

**EQUALITY,
DIVERSITY
AND INCLUSION
ANNUAL REPORT**

2022-23

1.0 Foreword

At the core of our mission at Norwich University of the Arts is a belief that diversity in all its forms - national, cultural, socio-economic, political, sexual, physical, neurological, and experiential - is the very heart of creative endeavour, enabling us to debate with one another, see the world differently, and create new possibilities for a more equal and sustainable future.

We are committed to being an inclusive community that offers equality of opportunity and enables our staff and students to flourish and succeed regardless of their background or personal circumstances.

We celebrate the diversity of our backgrounds, cultures, and actions, promoting art and design as a catalyst of social change. As such, we are champions for the creative arts, empowering all our

students to be valued and productive members of society, with ambitions to change the world.

Our community is enriched by the diversity of each and every colleague and all of our students. We want everyone to feel empowered to make a positive and creative contribution, to bring their whole selves to work, to advance equality, value diversity, and change the University for the better.

This report highlights our progress towards delivering and embedding our Equality, Diversity, and Inclusion (EDI) agenda during 2022-23. We are proud of our achievements whilst recognising that we have more to do. We have a new EDI strategy in development, and I look forward to sharing our progress in future reports.

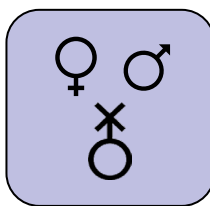
Professor Simon Ofield-Kerr
Vice-Chancellor
February 2024



2.0 Introduction

Within the University Strategy 2022-27 we look to extend our world view, welcome more international students and colleagues and enable them to be their unique, authentic selves and be welcomed into a caring, challenging, and radical community.

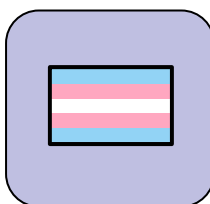
Our equality data provides an overview of the diversity of our colleague, student, and job applicant populations in 2022-23. The headlines are summarised below, together with comparative data that shows our progress over time.¹ The full data sets are available in appendices 2-5.



Sex

In 2022-23, our workforce was broadly 50% male and 50% female, a shift from 51% and 49% respectively in 2018-19.

In 2022-23, our students were 34.7% male, 61% female and 4.3% non-binary, compared with 37% male, 63% female in 2018-19.



Gender Reassignment

In 2022-2023, 6.1% of our student population stated their gender identity was different to that assigned at birth, up from 1.3% in 2018-19.



Sexual Orientation

In 2022-23, 6.4% of our colleagues declared as bisexual and 77.1% heterosexual. In 2018-19 the comparative figures were 1% and 80%

In 2022-23, 70.9% of our students declared as heterosexual or bisexual, 14.4% declared as gay or lesbian, queer, asexual, or other. In 2018-19 the comparative figures were 81.1% and 6.8%

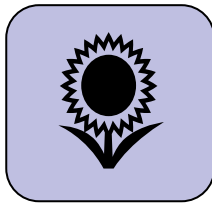
¹ The data provided for 2022-2023 is provided as at 31st July 2023.



Race

In 2022-23, Black, Asian, and other ethnic minority background colleagues represented 6.4% of our workforce, a shift from 3.4% in 2018-19.

In 2022-23, 15.5% of our students were from Black, Asian and other ethnic minority background, as compared with 14% in 2018-19.



Disability

In 2022-23, 15.6% of our workforce declared a disability in comparison to 13% in 2018-19.

In 2022-23, 31.8% of our students declared a disability, up from 28% in 2018-19.



Religion or belief

In 2022-23, 13.7% of our workforce reported they had a religion or belief, down from 26% in 2018-19.

In 2022-23 19.2% of our students reported they had a religion or belief, down from 22.2% in 2018-19.



Age

In 2022-23, the proportion of our workforce below age 39 or age 50+ was 34.7% and 33.6%, as compared with 45.9% and 30% in 2018-19.

In 2022-23, the proportion of our postgraduate students age 50+ was 23.3%, a shift from 9% in 2018-19.

3.0 The Equality Act (2010) and the Public Sector Duty

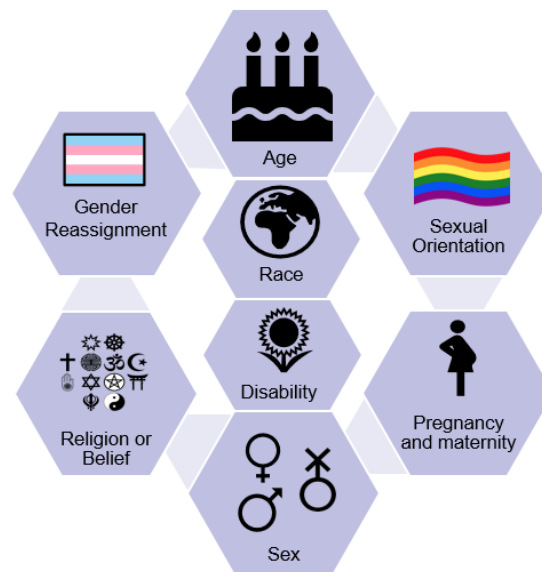
The Equality Act provides the legislative equality framework in which the University operates. As a Higher Education Institution, we are required to comply with the public sector equality duty. We strive to go further, and our EDI agenda is key to the implementation of our University Strategy and the creativity of our community.

The public sector equality duty has two parts: the general duty and specific duty. The general duty requires the University to have 'due regard' to:

Eliminating unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Fostering good relations between people who share a protected characteristic and people who do not share it.



We must consciously consider and take positive action towards achieving these duties in relation to the 'protected characteristics' shown above.

We have a 'specific duty' to publish information, in particular relating to persons who share a relevant protected characteristic who are either employees or other persons affected by our policies and practices, for example our students, on an annual basis. We must publish one or

more equality objectives every four years and publish information on our general duty compliance.

Appendix 1 outlines our progress against our equality objectives. We highlight some key trends and aspects of our work in relation to equality, diversity and inclusion throughout this report. Appendices 2-5 provide the diversity profile data for our students, colleagues and job applicants at the University.

4.0 Equality Overview 2022-23

We are poised for the future. We have a strong portfolio of courses, a remarkable city campus at the heart of the creative quarter of Norwich, and an authentic and caring creative community of colleagues and students. We continue to work on the delivery of our equality objectives and aim to go beyond our public sector equality duty.

Estate

We have a rolling programme of improvements to our estate, and we ensure that changes incorporate the needs of people with disabilities and specific needs. During major refurbishments, the ways in which we can improve accessibility and usability are considered and changes implemented where feasible to do so. Our 3D workshops had significant work throughout 2022-23, providing more inclusive access and wider walkways.

In July 2022, an internal accessibility audit was undertaken which highlighted several areas for improvement which were quickly rectified and resolved. We have also commissioned an external accessibility audit of some of our buildings.

Gender neutral toilet drawings and specifications were approved in 2023 and there is a phased programme for their introduction across campus. Both colleagues and students were surveyed to seek their feedback on the proposals and plans; we are keen to consider the needs of all our community in the future design of our campus. We are committed to providing a choice of facilities so that people who want to use gender neutral toilets have this option.

Community

We are proud to have *The Feed* as providers of food to our students and colleagues. *The Feed* is a social enterprise, which through the power of food, has a mission to empower communities in Norwich and ensure that each and every person has the support to eat and live well and feel connected.

Our creative practitioners play an essential role at the University in understanding and interpreting the rapidly changing world. Our creatives excel at taking traditional disciplines out of their comfort zone to develop new solutions. Working with uncertainty, we operate at the edge of human understanding, imagining, and producing better ways of living in the future.



Our thematic areas of expertise include the following with their broad equality connotations:

- Sustainable futures and communities.
- Rising food insecurity and failing nutritional quality.
- Good health and well-being.

4.1 Supporting our Colleagues

We are committed to supporting our colleagues to develop personally and in their roles, flexibly balancing their professional and personal lives.

We developed a new Hybrid Working Policy in 2023 for implementation in early 2024. Alongside this we have an agenda to review our family friendly policies in line with both legislative changes and in response to our Hybrid Working colleague survey results.

During 2022-23 we selected a Benefits Platform that will reach across all three levels of our wellbeing framework as it provides information, support and best practice for health, wellbeing and safety. It will provide resources for managers to aid them in supporting their team and for their own self-care. It will offer resources to support healthy choices and perks and discounts to aid financial wellbeing. It has an Employee Assistance Programme (EAP) which will provide confidential telephone, chat and counselling support. The platform will be launched during 2023-24.



In January 2023 we committed to pay the National Living Wage as our minimum rate of pay for all of our employees regardless of age, providing an immediate pay uplift for our student workforce.

In July 2023 we took the decision to accredit with the Living Wage Foundation as a Real Living Wage Employer. The Real Living Wage is the UK wage rate that is voluntarily paid by over 12,000 UK businesses who believe their staff deserve a wage which meets their everyday needs.

We have paid the Real Living Wage as our minimum rate of pay to our own people, including student casual workers and to directly employed agency staff, since August, prior to our accreditation in October 2023. Our accreditation underpins our commitment to our lowest paid colleagues and contractors and is in line with our values as a socially responsible employer.

We support the Aurora Leadership programme. This initiative brings together leadership experts, higher education providers and research institutes to take positive action to address the under-representation of women in leadership positions in the sector. Following a pause during the pandemic, we have recommenced our involvement with the programme.

We have refreshed our promotions process for the appointment of Readers and Professors, the first two appointments to these titles under the revised arrangements being female.

We have also re-commenced our Lecturer to Senior Lecturer progression scheme with developmental support being provided to colleagues aspiring towards progression.

4.2 Supporting our Students

Disability

The number of our students disclosing a disability continues to rise year-on-year, as does the number of those disclosing a mental health condition. 31.8% of our student population disclosed a disability in 2022-23 compared to 28% in 2018-19 and the number of students eligible for funded support through the Disabled Student Allowance increased by 10% from 2021-22 to 2022-23.

Our Disability Support Advisor and a team of Student Support Advisors provide information, advice and guidance to disabled applicants and students throughout the calendar year. They work with our students regardless of whether they have applied for the Disabled Student Allowance (DSA). This includes international students who are not eligible for DSA funding.



New students are sent information by the University prior to September, based on whether they have disclosed a disability or health condition. Some applicants may also be contacted individually to discuss their support needs including the DSA. For those who have the DSA in place, our Disability Team schedules a 'Getting started' session with them in their first few weeks to discuss the support available to them.

Where possible, our Disability Team also meets with students with accessibility concerns and tours the campus with them to consider any reasonable adjustments that can be put in place.

Students with disabilities are provided with a range of support including:

- **Specialist Mentors** work with students with mental health issues and those with learning differences to help them overcome the barriers they face.
- **Specialist Study Skills Tutors** provide specialist study support to students with specific learning differences.

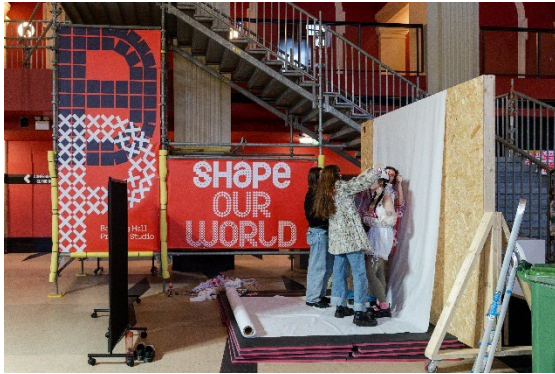
The University continues to be registered as a Non-Medical Help (NMH) Provider under the quality framework introduced by Student Finance England in 2016, which applies to non-medical helper support funded through the DSA.

During 2022-23, we made a number of purchases to support students with specific disabilities, including specialist chairs and tables.

Student applications

Through the Applicant Portal, disabled student applicants are given the opportunity to disclose any support or adjustments they may require for interview. Further information is sent to applicants who have made a disability disclosure. This aims to familiarise them with the DSA and encourage early applications for DSA; it allows us to be anticipatory and pro-active by identifying and exploring support needs. Students are contacted over the summer, ahead of the University year, where it is felt that they need a bit more support to prepare them for the 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 with full information about access issues.



International Students

The International Office has worked with students from over 65 countries as we aim to grow the diversity of our international students on campus. To ensure that our international students are well-served, the diversity of our team grew to reflect the students we were supporting, comprising of colleagues from 5 different nationalities and speaking over 8 different languages.

Each of our colleagues has begun to develop specialist knowledge and understanding of their key markets and areas of responsibility to ensure they are better equipped to support our students. We remain abreast of changes in the markets that may affect students and of the specific support students require to deal with these changes. We also act as champions for students' needs, recommending changes to the University's processes to ensure equity, and not just equality for all students.

For students unable to access test centres to take English language tests (required by the United Kingdom Visa and Immigration services), we offered flexibility and in-house Higher Education institute assessments.

We also offered increased financial assistance in the form of scholarships and one free accommodation bursary to support academically strong students who were undertaking their studies with us. Some of these scholarships were focused on supporting students from developing countries to manage their tuition fee cost over the course of the study period.

To ensure students were able to fully settle into the University, engage and make friends, and access the support they require, the International Office ran the International Arrivals Lounge – a week full of social activities for international students to meet other international students and form connections that would prevent isolation or homesickness.

The International Office also coordinated with Student Support and the Student Union to ensure that international students were integrated in the general Moving-in and Welcome Week events. Specific sessions were organised with Student Support to ensure the students were aware of the support services available to them.

We began to develop a significant number of partnerships with international institutions and independent partners that are focused on maintaining outreach directed towards shared ends, promoting social mobility, and global opportunities for our students and academics. We have continued to offer online arrangements to ensure that markets in which we are not physically present still benefit from our online resources and events.

A big part of our focus has been to champion international students and their needs to ensure that these are not seen as an add-on to our regular services but integrated in all we do.

Ethnicity

During Black History Month (October 2022), the Student Union promoted the Norfolk Black History Month programme taking place across the county. The Union's Film Society hosted two film screenings. The Union also hosted a culture share for students to bring and share a dish that was culturally significant to them – this event was hosted throughout the year to continue conversations, allow students to make friends, and share what culture means to them.

A number of projects were undertaken to increase our collective understanding of the relationship between creativity and diversity, and 'Decolonising the Curriculum'. Our inclusive curriculum framework has been approved in principal for roll-out across the University.²



The Chancellor's Scholarship was set up to create a scholarship for students from a Black or mixed race heritage to offer support for a student who may otherwise not have the means to attend university. The scholarship, worth £9250 per annum, can be taken as a fee waiver or a direct scholarship. Candidates apply to the fund and are selected by the current Chancellor.

² Further details on our work towards decolonising the curriculum can be found in Appendix 1, Equality Objectives, page 14.

Widening Participation

We are proud of our 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. We have a programme of planned outreach where we visit schools and colleges to deliver workshops, presentations and attend careers and parents' evenings.

We ensure materials are accessible to all. Information is provided on finance, bursaries, and the types of support available, for example, access to disability support and support for care givers.

The University is part of the Network of East Anglia Collaborative Outreach (NEACO) Group, which is funded through the Office for Students' UniConnect Programme. The primary aim of the project is to encourage young people from disadvantaged groups to fulfil their potential and support identified students into Higher Education and degree level apprenticeships.

We facilitate teacher groups to network, keep teachers up to date and to share information on Art, Computer Science, Media and Drama. This is a supportive measure, particularly for rural schools where students may have less opportunity than those in the city.

4.3 Marketing our University

The creation of our new brand embraced a community approach in its development, with colleagues, existing and prospective students, alumni, and other stakeholders consulted and involved in the process. The collaborative approach continued with 'town hall forums' throughout each phase of the project, providing us with the opportunity to critique and reflect on the ongoing work.

We use images and student profiles and case studies that 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.



Appendix 1 Equality Objectives

Our equality objectives for 2022-2024 are outlined below, together with a summary of our progress towards achieving these. The objectives align with our five-year University Strategy and Operational Plan and will be refreshed on completion and roll-out of our Equality, Diversity and Inclusion Strategy.

Objective	Core Activities
<p>Work with the Student Union on the design and delivery of a programme to help all students gain a sense of belonging to the University community.</p>	<p>Belonging is one of the main strategic aims under the 'Improving Wellbeing' theme of our draft Student Support Strategy. The practical objectives already in place during 2022-23 include a co-ordinated programme of social events to welcome and integrate new students to our community. Our Student Resident Assistant programme was reintroduced to offer pastoral and community support within the two residences managed by the University.</p> <p>We are co-delivering, with the Student Union, student training around consent, respect and active bystander interventions.</p> <p>The Student Union has introduced an Inclusion, Equity and Diversity Committee to include the Union's Liberation Officers and representatives from faith-based societies. There are places on the Committee for students to attend.</p> <p>The Student Union has regular meetings with our Student Support and Disability Teams to provide a direct channel for students to be heard and allow for actions and concerns to be followed up promptly.</p> <p>We have recruited an additional specialist mental health mentor and a specific learning difference tutor to meet student demand. Student Support Advisors advise on the Disabled Student Allowance application process, oversee adjustments for individual students, and support students on issues regarding their health and wellbeing.</p> <p>During 2022-23, Student Support Advisors delivered hands-on practical wellbeing sessions with applicants during the student recruitment process including a wellbeing board game which engages applicants with the wellbeing agenda from day one.</p> <p>Student feedback and opinion is elicited through a range of formal and informal mechanisms and means student views are taken quantitatively through documentary evidence compiled from responses to questionnaires (mainly the National Student Survey and Internal Student Survey) and Student Representatives Group which held sessions themed around belonging, co-creation, student support priorities and cost of living support.</p> <p>The Student Union Presidents meet regularly with key University colleagues and are represented on key governance boards and committees, giving the students a voice at the highest level of decision making in the organisation.</p>

Objective	Core Activities
	<p>Students have a number of opportunities to be involved in University life, including schemes of paid work activities such as:</p> <ul style="list-style-type: none"> • Student Ambassadors • Festival Ambassadors • Gallery Internship scheme
<p>Develop our EDI Strategy with ambitious KPIs, so that it represents and celebrates our whole community and our journey toward greater diversity, recognising that creativity and diversity in all forms are inextricably connected.</p>	<p>We are developing an Equality, Diversity and Inclusion Strategy to further shape and define our agenda and align with our People Strategy. We will develop an operational plan to give this practical effect and anticipate that both the strategy and plan will be launched during 2024-25.</p>
<p>Design interventions to reduce identified gaps in continuation, attainment and progression</p>	<p>Research conducted by the Office for Students in relation to mental health shows that certain social groups are disproportionately impacted by poor mental health, which in turn has an adverse effect on degree outcomes and progression. This has informed the following approaches which form part of our draft Student Support Strategy:</p> <ul style="list-style-type: none"> • targeting support interventions to certain groups; and • using gap analysis data as part of a suite of KPIs to monitor our success.
<p>Diversify our student community by including different types of learners by adding new flexible, modular and short course forms of delivery</p>	<p>We have reviewed and amended our postgraduate taught framework to allow a greater level of flexibility and to open up possibilities for students wishing to gradually accumulate credit towards a masters award, alongside those wishing to engage in a standalone short course and those wishing to participate in a traditional full-time or part-time programme. The University is taking part in the Office for Students short course trial as part of the Government's approach to delivering the Lifelong Loan Entitlement (LLE)</p> <p>Our forward-thinking short courses are taught entirely online and on-demand to allow flexibility. This has attracted diverse cohorts in comparison to our undergraduate and post graduate offering, for example:</p> <ul style="list-style-type: none"> • 31.3% of our short course students are aged 35+ as compared to 2.3% of undergraduate and 28% postgraduate students. • 62% of our short course cohort are from Black, Asian or other ethnic minority backgrounds in comparison to 15% of undergraduate and 21% of postgraduate students. • 6% declared a long standing illness or health condition which is considered a disability in comparison to 2% of undergraduate and 1% of postgraduate students.

Objective	Core Activities
	<ul style="list-style-type: none"> 6% of short course students identified as queer, compared with 5% of undergraduate and 4% of postgraduate students. <p>Queer can be defined as a person whose gender identity or sexuality does not fit society's traditional ideas about gender or sexuality.</p>
<p>Increase our collective understanding of the relationships between creativity and diversity, and 'Decolonising the Curriculum', through a range of awareness and development events and seminars.</p>	<p>A number of major projects were undertaken during 2022-23 in consultation with key stakeholders, in particular colleagues and students of the University.</p> <p><i>Creative Learning Strategy</i> Developed and rolled out across the University with the following core components.</p> <p><i>Vision</i> Positive change - we use creativity to shape our world; recognising diverse views and working towards an ecologically and socially secure future. We are mindful and attentive listeners who collectively benefit from the unique experiences and expertise we share. We use creative endeavour to see the world and our place in it differently and to make manifest new possibilities for an equitable future.</p> <p>Whole self - recognising our community as a collective of unique and autonomous individuals and celebrating individual stories and lives. We support the challenges of living, working, studying and staying well, understanding that embracing uncertainty becomes possible by developing resilience and creative confidence. We adopt a mindful approach to teaching, learning and the wider student experience.</p> <p><i>Objectives</i> Facilitate collaboration, interdisciplinary events and global challenge projects</p> <p>To nurture a creative community of practice with wellness, equity and belonging at its centre</p> <p><i>Award and Credit Scheme</i> We are currently reviewing the way that we recognise the achievement of learning outcomes as set out in our Award and Credit Scheme including our approach to inclusive curriculum and assessment, in relation to which we have explored the following:</p> <ul style="list-style-type: none"> How does the current scheme impact on students with specific learning differences, health issues and non-traditional or international backgrounds? How can we use the scheme to provide a flexible and inclusive framework for every student to succeed? <p>Through this first phase of consultation, colleagues were able to feedback more broadly on creativity and diversity and decolonising the curriculum in relation to inclusive curriculum and assessment. The initial outcomes of the consultation have been approved with a view to further consultation with the student body.</p>

Objective	Core Activities
	<p><i>Inclusive Curriculum Framework</i> The initial outline of the Inclusive Curriculum Framework has been approved in principle for roll-out across our whole provision, based on the following principles:</p> <ul style="list-style-type: none"> • Create an accessible curriculum. • Enable students to see themselves reflected in the curriculum. • Equip students with the skills to positively contribute to and work in a global and diverse environment. <p><i>University Development Days</i> These provided the opportunity for colleagues to attend sessions on neurodiversity in learning.</p> <p><i>Vice Chancellor's Talks</i> These included the documentary 'Brainwashed: Sex-Camera-Power' focusing on the portrayal of women through the camera lens and Professor Catherine Harper's talk on 'Women, Life, Liberty'.</p> <p><i>Library</i> The Library maintains its specialist guides on Decolonising the Library and wider areas of inclusivity. These materials have also been defined by academic programme areas in order to be most relevant to the discipline as an ongoing resource to support curriculum content and reading lists.</p>
<p>Review our Work from Home Framework and our approach to Flexible Working, to ensure we have the right balance in the context of creating a vibrant creative community in the University and Norwich</p>	<p>We recognise that the ability to work remotely can benefit us in many ways: saving valuable time and expense in commuting, reducing our carbon footprint and enabling flexibility to manage work around personal commitments at the beginning and end of the working day. Benefits to the University include enabling us to travel and network outside the campus and to promise wellbeing with a healthy work-life balance.</p> <p>All colleagues were offered the opportunity to participate in a Hybrid Working colleague survey in June 2023. One third of salaried colleagues responded, highlighting 66% of our surveyed colleagues work remotely every week, and 26% work remotely occasionally. The benefits included availability for childcare straight after work without the commute, time and energy after work to run the household and ability to focus on some work tasks without interruption. Some of the downsides highlighted included feeling isolated, impact on physical and mental health, challenges in team working including effective learning and collaboration.</p> <p>A new Hybrid Policy will be implemented in early 2024 offering increased scope for hybrid working.</p>
<p>Develop a Staff Wellbeing Framework that focuses on the importance of the physical and mental</p>	<p>A Staff Wellbeing Framework is in development with three levels of focus; primary, secondary and tertiary.</p> <p>The primary level aims to influence good wellbeing and tackle potential causes of poor wellbeing at a strategic and organisational</p>

Objective	Core Activities
health of our community	<p>level through prevention, including the work environment, policies, processes, guidance and good management practice. This level also seeks to analyse qualitative and quantitative data to understand causes and trends and take action, where practicable, to improve or maintain positions.</p> <p>The secondary level aims to help people cope with life in general and promote good health choices. This includes raising awareness of what good health and wellbeing is and promoting healthy choices for physical, mental, social and financial health and wellbeing.</p> <p>The tertiary level aims to support and signpost people who are unwell or in crisis. This ranges from self-help and self-referral through to taking supportive action in line with policies and good practice.</p> <p>At a primary level the review of hybrid working has been undertaken (see above). Physical health benefits and good practice have continued to be supported through the cycle to work scheme, gym and sports equipment discounts and promotion of physical activities and initiatives such as local walking routes and groups, local gyms including those supporting people with a disability and couch to 5k.</p> <p>We provided funded flu vaccinations in 2022 for those unable to access one free through the NHS.</p> <p>Mental health has continued to be supported through online learning, signposting support services and our staff wellbeing group which has offered regular mindfulness sessions. Targeted information and resources are provided for men and women's health areas.</p>
Support the development of network groups to support staff (and students) to provide support and raise awareness of groups with particular characteristics, backgrounds, or arrangements.	<p>We have an established Parental Connections staff community. This evolved from a maternity connections group which was a support scheme for those going on maternity leave. The Parental Connections group is a community for those who are expecting, adopting, going through IVF, maternity, paternity and working with pre-school age children.</p> <p>We are linked to a wider network of art and design through our membership of the Council for Higher Education in Art & Design (CHEAD). The Chair of our Equality, Diversity and Inclusion Committee is our lead contact and a Trustee. He also chairs the CHEAD EDI working group and the newly established EDI Alliance which provides a network of support, resources and shares best practice amongst art and design institutions.</p>
Review and refresh our current provision for EDI training and awareness. Support the development and embedding of a diverse and inclusive University community and culture.	<p>University Development Days, events and talks have continued to raise awareness of EDI and position its importance. Signposting to external support networks is in place.</p> <p>The staff training and development programme for 2022-23 included the following EDI activities and learning:</p>

Objective	Core Activities
	<ul style="list-style-type: none"> • All new colleagues are required to complete online equality & diversity training. This covers protected characteristics and has interactive questions throughout to help consolidate learning. • Online training related to mental health, managing anxiety, resilience and stress awareness was available to all colleagues. • Online bullying and harassment training available to all colleagues. • Pre-retirement courses available for eligible colleagues. • The Student Union provides annual Student Representative, Liberation Officer and Society Officer training. The training includes things to consider in order for their events to be as accessible and welcoming as possible.

Appendix 2: Colleague Profile – Protected Characteristics data

We have provided below, where possible, data up to the past five years to identify trends and highlight progress.

- The data provided below does not include our student casual colleagues due to the transient nature of their roles.
- The senior management team are represented according to their function in 2022-23 (i.e. professional services or academic) which represents a change from previous years when all were categorised as professional services.
- In order to preserve anonymity a number of the profiles are reported at a University level or included in broader categories where figures are numerically low, to prevent the identification of individuals.
- Most data is collated as at 31st July of each relevant year and further details are provided where this is not the case.
- Our workforce data in this report includes some groups of colleagues who are excluded from our Gender Pay analysis in line with the Government regulations for determining an organisation's Gender Pay Gap population. This includes:
 - Colleagues who are not paid their usual full basic pay because they are taking certain types of leave, such as maternity, adoption or sick leave.
 - Hourly paid lecturers who have not worked any hours during the pay year in question.
 - Colleagues who left the University between the Gender Pay snapshot reporting date of 31st March and the EDI reporting date of 31st July (unless stated otherwise).

This rationale accounts for the difference between the headcount data for sex in this EDI report and our separate Gender Pay Gap report.

Sex Profile

Year	Group		Female	Male	Non-binary/other ³
2022-23	Colleague	Academic	43%	57%	n/a
		Professional Services	54%	46%	n/a
		Part time hourly Lecturer	47%	53%	n/a
		Total	50%	50%	n/a
2021-22 ⁴	Colleague	Academic	47%	53%	n/a
		Professional Services	57%	43%	n/a
		Part time hourly Lecturer	49%	51%	n/a
		Total	53%	47%	n/a
2020-21	Colleague	Academic	45%	55%	n/a
		Professional Services	58%	42%	n/a
		Part time hourly Lecturer	51%	49%	n/a
		Total	54%	46%	n/a
2019-20	Colleague	Academic	45%	55%	n/a
		Professional Services	55%	45%	n/a
		Part time hourly Lecturer	51%	49%	n/a
		Total	52%	48%	n/a
2018-19	Colleague	Academic	41%	59%	n/a
		Professional Services	55.5%	44.5%	n/a
		Part time hourly Lecturer ⁵	n/a	n/a	n/a
		Total	49%	51%	n/a

Table 1: Norwich University of the Arts 2018-23 colleague sex profile data

³ Colleagues who identified as 'other' are less than 5 in number, therefore not reported in gender profile figures for all years.

⁴ Colleague data as at 31st March 2022

⁵ 2018-19 reported EDI data for age and gender that was based on salaried colleagues only and for other characteristics the data included part time hourly lecturers.

Gender Reassignment Profile

Whilst we collect data on colleague gender reassignment, the numbers are below 5 and therefore not reportable under the General Data Protection Regulations. This has been the case for the past five years.

Race Profile

Year	Group		Black, Asian, and other ethnic minority background	White	Information not available
2022-23	Colleague	Academic	11.7%	85.3%	3%
		Professional Services	3.8%	96.2%	0%
		Part time hourly Lecturer	6.7%	90%	3.3%
		Total	6.4%	92.2%	1.4%
2021-22 ⁶	Colleague	Academic	9%	90%	1%
		Professional Services	5%	94%	1%
		Part time hourly Lecturer	5%	92%	3%
		Total	5.8%	92.7%	1.5%
2020-21	Colleague	Academic	5.5%	93.5%	1%
		Professional Services	4%	96%	0%
		Part time hourly Lecturer	5%	94%	1%
		Total	4.4%	94.9%	0.7%
2019-20	Colleague	Academic	n/a	n/a	n/a
		Professional Services	n/a	n/a	n/a
		Part time hourly Lecturer	n/a	n/a	n/a
		Total	3.5%	95.8%	0.7%
2018-19	Colleague	Academic	n/a	n/a	n/a
		Professional Services	n/a	n/a	n/a
		Part time hourly Lecturer	n/a	n/a	n/a
		Total	3.4%	96.1%	0.5%

Table 2: Norwich University of the Arts 2018-2023 colleague race profile data

⁶ colleague data as at 31st March 2022

Sexual Orientation Profile

Year	Bisexual	Gay/Lesbian	Heterosexual	Information refused/prefer not to say
2022-23	6.4%	3.5%	77.1%	13%
2021-22	4.5%	3%	78.6%	13.9%
2020-21	2.9%	2.7%	79.9%	14.5%
2019-20	3%	3%	78%	16%
2018-19	1%	3%	80%	16%

Table 3: Norwich University of the Arts 2018-23 colleague sexual orientation profile data

Disability Profile

Year	Group	Declared Disability	No Disability	Unknown (prefer not to say or information refused)
2022-23	Colleague	15.6%	80.6%	3.8%
2021-22 ⁷	Colleague	12%	85%	3%
2020-21	Colleague	11.6%	87.4%	1%
2019-20	Colleague	15.4%	83.8%	0.8%
2018-19	Colleague	13%	86%	1%

Table 4: Norwich University of the Arts 2018-2023 colleague disability profile data

⁷ colleague data as at 31st March 2022

Religion or Belief Profile

Year	No religion	Religion or Belief	Unknown
2022-23	64.7%	13.7%	21.6%
2021-22	62.9%	26.5%	10.6%
2020-21	64%	26.1%	9.9%
2019-20	62%	27%	11%
2018-19	62%	26%	12%

Table 5: Norwich University of the Arts 2018-23 colleague religion or belief profile data

Maternity

Years	Maternity Leave periods taken
2022-23	5
2021-22	8
2020-21	7
2019-20	9
2018-19	7
2017-18	4
2016-17	2
2015-16	2

Table 6: Norwich University of the Arts colleague maternity periods taken 2015-2023

Age Profile

Year	Colleague	Group	39 and below	40-49 years	50 and above
2022-23	Colleague	Academic	27.4%	34.3%	38.3%
		Professional Services	42.7%	27%	30.3%
		Part time hourly lecturer	24.5%	40%	35.5%
		Total	34.7%	31.7%	33.6%
2021-22 ⁸	Colleague	Academic	29%	36%	35%
		Professional Services	45%	27%	28%
		Part time hourly lecturer	32%	38%	30%
		Total	38%	31%	31%
2020-21	Colleague	Academic	29%	34%	37%
		Professional Services	46%	24%	30%
		Part time hourly lecturer	n/a	n/a	n/a
		Total	42.5%	25.9%	31.6%
2019-20	Colleague	Academic	32.5%	32.4%	35.1%
		Professional Services	49.1%	23.1%	27.8%
		Part time Hourly lecturer	23%	36%	41%
		Total	44.7%	25.6%	29.7%
2018-19	Colleague	Academic	37%	26%	37%
		Professional Services	47%	27%	26%
		Part time Hourly lecturer	n/a	n/a	n/a
		Total	45.9%	24.1%	30%

Table 7: Norwich University of the Arts 2018-23 colleague age profile data. Data unavailable for part time hourly lecturers for years 2018-19 and 2020-21 and are therefore not included in final statistics for those years.

⁸ colleague data as at 31st March 2022

Appendix 3: Student Profile – Protected Characteristics data

We have provided below, where possible, data covering the past five years to identify trends and highlight progress.

To preserve anonymity, several of the profiles are reported at the University level or included in broader categories where figures are numerically low (5 or less), to prevent the identification of individuals.

Sex Profile

Year	Group		Female	Male	Non-binary/other
2022-23	Student	Undergraduate	60.8%	34.8%	4.4%
		Postgraduate	65.3%	34.7%	0%
		Total	61%	34.7%	4.3%
2021-22	Student	Undergraduate	60.3%	35.8%	3.9%
		Postgraduate	69.4%	26.5%	4.1%
		Total	60.7%	35.4%	3.9%
2020-21	Student	Undergraduate	60.3%	37.2%	2.5%
		Postgraduate	67.4%	29.2%	3.4%
		Total	60.7%	36.7%	2.6%
2019-20	Student	Undergraduate	60.8%	38%	1.2%
		Postgraduate	68.8%	28.4%	2.8%
		Total	61.1%	37.6%	1.3%
2018-19	Student	Undergraduate	62%	38%	Low
		Postgraduate	68.7%	31.3%	0%
		Total	63%	37%	Low

Table 8: Norwich University of the Arts 2018-2023 student sex profile data

Gender Reassignment Profile

Year	Gender Identity	Undergraduate	Postgraduate	Total Student Population
2022-23	Same as assigned at birth	88.2%	96.7%	88.5%
	Not the same as assigned at birth	6.3%	low	6.1%
	Unknown/refused	5.5%	low	5.4%
2021-22	Same as assigned at birth	90.0%	91.7%	90.1%
	Not the same as assigned at birth	5.8%	6.0%	5.8%
	Unknown/refused	4.2%	2.3%	4.1%
2020-21	Same as assigned at birth	91.5%	90.1%	91.4%
	Not the same as assigned at birth	4.2%	3.3%	4.1%
	Unknown/refused	4.3%	6.6%	4.5%
2019-20	Same as assigned at birth	94.1%	91.5%	94.0%
	Not the same as assigned at birth	2.2%	1.9%	2.2%
	Unknown/refused	3.7%	6.6%	3.8%
2018-19	Same as assigned at birth	n/a	n/a	95.4%
	Not the same as assigned at birth	n/a	n/a	1.3%
	Unknown/refused	n/a	n/a	3.3%

Table 9: Norwich University of the Arts 2018-23 Student profile – gender identity distribution

Sexual Orientation Profile

Year	Student Group	Bi-sexual	Gay or Lesbian	Heterosexual	Info Refused	Other	Queer	Asexual
2022-23	Postgraduate	9.3%	Low	60%	18.7%	Low	Low	0
	Undergraduate	17.8%	5.6%	53%	14.5%	1.8%	5.3%	2%
	Total	17.7%	5.6%	53.2%	14.7%	1.9%	5.3%	1.6%
2021-22	Postgraduate	14.3%	Low	62.4%	12%	5.3%	Low	0
	Undergraduate	18.6%	5.2%	55.5%	12.7%	3.3%	3.4%	1.3%
	Total	18.4%	5.2%	55.7%	12.6%	3.4%	4.7%	
2020-21	Postgraduate	15.2%	4%	58.3%	16.5%	6%	0	0
	Undergraduate	15.8%	4.5%	60.7%	13.4%	5.6%	0	0
	Total	15.9%	4.4%	60.6%	13.5%	5.6%		
2019-20	Postgraduate	9.4%	4.7%	67.9%	14.2%	3.8%	0	0
	Undergraduate	12.7%	4.4%	67.2%	12.5%	3.2%	0	0
	Total	12.6%	4.5%	67.2%	12.5%	3.2%		
2018-19	Postgraduate	5%	3%	74%	12%	6%	0	0
	Undergraduate	10%	4%	71%	12%	3%	0	0
	Total	9.9%	3.8%	71.2%	12.1%	3%		

Table 10: Norwich University of the Arts 2018-23 student sexual orientation profile data. The categories asexual and queer were available in the enrolment process for students who were here in both 2021-2022 and 2022-2023

Race Profile

Year	Group		Black, Asian, and other ethnic minority background	White	Information not available
2022-23	Students	Undergraduate	15.4%	82.1%	2.5%
		Postgraduate	21.3%	76%	2.7%
		Total	15.5%	82%	2.5%
2021-22	Students	Undergraduate	14%	83.5%	2.5%
		Postgraduate	14%	81.8%	4.1%
		Total	14%	83.5%	2.5%
2020-21	Students	Undergraduate	13.3%	84.9%	1.8%
		Postgraduate	13.2%	85.5%	1.3%
		Total	13.4%	84.9%	1.7%
2019-20	Students	Undergraduate	13.2%	86.6%	0.2%
		Postgraduate	14.2%	84.0%	1.8%
		Total	13.2%	86.5%	0.3%
2018-19	Student	Undergraduate	13.9%	86%	0.1%
		Postgraduate	15.2%	84.8%	0%
		Total	14%	86%	0%

Table 11: Norwich University of the Arts 2018-2023 Student Race data by percentage.

Disability Profile

Year	Group	Declared Disability	No Disability ⁹
2022-23	Student	31.8%	68.2%
2021-22	Student	31.4%	68.6%
2020-21	Student	30.2%	69.8%
2019-20	Student	30.4%	69.6%
2018-19	Student	28%	72%

Table 12: Norwich University of the Arts 2018-23 Student Disability Data

⁹ Students are not offered the option of information refused or prefer not to say. If students do not wish to disclose their disability, they would choose no disability.

Table 13 shows the most frequently disclosed single named disabilities of students at Norwich University of the Arts in 2022-23:

Disability	Percentage of students who have declared a disability	Percentage of total student population
Anxiety disorder	32.58%	10.3%
Depression	25.8%	8.2%
Dyslexia	21.0%	6.7%
Autism	13.9%	4.4%

Table 13: Norwich University of the Arts 2022-23 Student profile – disabilities declared.

Age Profile

Year	Age on Entry	Undergraduate	Postgraduate Taught	Total Student Population
2022-23	18 or under	45.9%	0%	43.9%
	19-20	38.3%	0%	36.7%
	21-24	9.4%	44.2%*	10.8%
	25-34	3.6%	27.8%	4.7%
	35-49	1.6%	4.7%	1.8%
	50+	1.2%	23.3%	2.1%
2021-22	18 or under	45.1%	0%	41.4%
	19-20	42.7%	0%	39.2%
	21-24	8.5%	54.0%*	12.2%
	25-34	2.3%	11.5%	3.2%
	35-49	0.6%	12.6%	1.7%
	50+	0.8%	21.9%	2.3%
2020-21	18 or under	48.0%	0.0%	44.5%
	19-20	40.3%	0.0%	37.4%
	21-24	8.3%	56.7%	11.7%
	25-34	1.8%	21.6%	3.3%
	35-49	0.8%	9.5%	1.5%
	50+	0.7%	12.2%	1.6%
2019-20	18 or under	44%	0%	40%
	19-20	42%	0%	39%
	21-24	9%	50%	13%
	25-34	4%	27%	5%
	35-49	0%	14%	2%
	50+	1%	9%	1%
2018-19	18 or under	41%	0%	38%
	19-20	45%	0%	41%
	21-24	9%	57%	13%
	25-34	2%	24%	4%
	35-49	1%	10%	2%
	50+	2%	9%	2%

Table 14: Norwich University of the Arts 2018-23 New Entrants - Age on Entry *includes students on entry at ages 18 or under, 19-20 and 21-24.

Religion or Belief Profile

Year	No religion	Religion or Belief	Unknown
2022-23	73%	19.2%	7.8%
2021-22	72.5%	19.5%	8%
2020-21	72.1%	20.5%	7.4%
2019-20	71.4%	21.9%	6.7%
2018-19	71.3%	22.2%	6.5%

Table 15: Norwich University of the Arts 2018-23 Student religion or belief data

Appendix 4: Job Applicant Profile 2022-23

We have provided job applicant data over the past five years, where available. 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 by the Human Resources Team.

Sex	2018-19	2019-20	2020-21	2021-22	2022-23
Female	58.24%	67%	63%	55%	60%
Male	41.76%	33%	37%	45%	40%

Table 16: Norwich University of the Arts 2018-23 job applicant sex data

Gender Identity ¹⁰	2020-21	2021-22	2022-23
Different to ID assigned at birth	3%	1.5%	0.7%
Same as ID assigned at birth	89%	96%	87%
Not disclosed or prefer not to say	8%	2.5%	12.3%

Table 17: Norwich University of the Arts 2020-2023 job applicant gender identity data

Disability	2018-19	2019-20	2020-21	2021-22	2022-23
No known disability	85%	82%	77%	80%	77%
Has a disability	12%	14%	15%	14%	19%
Not disclosed or prefer not to say	3%	4%	8%	6%	4%

Table 18: Norwich University of the Arts 2018-23 job applicant disability data

¹⁰ Data unavailable prior to 2020-21

Race	2018-19	2019-20	2020-21	2021-22	2022-23
Black, Asian, or other ethnic minority background	11.5%	9%	12%	16%	20%
White	85%	87%	84.5%	80%	77%
Not disclosed or prefer not to say	3.5%	4%	3.5%	4%	3%

Table 19: Norwich University of the Arts 2018-23 job applicant race data

Sexual Orientation	2018-19	2019-20	2020-21	2021-22	2022-23
Bisexual	4%	7%	10%	10%	12%
Gay or lesbian	2%	4%	4%	5%	5%
Heterosexual	80%	74%	74%	71%	68%
Other sexual orientation	1%	2%	2%	2%	2%
Not disclosed or prefer not to say	13%	13%	10%	12%	13%

Table 20: Norwich University of the Arts 2018-23 job applicant sexual orientation data

Age	2018-19	2019-20	2020-21	2021-22	2022-23
Below 30	37%	45%	45%	31%	39%
30-39	29%	26%	24%	33%	25%
40-49	17%	13%	15%	17%	18%
50-59	14%	12%	12%	14%	13%
60 and above	2%	2%	2%	4%	2%
Not disclosed	0.6%	2%	2%	1%	3%

Table 21: Norwich University of the Arts 2018-23 job applicant age profile data

Religion or belief	2022-23
Christian	16%
Muslim	2.6%
No religion	62%
Other religion or belief	9.4%
Prefer not to say	0.6%
Not disclosed	9.1%

Table 22: 2022-23 job applicant religion data

Appendix 5: Visiting Lecturer Profile 2022-2023

The University began collecting data for Visiting Lecturers in 2020. Information is provided on a voluntary basis. Visting Lecturers bring specialist disciplinary knowledge and experience that is essential for interdisciplinary practice and the diversification of our courses and community. This is achieved through unique workshops and presentations delivered to students in liaison with the Programme Director and/or Course Leader.

In 2021-22 65% of our Visting Lecturers completed an EDI monitoring form, in 2022-23, 73% completed the form. The data provided in the tables below is based on the forms completed and is compared to previous years, where data sets are available.

Sex	2020-21	2021-22	2022-23
Female	54%	52%	49.7%
Male	46%	48%	46.9%
Non-binary	0%	0%	1.6%
Prefer not to say	0%	0%	0.9%
Form not completed for this characteristic	0%	0%	0.9%

Table 23: Visiting Lecturer Profile-Gender sourced from Visiting Lecturer EDI Stats 2022-23 and 2020-21 and 2021-22 published Annual Reports.

Gender Identity	2021-22	2022-23
Different to ID assigned at birth	2.1%	2.5%
Same as ID assigned at birth	92.3%	91.1%
Prefer not to say	5.6%	4%
Form not completed for this characteristic	0%	2.4%

Table 24: Visiting Lecturer Profile-Gender Identity sourced from Visiting Lecturer EDI Stats 2022-23 and 2021-22 published EDI Annual Report.

Disability	2021-22	2022-23
No known disability	86.9%	87.5%
Has a disability	8.3%	6.5%
Prefer not to say	4.8%	4.8%
Form not completed for this characteristic	0%	1.2%

Table 25: Visiting Lecturer Profile-Disability sourced from Visiting Lecturer EDI Stats 2022-23 and 2021-22 published EDI Annual Report.

Race	2021-22	2022-23
Black, Asian, or other ethnic minority background	12%	15.2%
White	80%	79.1%
Prefer not to say	8%	4.5%
Form not completed for this characteristic	0%	1.2%

Table 26: Visiting Lecturer Profile-race sourced from Visiting Lecturer EDI Stats 2022-23 and 2021-22 published EDI Annual Report

Sexual Orientation	2020-21	2021-22	2022-23
Bisexual	8%	12%	8.4%
Gay Man/Gay woman	6%	4%	6.5%
Heterosexual	72%	67%	68.6%
Other	0%	3%	2.8%
Prefer not to say	14%	14%	12.4%
Form not completed for this characteristic	0%	0%	1.3%

Table 27: Visiting Lecturer Profile-Sexual Orientation sourced from Visiting Lecturer EDI Stats 2022-23 and 2020-21 and 2021-22 published EDI Annual Report

Religion or belief	2021-22	2022-23
Christian	12%	10%
No religion	66%	69%
Spiritual	5%	3.3%
Other religion or belief	6%	6.8%
Prefer not to say	11%	9.6%
Form not completed for this characteristic	0%	1.3%

Table 28: Visiting Lecturer Profile- Religion or belief sourced from Visiting Lecturer EDI Stats 2022-23 and 2021-22 published EDI Annual Report

Age	2020-21	2021-22	2022-23
Below 30	30%	23%	29.4%
30-39	31%	32%	32.6%
40-49	19%	21%	18%
50-59	17%	13%	12.40%
60 and above	2%	8%	5.6%
Prefer not to say	1%	3%	2%

Table 29: Visiting Lecturer Profile-Age sourced from Visiting Lecturer EDI Stats 2022-23 and 2021-22 published EDI Annual Report.

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