delivered on working in the UK, healthcare, banking and visas. The International Office received very positive feedback and we intend to continue with more online events alongside face to face events in future.

Online delivery of events for all applicants and students has been useful for overseas students. It has enabled them to attend Open Days, Applicant Days, Tasters and workshops. There have also been teachers' workshop events online which international teachers attending for the first time. The implementation of UniBuddy to the University website has allowed international prospective students to have direct contact with current student ambassadors online. A number of current international students have been appointed as UniBuddy student ambassadors. This will continue over the next year.

International applicants continued to submit their portfolios electronically and undergraduate students were not interviewed (except for Acting auditions). PG students were interviewed on Teams. 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 continues to create specific marketing content for international audiences, including international student vlogs, blogs and news stories. Content is shared via CRM emails, the website and the @nuainternational Instagram account which is managed by the International Office. Conversion activity this year included videos with the International Student Society and individual international students for each course.

11 Staff Profile Statistics

Staff profile data is 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 2021 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. Atypical staff are 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 2019-20). HESA data records teaching and research staff with contracts of 0.25 FTE and above. NUA data includes all salaried staff, unless otherwise indicated.

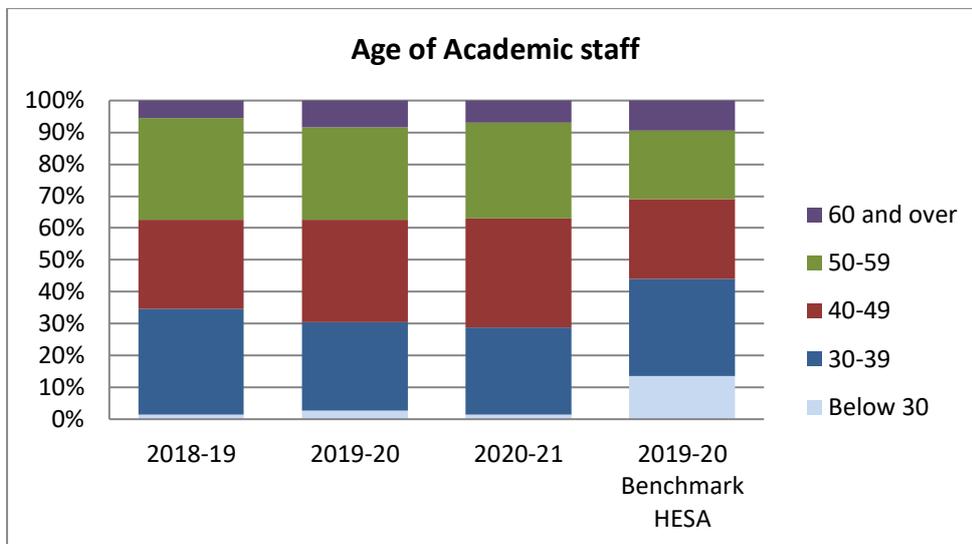
11.1 Age profiles (salaried staff)

	2018-19		2019-20		2020-21	
	as at 31 July 2019		as at 31 July 2020		as at 31 March 2021	
	No. of Staff	% of total	No. of Staff	% of total	No. of Staff	% of total
Academic staff:						
Below 30 years	1	1%	2	3%	1	1%
30-39 years	24	33%	20	28%	20	27%
40-49 years	20	28%	23	32%	25	34%
50-59 years	23	32%	21	29%	22	30%
60 years and over	4	6%	6	8%	5	7%
Total Academic staff	72	100%	72	100%	73	100%
Professional services staff:						
Below 30 years	39	19%	31	14%	39	17%
30-39 years	65	31%	72	34%	66	29%
40-49 years	48	23%	50	23%	52	23%
50-59 years	44	21%	46	21%	51	23%
60 years and over	13	6%	15	7%	16	7%
Total Professional services staff	209	100%	214	100%	224	100%
Total salaried staff	281	100%	286	100%	297	100%

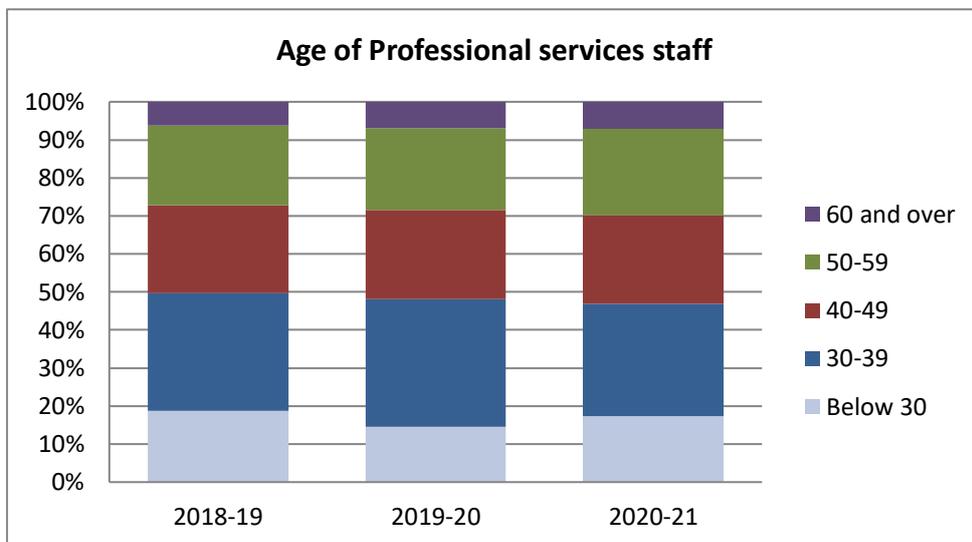
At NUA the average age for academic staff in 2020/21 is 46 years which is unchanged from 2019/20. The data shows the largest proportion of academic staff at NUA are in the age bracket 40-49 with 34%, which is similar to 2019-20 at 32% for this age range. This compares to the HESA benchmark (2019/20) of 25% in the age group 40-49.

At NUA 1% of academic staff are under the age of 30 (a reduction from 3% in 2019/20) compared with 13.6% in the benchmark group.

Academic staff in the benchmark from younger age groups were more concentrated in research only roles with 52.9% of staff aged 26-30 in these roles 28.5% in this age range. Research only roles made up 23.4% of academic staff in the benchmark group below 30 years.



The largest proportion (29%) of professional services staff are in the age range 30-39 (which has decreased from 34% in the previous year). The average age at NUA for professional services staff has remained at 42 years. Benchmark figures for the sector are no longer available as data on this group of staff in HEI's are not returned to HESA.



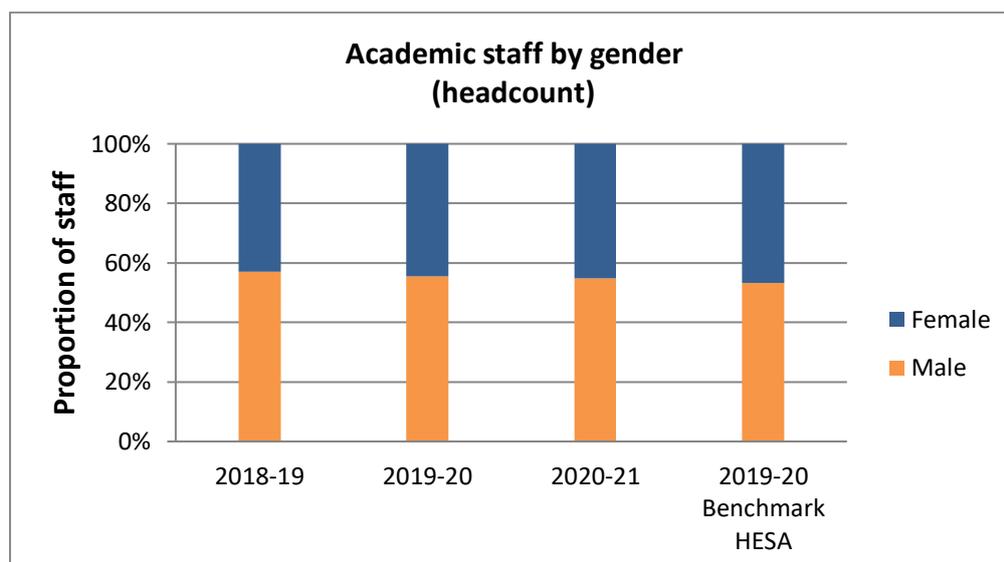
11.2 Gender profiles (salaried staff)

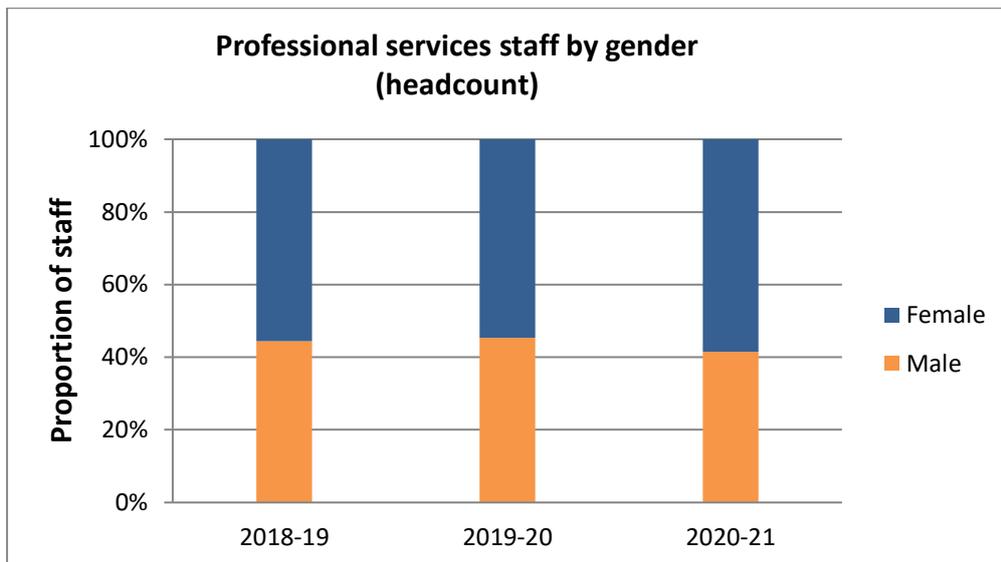
	2018-19 as at 31 July 2019		2019-20 as at 31 July 2020		2020-21 as at 31 March 2021	
	No. of Staff	% total	No. of Staff	% total	No. of Staff	% total
Academic Staff:						
Male	41	57%	40	56%	40	55%
Female	31	43%	32	44%	33	45%
Total Academic staff	72	100%	72	100%	73	100%
Professional services staff:						
Male	93	44%	97	45%	93	42%
Female	116	56%	117	55%	131	58%
Total Professional services staff	209	100%	214	100%	224	100%
All staff:						
Male	134	48%	137	48%	133	45%
Female	147	52%	149	52%	164	55%
Total salaried staff	281	100%	286	100%	297	100%

The breakdown of females to males changed by 3%, having remained unchanged in the previous two years. Females increased from 52% in 2019/20 of the staff population to 55% (2020/21).

In 2020/21 there was a small change in the percentage of male and female academic staff with males decreasing to 55% (2020/21) from 56% (2019/20) and females increasing to 45% (2020/21) from 44% (2019/20). For the HE sector overall, female academic staff made up 46.7% of the academic staff population reported in the HESA data for 2019/20.

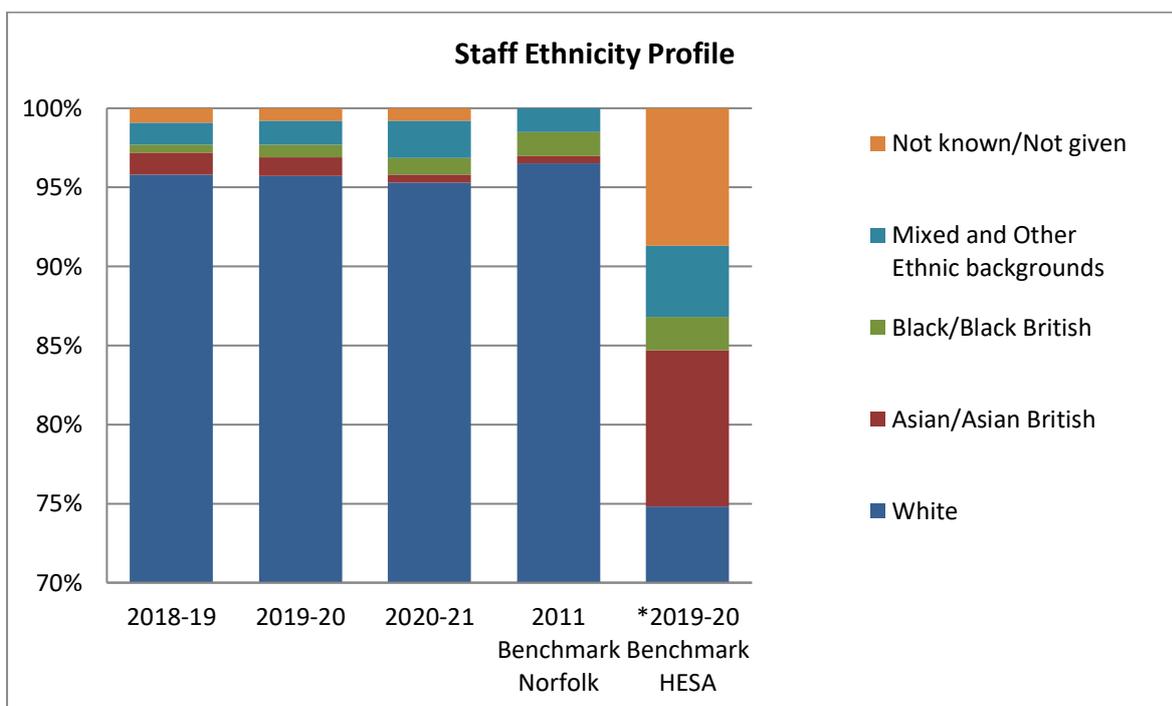
For professional services staff the overall proportion of female staff was 58% at NUA (55% in 2020/21). Comparison data for the sector is no longer available since 2018/19. For the majority of occupational groups, within professional services, there is a higher proportion of women than men at NUA.





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

	2018-19 as at 31 July 2019	2019-20 as at 31 July 2020	2020-21 as at 31 March 2021
All staff			
White (includes non-British White)	95.8%	95.7%	95.3%
Asian/Asian British	1.4%	1.2%	0.5%
Black/Black British	0.5%	0.8%	1.1%
Mixed and Other Ethnic backgrounds	1.4%	1.5%	2.4%
Not known/Not given	0.9%	0.8%	0.8%
	100%	100%	100%



*HESA benchmark is academic staff only

Ethnic Profile – Regional Comparison NORFOLK population age 16-65 years		
	NUA	Norfolk **
White (including non-British White)	95.3%	96.5%
Asian	0.5%	1.5%
Black	1.1%	0.5%
Other Ethnic background, inc mixed	2.4%	1.5%
Information not provided/ Unknown	0.8%	0.0%
	100%	100%

**Source: Census 2011 Office for National Statistics

The ethnic profile for Norfolk (Census 2011) shows that 3.5% of the working population categorised themselves as being from a Black, Asian or other minority ethnic community. This figure is 4% for NUA employees (an increase of 0.5% on the previous reporting period).

8.4% of staff appointed in 2020/21 are from an ethnic minority community, an increase of 1% on the previous 12-month period.

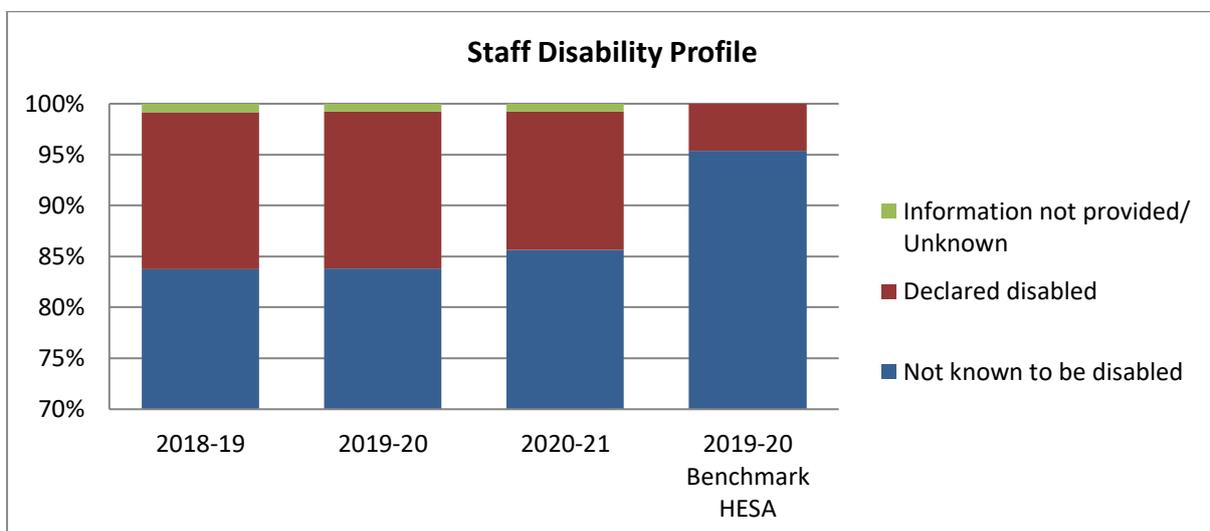
At NUA, 99.2% of staff chose to report their ethnicity status. This compares with a disclosure rate in the sector of 91.3% (2019/20).

In the sector, the proportions of Black, Asian and minority ethnic staff vary greatly between subject areas with BAME staff comprising relatively higher proportions of academics working in SET compared to non-SET subjects. Overall

Within the sector, higher education providers with the highest percentage of BAME staff are located in the London region. There is also a difference within the academic staff group of the percentage of BAME staff by subject area taught. [For Art/Design the percentage of BAME staff is 7.7% (source AdvancedHE Equality + Higher Education - Staff Statistical Report 2021)].

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

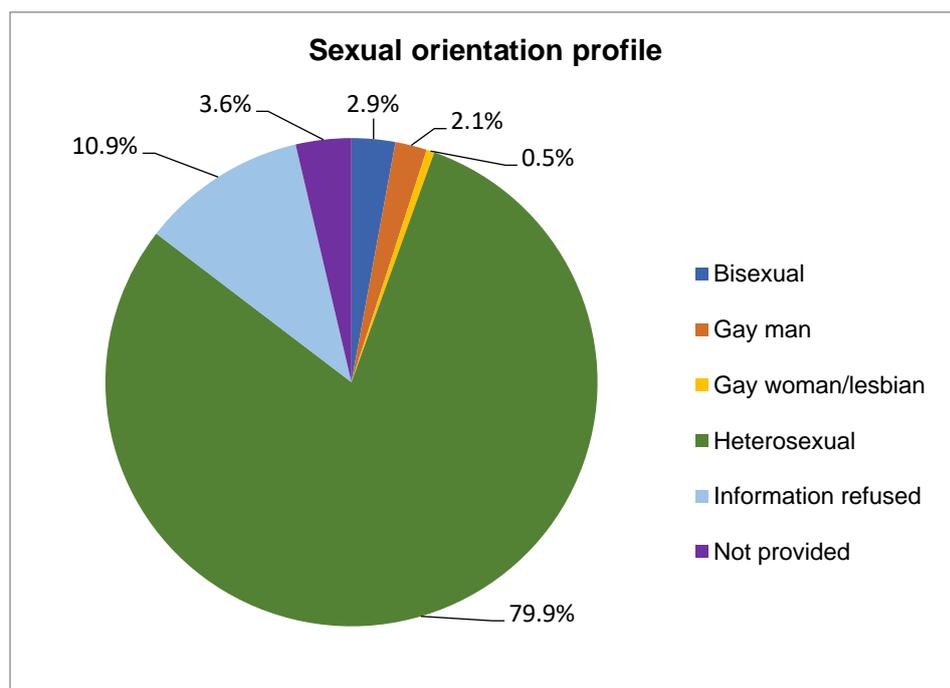
All staff	2018-19 at 31 July 2019	2019-20 at 31 July 2020	2020-21 at 31 March 2021
Not known to be disabled	83.7%	83.8%	85.6%
Declared disabled	15.5%	15.4%	13.6%
Information not provided/ Unknown	0.8%	0.8%	0.8%



At NUA 99.2% of staff declared their disability status, with 13.6% of staff identifying themselves as having one or more disabilities. This compares to 4.6% of total staff in the sector declaring a disability (figures in the sector combine not known to be disabled with unknown). NUA had the fifth highest percentage of staff in the sector declaring they have one or more disabilities in 2019/20.

Of the staff at NUA who declared they had one or more disabilities, 57.7% have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D. This figure compares to 21.6% in the sector in 2019/20. 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)



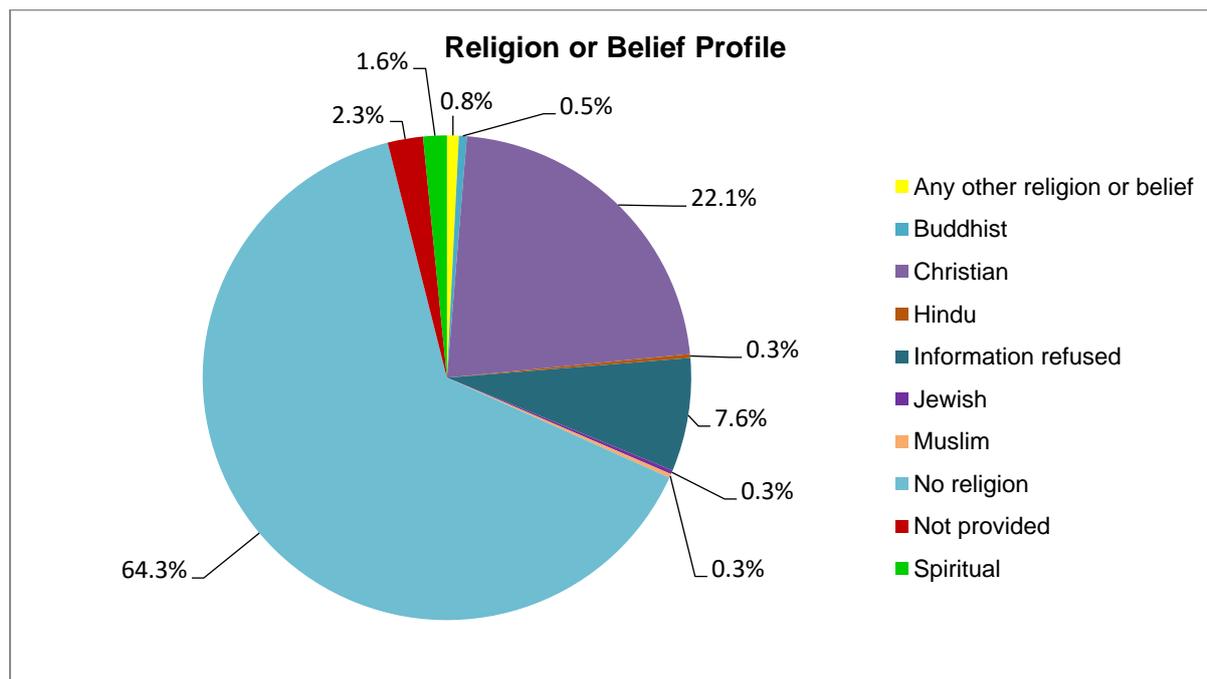
At 85.5%, the level of disclosure of sexual orientation has improved by 1.5% on the previous year.

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 (for academic staff), 48.1% provided information, 9.8% refused to provide information, and for 42.2% the data field was blank. (Source: AdvanceHE 2021)

Of the staff in the sector who provided data on sexual orientation (excluding not provided and information refused) 92.8% identified themselves as Heterosexual, 2.5% Gay men, 2.4% Bisexual, 1.5% Gay women/lesbian and 0.8% Other (Source: AdvanceHE 2021). This compares to 93.5%, 2.1%, 3.1%, 1.2% and 0.3% respectively at NUA (excluding not provided and information refused).

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

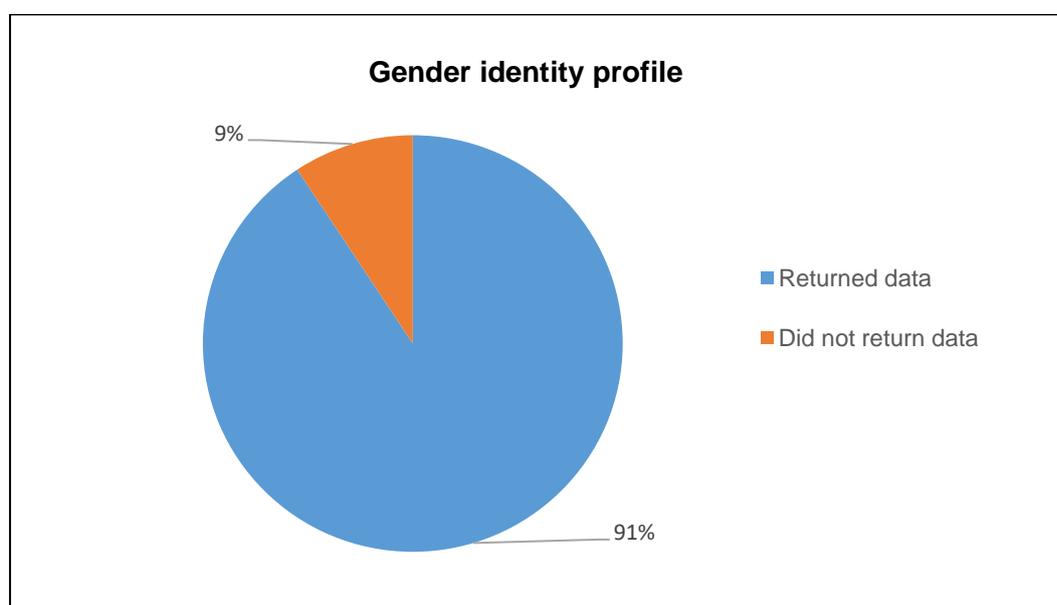


90% of staff disclosed their religion or belief, 1% higher than in 2019/20.

The percentage of staff who classified themselves as having no religion or belief is 64%, an increase of 2% on the previous year, and Christian remains the largest religious belief group at 22%.

For the HESA 2019/20 return, 58.1% of Higher Education Providers (HEPs) returned staff data on religion or belief compared to 78% in 2018/19. For these HEPs, the data was blank for 29.4% and 12.0% refused to provide information, a total of 41.4% staff. Of the staff in the sector who disclosed their religion or belief (excluding blank and information refused), 50.8% had no religion or belief, (compared to 70% at NUA) and 37.0% stated they were Christian (compared to 26% 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).

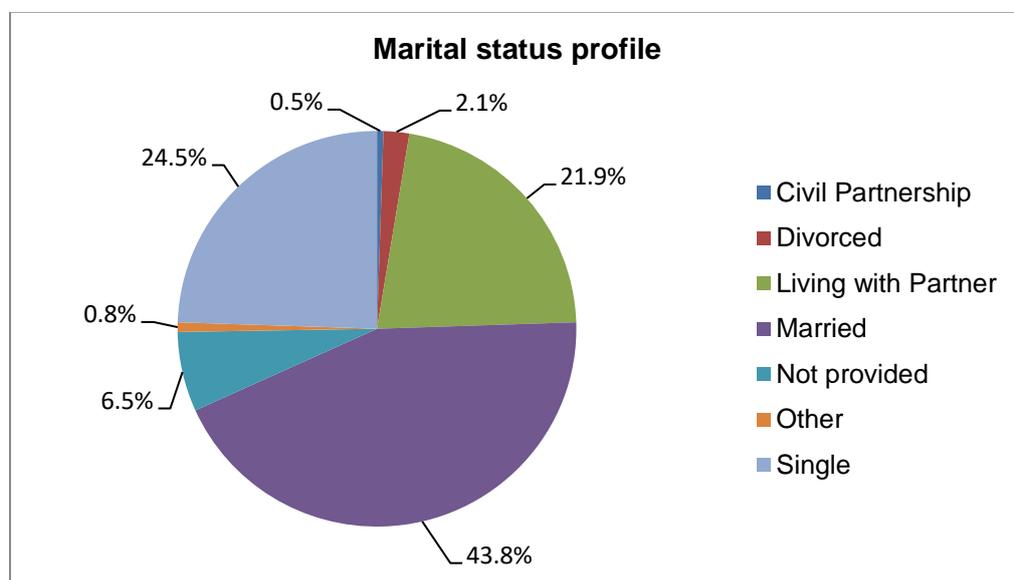
In previous years HESA reports have used the term gender identity. The term gender identity is different to gender reassignment and refers to a person's internal perception of their gender. The possible field options are yes, no, and information refused. The phrasing and options associated with this 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 collected gender identity information (gender reassignment) since 2012. 9% of staff chose not to provide information on their gender reassignment, which is unchanged from the previous year.

Of the staff in HE institutions that returned gender reassignment information to HESA (for academic staff) in 2019/20, 53.8% provided information, 3.5% refused to provide information, and for 42.7% the data field was blank. Only 54.2% of the institutions that returned information to HESA in 2019/20 had a return rate of 70% or more for this characteristic. This represents an increase from the 2018/19 equivalent return rate of 46.2%. (Source: AdvanceHE 2021)

The proportion of institutions returning information on trans status to HESA in 2018/19 remained relatively lower, at 62.8%, a slight reduction from 63.4% in 2018/19.

11.8 Marital status profile



For NUA staff, marital status is the information they provide for their current marital status. 6.5% of staff did not provide data on their marital status in the 2020/21, an increase of 0.5% on 2019/20. 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 43.8%, this compares to 50% in the Norfolk population (Census 2011 - which classifies an individual according their legal marital or registered same-sex civil partnership status as at the census day).

The census uses the term 'single' to refer only to someone who has never been married or in a registered same-sex civil partnership, which were options on the census questionnaire. 29.5% of the Norfolk population declared themselves to be single compared to 24.5% of employees at NUA.

Staff declared they were in a civil partnership was 0.5% compared to 0.2% in the Norfolk and England census data.

11.9 Maternity, Paternity and Shared Parental Leave

Fourteen staff took maternity leave in 2020/21 and 4 members of staff took paternity leave. One member of staff took Shared Parental leave and one employee took two separate periods of adoption leave.

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 this period.

The Maternity Connections scheme has been running for over two years, 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/adoption leave and life as working parents for support and advice.

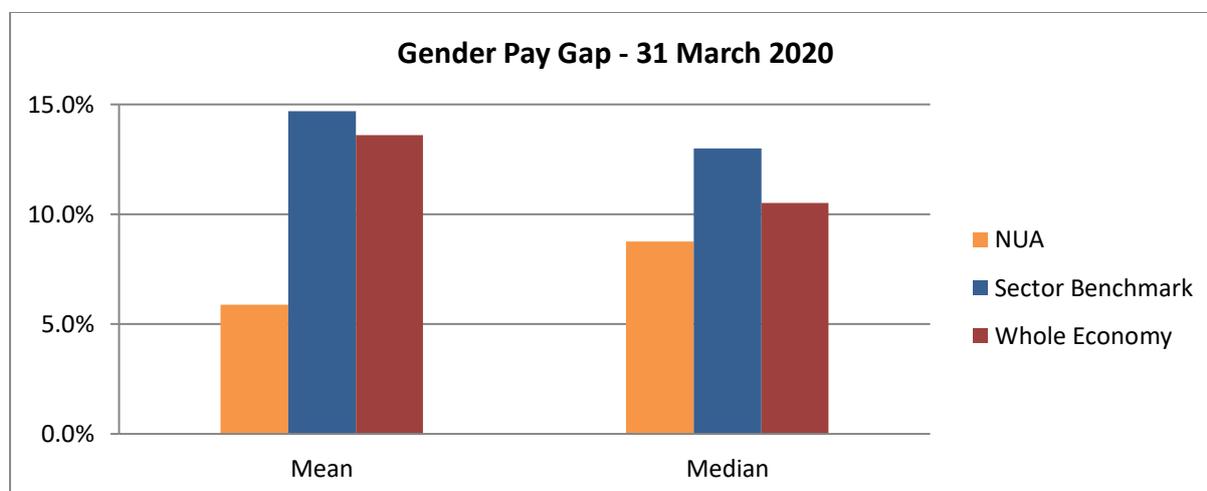
11.10 Gender Pay Gap

Gender Pay Gap legislation introduced in April 2017 requires all employers of 250 or more employees to publish their gender pay gap data by 30th March each year. The Gender Pay Gap Report 2021 reflects data for employees in place at a snapshot date of 31st March 2020.

The mean gender pay gap at NUA is 5.9% lower for women. The median gender pay gap is 8.8% lower for women.

The sector median institutional gender pay gap is 13% and the mean gender pay gap is 14.7%. The headline figures are based on 108 HEIs in England where reporting is statutory and excludes sector agencies.

The whole economy median gender pay gap is 10.5% and the mean gender pay gap is 13.6% (March 2019 comparison). The whole economy figures for 2019 are based on 50% of employers submitting data for the reporting year, compared to the previous year, and this may have impacted on the gender pay gap figures.



The Gender Pay Gap Report 2020 is published on the University and Government websites.

12 Student Profile Statistics

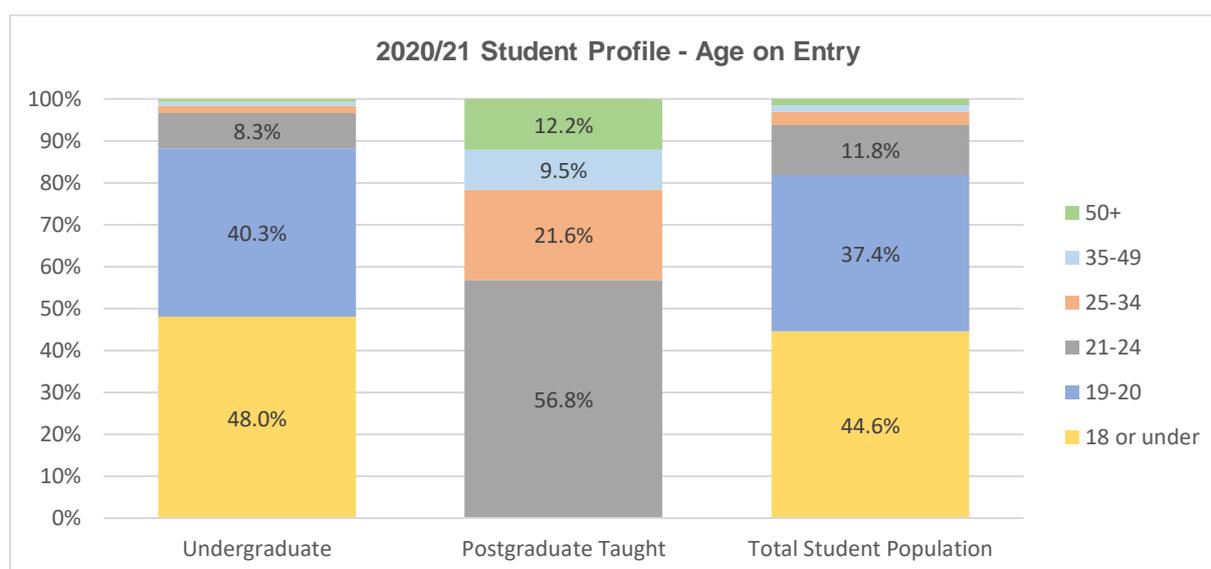
Student profile data is gathered from new and returning students as part of the enrolment process. The information collated is in line with the requirements of the student HESA return and since 2013/14 the collection was expanded to include further data on protected characteristics.

Comparative data for all UK-based Higher Education Institutions (HEIs) has been included where available. For all external sources 2019/20 is the latest comparative dataset available.

Applicants for undergraduate courses apply through the UCAS system. The University 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. For the 2021 admissions cycle, offers to undergraduate courses were made on the basis of the application and portfolio. Offers to postgraduate courses were made on the basis of an interview and portfolio

Unless otherwise stated the Student Profile data includes all 2020/21 taught students, across all academic years of study.

12.1 Student Profile – Age on Entry (New Entrants only)



Age on Entry	Undergraduate	Postgraduate Taught	Total Student Population
18 or under	48.0%	0.0%	44.6%
19-20	40.3%	0.0%	37.4%
21-24	8.3%	56.8%	11.8%
25-34	1.9%	21.6%	3.3%
35-49	0.8%	9.5%	1.5%
50+	0.7%	12.2%	1.6%

Table 1: 2020/21 New Entrants age on entry distribution

There is a marginal increase in the percentage of undergraduate students aged 20 and under, up to 88.3% in 2020/21 from 86% in 2019/20.

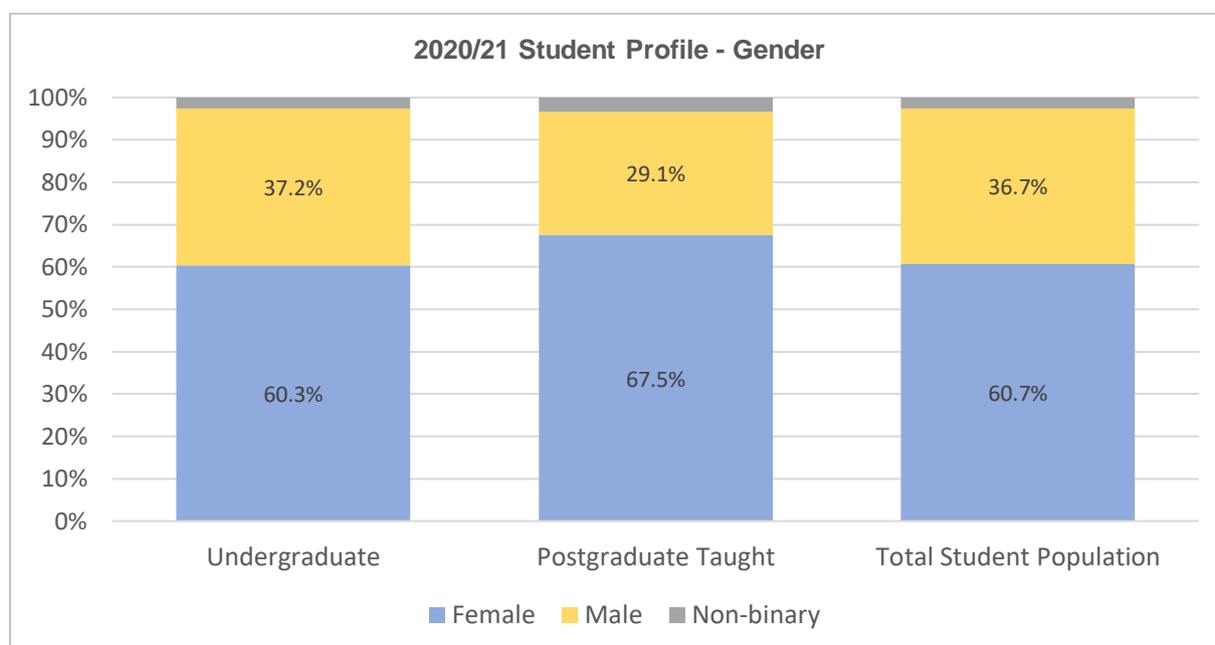
Age data for all students at UK HEIs is shown in Table 2. This is sourced from HESA data and 2019-20 is the latest available data. In comparison to all UK undergraduates, a larger percentage of NUA's new entrants tend to be aged 20 or younger.

Age on Entry	Undergraduate (UK HEIs)	Postgraduate Taught (UK HEIs)
18 or under	38.2%	0%
19-20	25.3%	1.0%
21-24	12.8%	49.8%
25-34	12.3%	30.1%
35-49	8.5%	15.1%
50+	2.9%	4.0%

Table 2: Age on entry distribution of 2019-20 new entrants at UK HEIs

Sourced from Heidi+ student FPE report (HESA data). All modes of study, all domiciles, all years of study, new entrants only. UK wide HEIs.

12.2 Student Profile – Gender



Gender	Undergraduate	Postgraduate Taught	Total Student Population
Female	60.3%	67.5%	60.7%
Male	37.2%	29.1%	36.7%
Non-binary	2.5%	3.3%	2.6%

Table 3: 2020/21 student profile – gender distribution

The number of students across the University declaring as non-binary has doubled from 1.3% in 2019/20 to 2.6% in 2020/21.

Academic Year	Undergraduate and Postgraduate
2017/18	0.81%
2018/19	0.82%
2019/20	1.30%
2020/21	2.6%

Table 4: Percentage of students defining as non-binary for the academic years 2017/18 to 2020/21

HEIs are not required to submit “gender” data to HESA, but instead are asked to record students’ sex. A summary of 2019-20 sex data for UK HEIs is shown in Table 5. Whether students’ gender identity is the same as their assigned gender at birth is considered in the next section.

Sex	Undergraduate (UK HEIs)	Postgraduate Taught (UK HEIs)
Female	56.6%	59.8%
Male	43.3%	40.0%
Other	0.1%	0.2%

Table 5: Sex distribution of 2019-20 students at UK HEIs

Sourced from Heidi+ student FPE report (HESA data). All modes of study, all domiciles, all years of study. UK wide HEIs.

12.3 Student Profile – Gender Identity

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

Gender Identity	Undergraduate	Postgraduate Taught	Total Student Population
Same as assigned at birth	91.5%	90.1%	91.4%
Not the same as assigned a birth	4.2%	3.3%	4.1%
Unknown/Refused	4.3%	6.6%	4.5%

Table 6: 2020/21 student profile - gender identity distribution

In 2020/21 a total of 4.1% of students disclosed that their gender identity was different from the gender that they were assigned at birth. This is a significant increase from 2.2% in 2019/20.

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.

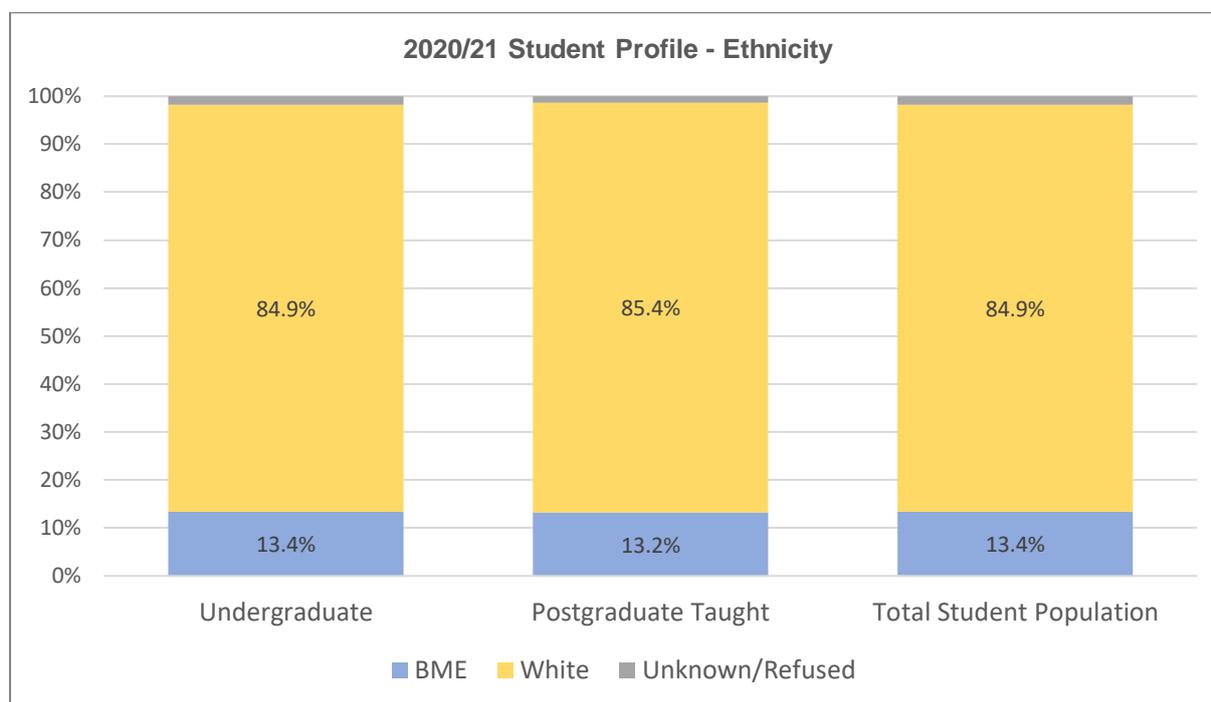
For students in the process of transitioning, the University will ensure that the student record system, and any information arising from it, reflects the preferred name and gender identity specified by the student. In cases where official documentation has not yet been amended to reflect the new gender 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.

For comparison, Table 10 sets out the equivalent values for students at all English HEIs. The data source does not include information on those that refused to provide an answer, but we can see that the percentage responding that their gender identity is not the same as assigned at birth is much greater among NUA students than the percentage of students across all English HEIs.

Gender Identity	Undergraduate (English HEIs)	Postgraduate Taught (English HEIs)
Same as assigned at birth	99.1%	99.1%
Not the same as assigned a birth	0.9%	0.9%

Table 7: Gender identity of 2019-20 students at English HEIs

12.4 Student Profile – Ethnicity



Ethnicity	Undergraduate	Postgraduate Taught	Total Student Population
BME	13.4%	13.2%	13.4%
White	84.9%	85.4%	84.9%
Unknown/Refused	1.8%	1.3%	1.7%

Table 8: 2020/21 student profile – ethnicity distribution

The percentage of undergraduate students from Black, Asian or Minority Ethnic (BME) communities has remained consistent at approximately 13%.

Academic Year	Undergraduate and Postgraduate
2018/19	13.9%
2019/20	13.2%
2020/21	13.4%

Table 9: 2020/21 Percentage of students from BME communities

In the sector, there are considerable gaps in the data held about the ethnicity of students. Table 10 sets out the latest available results, which are for the 2019-20 academic year. The unknown/refusal rate was 16.8% for undergraduates and 41.9% for postgraduates across all UK HEIs. This compares to less than two percent of data being unknown or refused at NUA. Of students where the ethnicity is known, and in the latest years of data, NUA has a lower percentage of BME students at undergraduate level, compared to all UK HEIs. For postgraduates the percentages are broadly similar.

Ethnicity	Undergraduate (UK HEIs)	Postgraduate Taught (UK HEIs)
BME	21.6%	13.7%
White	61.6%	44.4%

Unknown/Refused	16.8%	41.9%
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Table 10: Ethnicity distribution of 2019-20 students at UK HEIs

Sourced from Heidi+ student FPE report (HESA data). All modes of study, all domiciles, all years of study. UK wide HEIs.

12.5 Student Profile – Disability

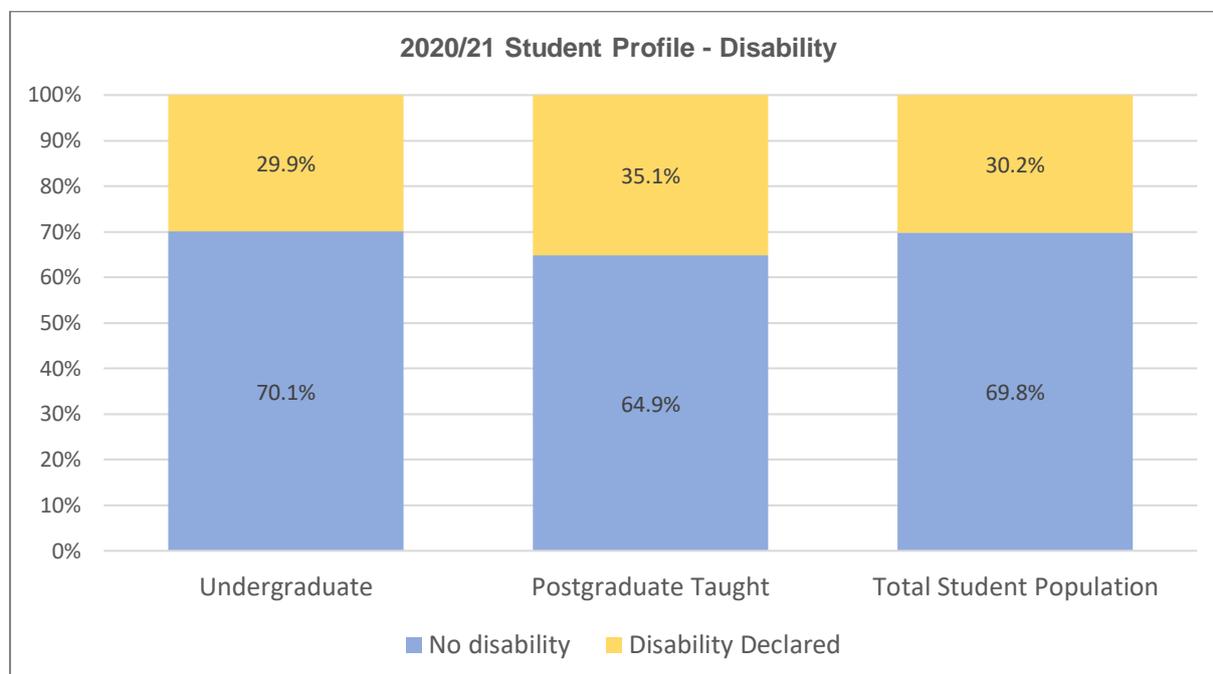
Student disability is recorded, and returned to HESA, as one of the following codes:

- No disability
- A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
- Blind or a serious visual impairment uncorrected by glasses
- Deaf or a serious hearing impairment
- A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
- A mental health condition, such as depression, schizophrenia or anxiety disorder
- A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
- A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
- A disability, impairment or medical condition that is not listed above
- Two or more of the above impairments and/or disabling medical conditions

This can be aggregated as follows:

Disability	Undergraduate	Postgraduate Taught	Total Student Population
No disability	70.1%	64.9%	69.8%
Disability disclosed	29.9%	35.1%	30.2%

Table 11: 2020/21 student profile – disability distribution



The overall percentage of students declaring a disability has remained consistent in 2020/21 at 30.2% (30.4% in 2019/20).

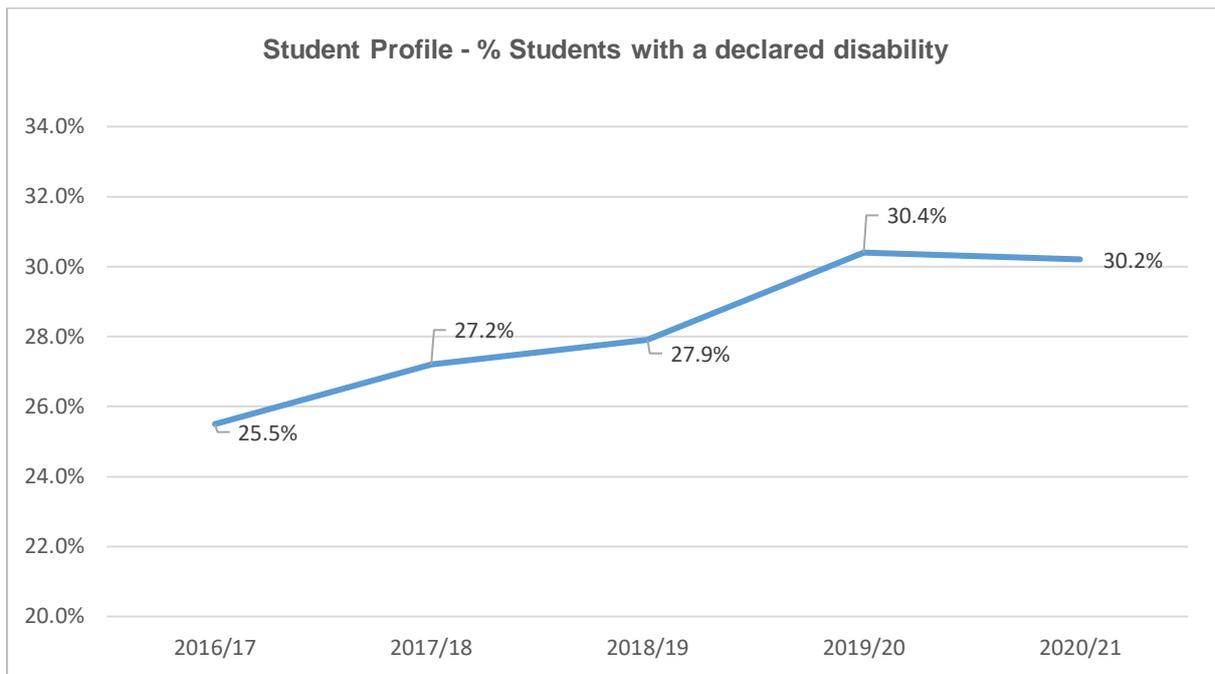


Table 12 below sets out the equivalent values for students at UK HEIs. This is sourced from HESA data and the latest available year is 2019-20. Compared to the rest of the sector, students at NUA have been more likely to disclose a disability.

Disability	Undergraduate (UK HEIs)	Postgraduate Taught (UK HEIs)
No disability	83.9%	90.1%
Disability disclosed	16.1%	9.9%

*Table 12: Disability disclosure of 2019-20 students at UK HEIs
Sourced from Heidi+ student FPE report (HESA data). All modes of study, all domiciles, all years of study. UK wide HEIs.*

In 2020/21 the format that disability data was held was updated to allow more granular recording of disability against the student record. The table on the following page shows the sub-categories that are now available on the student's disability record.

Category	Sub-category
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	Autism (including Asperger Syndrome)
	Semantic pragmatic disorder
	Other
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	Asthma
	Diabetes
	Chronic fatigue syndrome / ME
	Cancer
	Epilepsy
	Inflammatory bowel disease
	Cystic fibrosis
	POTS (Postural orthostatic tachycardia syndrome)
Other	
A mental health condition, such as depression, schizophrenia or anxiety disorder	Anxiety disorder
	Depression
	Panic disorder
	Obsessive Compulsive Disorder
	Personality Disorder
	Eating disorder
	Bipolar disorder
	Other
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	Dyslexia
	Dyspraxia
	Dyscalculia
	Dysgraphia
	ADD
	ADHD
	Visual Stress (including Irlen's Syndrome)
	Other
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	Hypermobility / Ehlers-Danlos syndrome
	Scoliosis
	Arthritis
	Complex regional pain syndrome
	Cerebral Palsy
	Difficulty using / unable to use one or both hands or arms
	Difficulty using / unable to use one or both legs
	Other
Blind or a serious visual impairment uncorrected by glasses	(None)
Deaf or a serious hearing impairment	(None)
A disability, impairment or medical condition that is not listed above	(None)

Table 13: Categories and sub-categories of disability data

In previous years, a student could select a single disability code and provide further written information against the record. With the new format, students can select multiple sub-categories and provide contextual information against each one. This means we know how many disabilities a student has and have better contextual data regarding the disability.

Disability	Undergraduate	Postgraduate Taught	Total Student Population
Disclosed 1 disability	54.5%	53.8%	54.5%
Disclosed 2 disabilities	28.0%	30.8%	28.2%
Disclosed 3 disabilities	11.0%	5.8%	10.7%
Disclosed 4 disabilities	4.0%	7.7%	4.3%
Disclosed 5 or more disabilities	2.4%	1.9%	2.4%

Table 14: 2020/21 disclosed number of disabilities for students who declared at least one disability

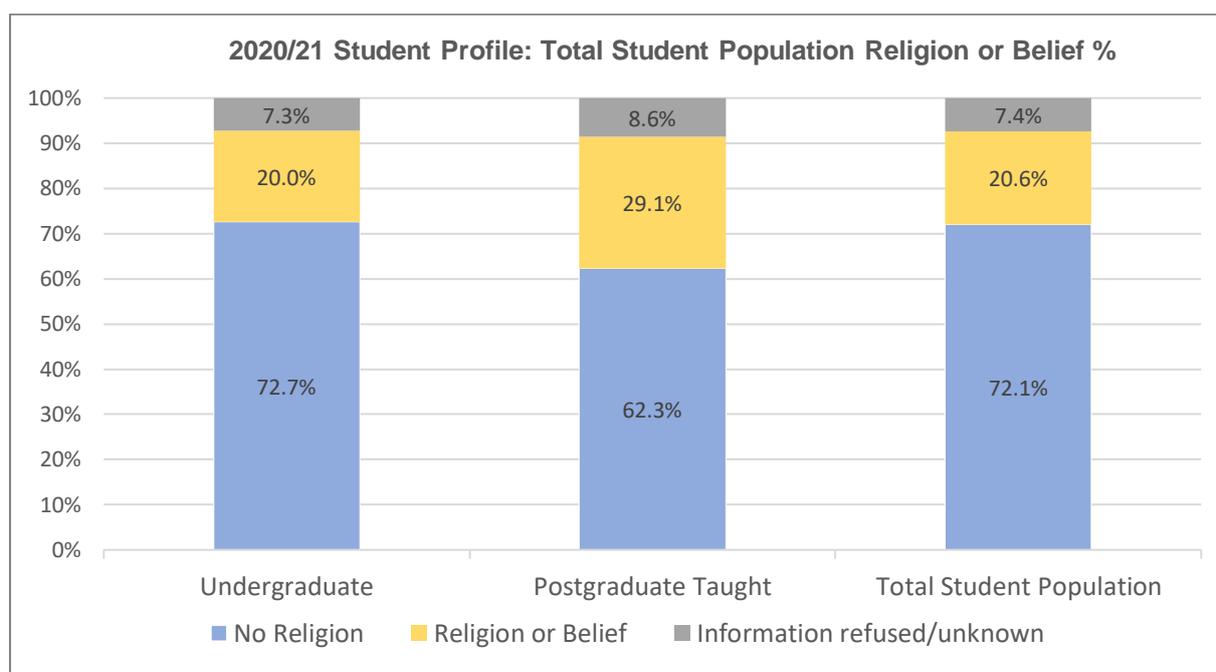
Using the sub-category data, the following table shows the most frequently disclosed disabilities in 2020/21:

Disability	Percentage of students who have declared a disability	Percentage of total student population
Anxiety disorder	43.3%	13.0%
Dyslexia	34.7%	10.4%
Depression	33.4%	10.0%
Autism (including Asperger Syndrome)	12.2%	3.7%

Table 15: 2020/21 most frequently disclosed disabilities

There is not yet any freely-available data for all UK undergraduates at this level of detail to compare to.

12.6 Student Profile – Religion or Belief



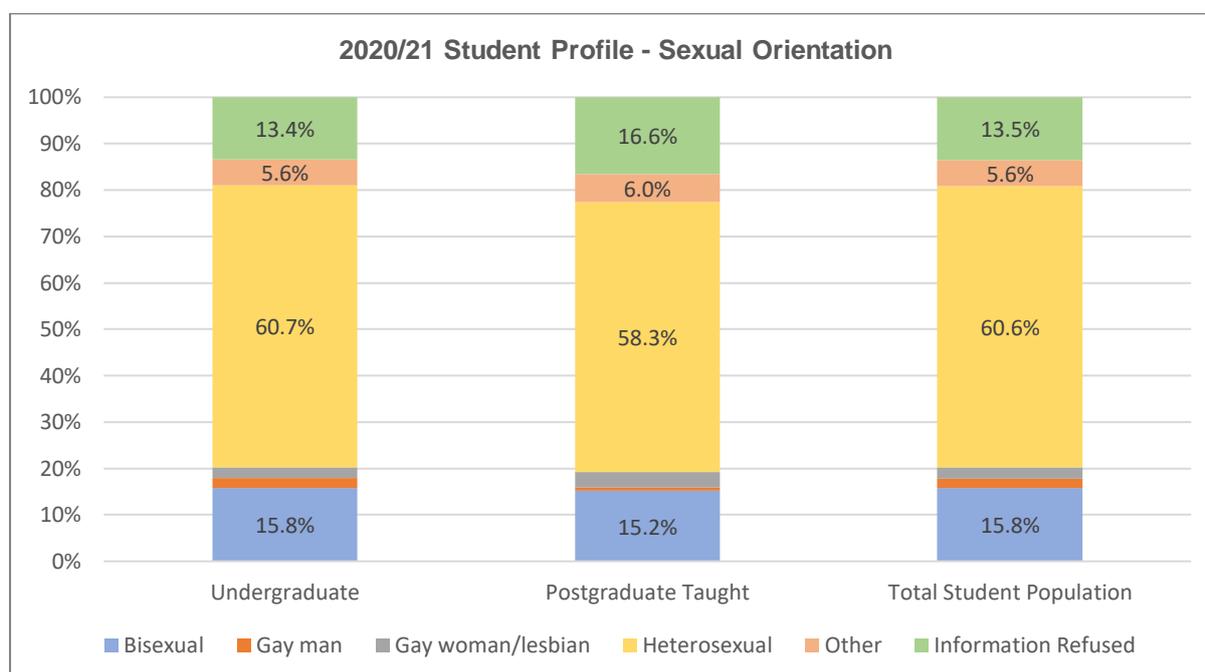
Religion or Belief	Undergraduate	Postgraduate Taught	Total Student Population
Buddhist	0.7%	1.3%	0.8%
Christian	13.2%	17.9%	13.5%
Hindu	0.6%	1.3%	0.7%
Jewish	0.3%	0.0%	0.3%
Muslim	0.8%	0.7%	0.8%
No religion	72.7%	62.3%	72.1%
Sikh	0.1%	0.0%	0.1%
Spiritual	2.9%	3.3%	2.9%
Any other religion or belief	1.3%	4.6%	1.5%
Information refused	7.3%	8.6%	7.4%

Table 16:2020/21 student profile - religion or belief distribution

The proportion of students identifying with no religion has marginally increased from 71.4% in 2019/20 to 72.1% in 2020/21.

Sector data is available to compare NUA responses with other UK students. In the latest year for which data is available (2019-20), 48.2% of UK undergraduates reported no religion, and 48.8% of UK postgraduates reported no religion, a substantially lower proportion than those reporting no religion at NUA¹.

12.7 Student Profile – Sexual Orientation



¹ Religion/ belief data is not available through Heidi+ or the HESA statistical release. However HESA data is used in the Office for Students Equality, Diversity and Student Characteristics Data (2019-20 data) (<https://www.officeforstudents.org.uk/data-and-analysis/equality-diversity-and-student-characteristics-data/official-statistics/>). UK domiciled entrants. All modes of study. No response excluded from results.

Sexual Orientation	Undergraduate	Postgraduate Taught	Total Student Population
Bisexual	15.8%	15.2%	15.8%
Gay man	2.1%	0.7%	2.0%
Gay woman/lesbian	2.4%	3.3%	2.4%
Heterosexual	60.7%	58.3%	60.6%
Other	5.6%	6.0%	5.6%
Information refused	13.4%	16.6%	13.5%

Table 17: 2020/21 student profile - sexual orientation

The level of disclosure for sexual orientation data has remained consistent, with 87.4% in 2019/20 and 86.5% in 2020/21.

The largest increase in sexual orientation was students identifying as bisexual – which increased from 12.6% in 2019/20 to 15.8% in 2020/21.

Academic Year	Undergraduate and Postgraduate
2016/17	7.2%
2017/18	8.8%
2018/19	10.7%
2019/20	12.6%
2020/21	15.8%

Table 18: Percentage of students identifying as bisexual

Table 19 sets out the equivalent results for all English HEIs. Data was sourced from the Office for Students Equality, Diversity and Student Characteristics Data and the latest available year was 2019-20. Sexual orientation categories are not directly comparable. However it is clear that a substantially lower percentage of students at NUA identify as “heterosexual” compared to the wider student body at English HEIs.

Sexual Orientation	Undergraduate (English HEIs)	Postgraduate Taught (English HEIs)
Heterosexual	90.9%	90.3%
Lesbian, gay or bisexual	7.4%	8.3%
No response		
Not applicable		
Other sexual orientation	1.7%	1.4%

Table 19: Sexual orientation disclosure of 2019-20 students at English HEIs

Source is the Office for Students Equality, Diversity and Student Characteristics Data (based on HESA data). UK domiciled entrants to English HEIs. All modes of study.

12.8 Student Profile – Marital Status

The University does not currently collect information on students’ marital status. 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 University’s Access to Learning Fund where additional financial needs are identified.

12.9 Student Profile – Pregnancy and Maternity

Three students went on intermission due to pregnancy in 2019/20. While on maternity leave, students retain access to the course virtual learning environment (VLE) and are able to access on-line course materials and keep in touch with their peers. Before rejoining their course students are contacted by Student Support to discuss any additional support needs that may be required and when they return to University students attend a series of supportive monitoring sessions with their course teams. The University does not have crèche facilities and students are expected to arrange childcare.

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

13 Staff Recruitment Applicant Profile Statistics

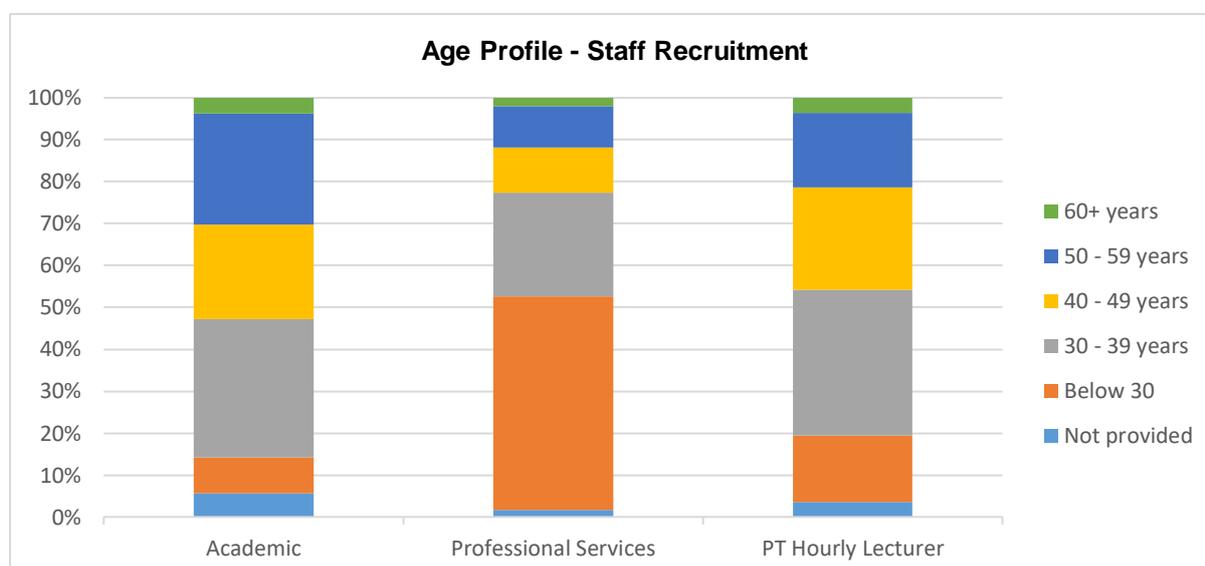
The profile of candidates is analysed by the Human Resources Department for each staff vacancy and the information is used to monitor the recruitment process for protected characteristics. On an annual basis applicant data is produced for all vacancies and the data below provides an overview of the diversity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

During the academic year 2020/21 a total of 75 staff vacancies were advertised which generated 1209 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	14	112
Professional Services	49	999
Part-time Hourly Lecturer	12	98

All applicants are asked to complete an Equality, Diversity and Inclusion 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. In general, Academic and Part-time Hourly Lecturer posts require experience in the academic discipline and therefore the number of applicants in the age range below 30 is significantly smaller (11.6% and 12.2%) than for professional services staff at 52.6%, where the highest proportion of applicants were in this group.

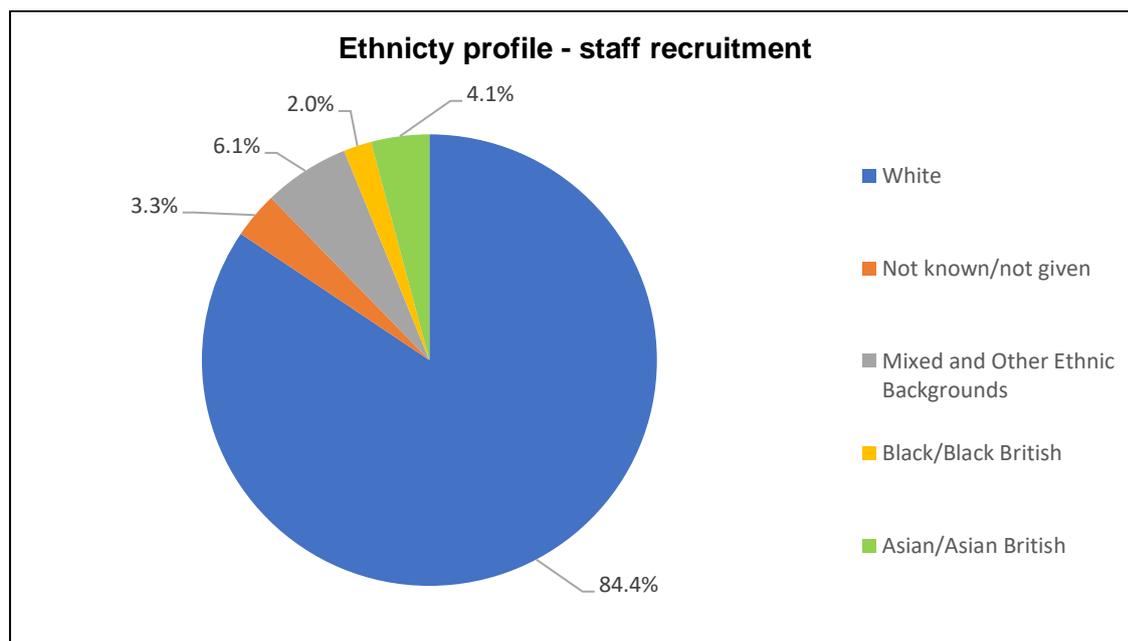
13.2 Gender profiles (applicants)



For academic posts the percentage of female applicants has increase from 43% to 46%, for part-time hourly lecturers the percentage has increase from 50% to 53%, and for professional services staff it has reduced from 72% to 66%. The majority of vacancies advertised were for professional services staff posts in technical areas.

Overall, the percentage of female applicants has reduced from 67% to 63% in the period 2020/21.

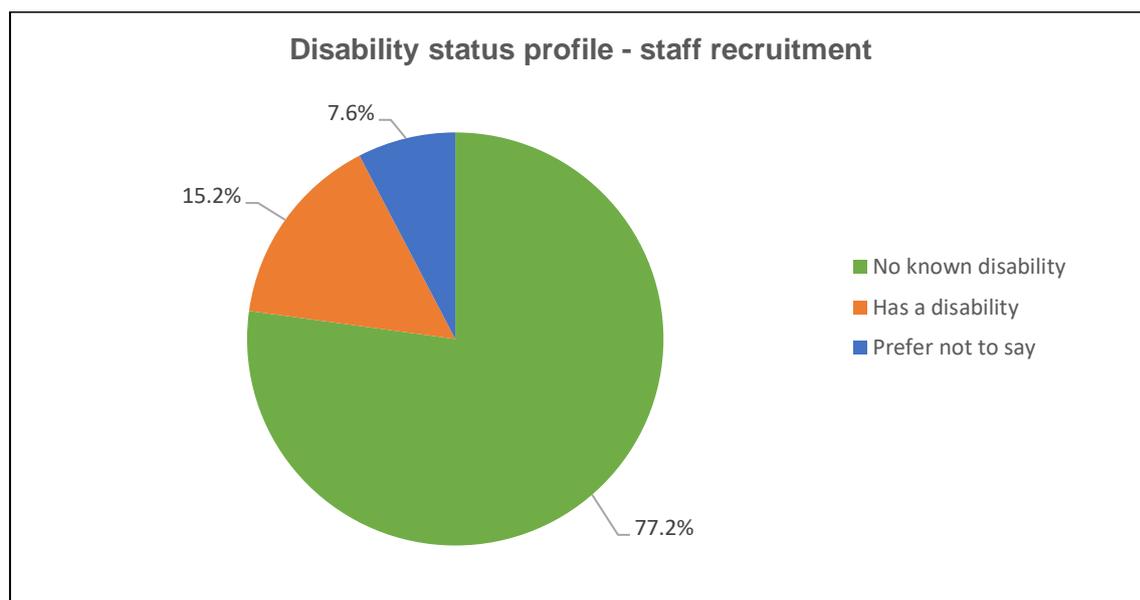
13.3 Ethnicity profile (applicants)



The percentage split of applicants from Black, Asian and minority ethnic communities (BAME) has increased from 9% in 2020/19 to 12.3% in the current period. There has been a reduction in applicants choosing not to disclose their ethnic background from 4.4% to 3.3%.

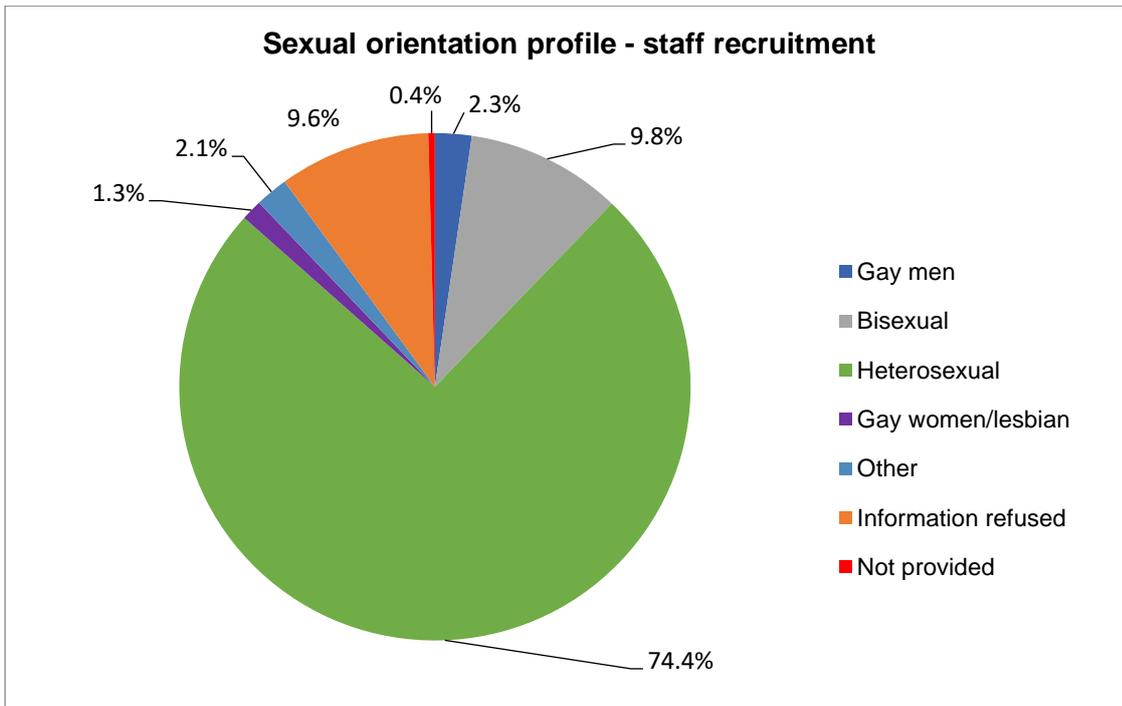
All NUA staff are required to undertake Equality, Diversity and Inclusion training. To ensure the shortlisting process is fair and transparent, all shortlists are reviewed by the HR team with special reference to applicants from BAME communities. The ED&I Monitoring forms are not shared with the shortlisting panel. Only applicants who match the essential criteria for the position are shortlisted.

13.4 Disability profile (applicants)



The number of applicants identifying that they have a disability increased again this year to 15.2%, compared to 14% in 2019/20 and 11.6% in the previous year.

13.5 Sexual orientation profile (applicants)



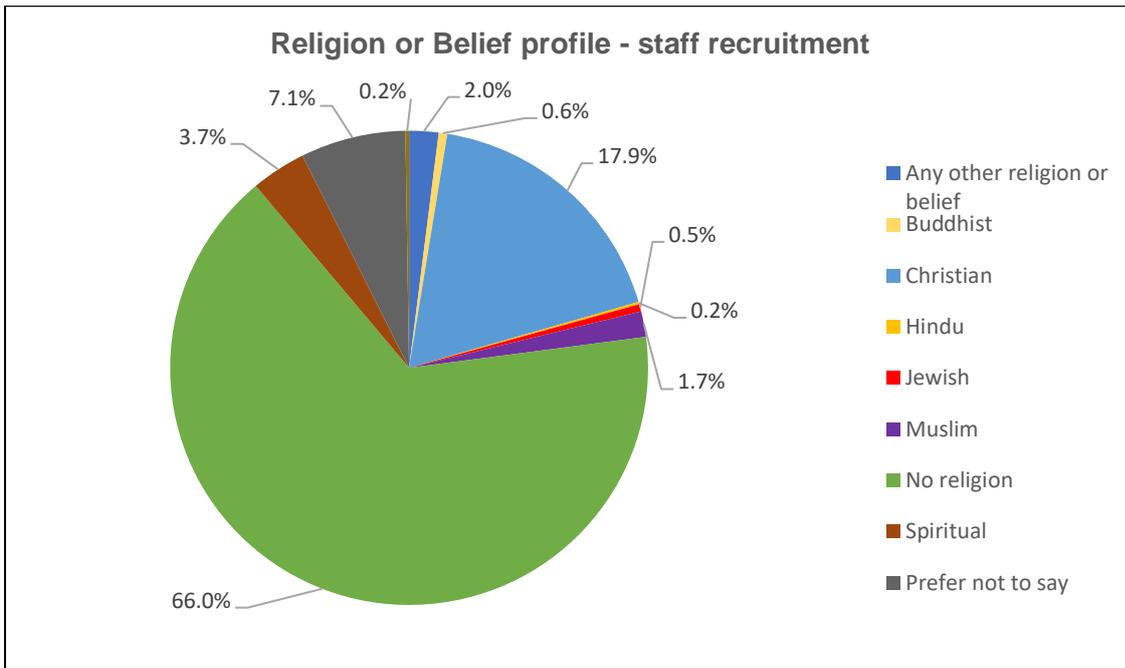
There has been a small increase in disclosure rate from 89.4% (in 2019/20) to 90% disclosure rate in the current period.

The number of applicants identifying as heterosexual has increased to 74.4% from 73.6% in 2019/20. There has been a slight change in applicants identifying in the following categories compared to the previous year; bisexual (7.2% to 9.8%), Gay men (2.5% to 2.3%), Gay women/lesbian (1.8% to 1.3%), and other (1.8% > 2.1%).

13.6 Religion or belief profile (applicants)

Applicants declaring 'no religion' or belief has increased slightly to 66% compared to the previous two years (62.8% in 2019/20 and 63% in 2018/19).

7.1% of applicants preferred not to disclose their religion or belief information. In addition, 0.2% left this category blank on the ED&I Monitoring Form.



13.7 Gender identity profile (applicants)

3% of applicants identified themselves as transgender. The level of disclosure in 2020/21 was 92% compared with 80% in 2019/20.

14 Disability and Mental Health Support for Applicants and Students

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

Through our Applicant Portal, disabled applicants are 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. Over the summer this year we contacted students where we felt they needed a bit more support to prepare them for the new academic year.

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

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

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

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

- Specialist Mentors – work with students with mental health issues and those on the autistic spectrum to help them overcome the barriers they face as a result of their condition. Includes social and study strategies, time management, and advice on strategies to manage their condition.
- Specialist Study Skills Tutors – provide specialist study support to students with autism, dyslexia and other specific learning difficulties.
- General Study Skills Support – to provide general study skills, essay writing etc.

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 by the Department for Education. We are working to the Quality Assurance Framework as previously provided and are waiting for an update of the provisions.

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.

The number of disabled students in receipt of DSA and in attendance at the University continues to rise year on year, as does the number of those disclosing a mental health condition. During the year we appointed a Student Mental Health and Safeguarding Manager and a new post of Student Mental Health and Wellbeing Advisor.

We have started to offer entry level mental health training for our PALs and we are planning to broaden this to other areas of the student population.

15 The Estate and Accessibility

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

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

All students and staff with physical disabilities are given a one-to-one induction by the Health and Safety Officer to assess their specific needs and where necessary Emergency Plans made (PEEPs). Designated disabled parking is made available for staff and students where required.

Adjustments to the Estate were implemented to respond to Covid-19, for example signage was introduced to ensure social distancing; hand sanitizer stations were located at key places and increased use of touch point cleaners.

16 Change Working Group (CWG)

A Change Working Group (CWG) was established in June 2020 in response to the events in America and the UK in support of the Black Lives Matter movement and Race equality.

The current membership consists of academic and professional services staff, with representatives from both faculties, Technicians, Library, Student Support/Registry, Human Resources, Business & Employability including alumni and Marketing. The group, led by the Dean of Arts & Media, meets every six to eight weeks and initially reported to the Senior Management Team (SMT). Updates on the activities of the group are provided to both Equality Diversity & Inclusion Committee (EDIC) and the Learning & Teaching Quality Committee (LTQC).

The membership and terms of reference for CWG were updated and approved at EDIC in September 2021. CWG now reports directly to EDIC with student representatives to be added to the membership. Student representatives would be requested through the EDIC.

The CWG mapped NUA activities against recommendations contained within the Halpin Sector Report: UK Universities' Response to BLM¹ and prioritised areas for further consideration. Three Task Groups were established to progress actions and will report to EDIC:

- **Training** – to develop, review and make proposal for implementation of anti-racist and EDI training for staff and students
- **Curriculum Development** - to develop, review and make proposals for implementation of training and workshops in decolonising the curriculum

- **Visibility** – to provide resources for the whole community via a VLE page to support training and curriculum development, and make transparent the work of CWG (in progress)

¹<https://halpinpartnership.com/halpin-sector-report-uk-universities-response-blm/>

CWG proposed that the anti-racist statement in our staff code of conduct and student engagement charters should be reviewed to ensure they are current and appropriate. A task group of EDIC will be created to form proposals.

Anti-racism training was provided for 100 staff through the summer and EDI training was available through Moodle. The university development days have also provided dedicated sessions on diversity and decolonising the curriculum, with external speakers.

Tackling Bully and Harassment and EDI online training has been opened up to all new Y0/Y1 students (900+) as part of their induction to university, with proposals to extend to other years.

Recruitment adverts, job descriptions and person specifications have been updated in line with the Inclusive Community Strategic Plan objectives to enhance our commitment to EDI. This process has seen some initial successes in recruiting staff from Black, Asian and minority (majority) ethnic backgrounds.

17 Marketing and the University Website

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

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

New films created are subtitled and all new creative work incorporates accessibility in the design process, through colour selection, typography and layout, where possible.

The University works with current students and graduates to create user-generated content about life at and after NUA, which it publishes through its social channels – both institutional and course-led. The main NUA Instagram account has over 15k followers and followers to the combined course-led accounts is in excess of 29k.

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

An updated Accessibility statement is available on the homepage of the website to ensure users can access the information they need. The website has been reviewed and is now partially compliant with the Web Content Accessibility Guidelines version 2.1 AA standard, in

accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

These guidelines include the ability to:

- Zoom in up to 300% without the text spilling off the screen
- Navigate most of the website using just a keyboard
- 'Skip to content' using tab on your keyboard
- Listen to most of the website using a screen reader
- Navigate our online forms using just a keyboard

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

18 Policies and Guidelines

The Maternity Connections scheme has been running for over three years. This is a voluntary, informal scheme for NUA mothers to directly contact and mentor other colleagues with recent experience of pregnancy at work, maternity/adoption leave and life as working parents for support and advice. An online Maternity Connections Team group was established so that people on maternity leave could share and contribute information and remain 'connected', particularly throughout the Covid-19 Pandemic. Fathers on paternity, shared parental and adoption leave were canvassed to assess if they wished to contribute to a similar group but there was no interest in developing this further at this time.

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

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

19 Staff Training and Development

The staff training and development programme for 2020/2021 included activities focusing on equality, diversity and inclusion.

Equality and Diversity Essentials

This year we revised the Equality & Diversity Essentials online, interactive training for all new staff. 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.

Aurora Women Leadership programme

While the nation was working remotely due to Covid-19 and unable to meet in person, the NUA Women's Network continued to meet via Teams. The leadership programme is designed to develop leadership behaviours, skills and knowledge; Identify and overcome barriers and obstacles; and grow confidence and a leadership identity.

Successful Recruitment and Selection

In 2019/2020 NUA continued to provide one-to-one training for staff new to the interview process and/or new to the University's process.

Additional guidance has been provided to panels undertaking interviews remotely, during the current restrictions on face-to-face activities.

Since March 2020, NUA had to follow government guidelines with respect to pre-employment checks and these had to be undertaken remotely.

With the onset of Brexit and the end of free movement for EU/EEA nationals from 31st December 2020, a new UK immigration points system came into effect from 1st January 2021. Visa 'tiers' were re-branded and the new points system opened up different routes for foreign nationals to obtain visas to work in the UK- such as the Skilled Worker route. The University treats all job applicants equally at each stage of the recruitment process. Where a job offer is made to a foreign national (unless they have EU settled or pre-settled status) they must obtain an appropriate work visa in advance of travel to the UK in order to hold the right to work.

Mental Health and Wellbeing Training

This year NUA launched an online Mental Health Awareness Training with a manager and general version for staff to choose from. 37 staff have voluntarily completed the general training and 7 have completed the manager version since its launch.

This year we collaborated with Mind (Norfolk & Waveney) to deliver mental health awareness training to over 60 members of staff over 4 sessions.

Training to Support Students

A range of training took place during 2020/2021, for staff to support students:

Enhancing the Learning Experience for the neuro-diverse student

Designed to develop awareness and an understanding of neuro-diversity and strategies to enhance the teaching and learning experience, this course was attended by 12 student facing staff.

Deaf awareness

This session was designed to develop awareness of deafness and hearing loss to improve communication skills and confidence when speaking to colleagues, students or external parties who are deaf or have hearing loss. 16 people attended the session.

Bullying & Harassment (online) for students

Tackling Bully and Harassment and EDI online training has been made available to all new Y0/Y1 students as part of their induction to university, with the intention to extend this to students on year 2 and year 3 of their studies in the future.

It's all about Race

A new interactive course was delivered for NUA, led by Diversity Trust which was delivered remotely via Teams. The course explores the topics of anti-racism and white privilege to

assist in making practical changes that contribute to a positive impact against racism and racial inequality.

The aim of the course is to raise awareness and provide greater understanding of various forms of racism, as well as racial bias and the issues affecting the black community in the context of the current climate and black history.

This popular course was made available over 6 sessions, with over 80 attendees.

Transgender awareness

Led by Norfolk LGBT+ Project, a local charity supporting all people under the LGBT+ umbrella, this workshop (held on Zoom) provided an approachable learning environment to raise awareness of gender diversity and dispel some of the surrounding myths, with a focus on how to best support trans individuals. More than 100 members of staff attended this training delivered over four sessions.

20 EDI Objectives for 2020/21

- Ensure that the University is an active participant in key equality and diversity networks
- Organise an online Maternity Connections event in Autumn 2021 and continue to promote the scheme to new expectant mothers
- Ensure that staff are aware of and able to respond to the diverse nature and needs of the student body
- Building projects/refurbishments include consideration of access needs where appropriate (taking into account historic building constraints etc)
- Ensure notice of work is communicated in advance and where staff or students have mobility issues they are advised of alternatives
- Ensure that staff at all levels have the training and tools to contribute to positive culture at all levels of the organisation
- Arrange at least one event led by local MIND group to support mental health in the workplace
- Publish the University Gender Pay Gap figures on an annual basis and produce an action plan to address any gaps
- Replace 'stand-alone' Unconscious Bias training and, working with Advance HE, develop a new mainstream package of Equality, Diversity and Inclusion training for new and existing staff that integrates all streams of EDI
- Offer "It's all about Race" Diversity training to all CWG champions and EDI Committee members as a training pilot
- Establish an EDI intranet site to include input from the Respect and Dignity Group and Change Working Group as well as access and links to all other relevant publications and policies
- Gender identity and expression (pronouns) facility for students to change and effect updates to status on the VLE