

# EQUALITY, DIVERSITY AND INCLUSION REPORT

2023-25

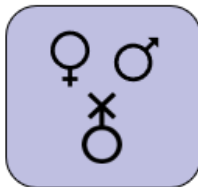
# Equality Diversity and Inclusion report 2023-25

## 1. Introduction

The University Strategy 2022-27 outlines our ambition to broaden our global outlook and welcome more international students and colleagues. We are committed to creating a caring University community where individuals flourish and different backgrounds and perspectives are valued and respected. Freedom of speech and academic freedom are fundamental to sustaining our radical and inclusive community.

Our equality data provides an overview of the diversity of our colleague, student, and job applicant populations in 2023-24 and 2024-25. The headlines are summarised below, together with comparative data that shows our progress over time. The full data sets covering a five year period where available are provided in [appendices 2-5](#).

### Sex

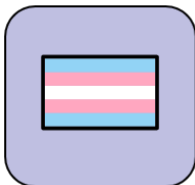


In 2023-24 our workforce was 49% male and 51% female and in 2024-25 the proportions were broadly 46% male and 54% female. The comparative figures for 2022-23 were 50% for male and female.

In 2023-24 our student population was 33.7% male, 60.6% female and 5.7% non-binary/other. In 2024-25 the proportions were broadly similar at 32.7% male, 60.5% female and 6.2% non-binary/other, 0.6% of students preferred not to say. This compares with 34.7% male, 61% female and 4.3% non-binary/other in 2022-23.

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### Gender reassignment



In 2023-24, 7.1% of our student population stated that their gender identity was different to that assigned at birth. In 2024-25 this had increased to 8.1%, up from 6.1% in 2022-23. Workforce data relating to gender reassignment is collected, however because the numbers are small, the data is not reported here to preserve colleague anonymity.

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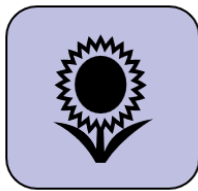
### Race



In 2023-24 Black, Asian, and other ethnic minority background colleagues comprised 7.9% of our workforce and in 2024-25 this increased to 8.5%, as compared with 6.4% in 2022-23.

In 2023-2024, 16.3% of our students were from Black, Asian and other ethnic minority background as compared with 16.1% in 2024-25 and 15.5% in 2022-23.

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### Disability

In 2023-2024, 16.7% of our workforce declared a disability as compared with 16% in 2024-25 and 15.6% in 2022-23.

In 2023-2024, 32.2% of our students declared a disability as compared with 35.6% in 2024-25 and 31.8% in 2022-23.

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### Religion or belief

In 2023-24, 23% of our workforce reported that they held a religion or belief as compared with 23.2% in 2024-25 and 13.7% in 2022-23.

In 2023-2025, 20% of our students reported that they held a religion or belief, as compared with 18.7% in 2024-25 and 19.2% in 2022-23.

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### Age

In 2023-24, 38.4% of our workforce was age 39 or below and 32.3% was age 50 or above, as compared with 35.4% and 34.5% in 2024-25. In 2022-23, 34.7% was age 39 or below and 33.6% was aged 50 and above.

In 2023-24, 42.3% of our students were 18 or under at the start of their studies, increasing to 42.5% in 2024-25, as compared with 43.9% in 2022-23.

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### Sexual orientation

In 2023-24, 75.4% of colleagues identified as heterosexual, 5.2% as bisexual and 5% as gay or lesbian and 1.4% other, while 13% chose not to disclose. In 2024-25, the proportions were 72.6% heterosexual, 5.5% bisexual, 5.1% gay or lesbian and 1.9% other, while 14.9% chose not to disclose. This compares with 77.1% heterosexual, 6.4% bisexual and 3.5% gay or lesbian in 2022-23, while 13% chose not to disclose.

In 2023-24, 50.9% of our students identified as heterosexual, 18.6% as bisexual, 6.4% as gay or lesbian and 9% as other, queer or asexual, while 15.1% chose not to disclose. In 2024-25, the figures were 47.3% heterosexual, 18.1% bisexual, 7.7% gay or lesbian and 10% other, queer or asexual, while 16.9% chose not to disclose. This compares with 2022-23, when 53.2% of students identified as heterosexual, 17.7% as bisexual, 5.6% as gay or lesbian and 8.8% as other, queer or asexual, while 14.7% chose not to disclose.

## 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 and the Committee of University Chairs' (CUC) Code of Governance. Our EDI agenda, together with our commitment to freedom of speech and academic freedom, are key to the implementation of our University Strategy and building our culture, creativity and culture.

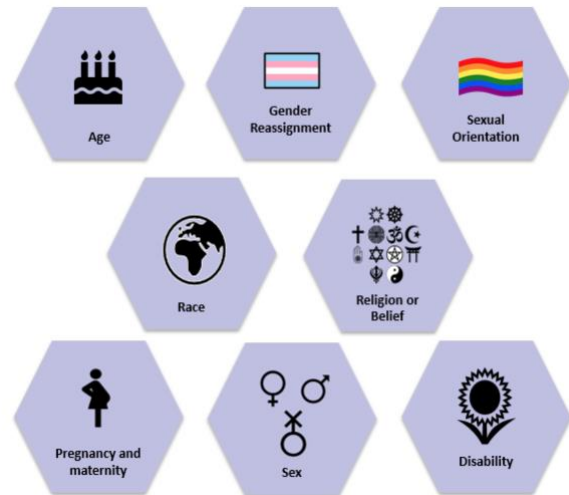
The public sector equality duty has two parts: the general duty and specific duty. The general duty requires the University to have 'due regard' to:

**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 below<sup>1</sup>.



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 - our students. 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.

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<sup>1</sup> Only the requirement to have due regard to eliminating unlawful discrimination applies in relation to marriage/civil partnerships.

## 2. Equality overview 2023-25

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. Our Equality, Diversity and Inclusion Committee is being reshaped to provide fresh impetus and a clear governance structure to oversee accountability and monitor our University EDI agenda and activities, and we have a draft EDI Strategy to take forward for consultation with our wider community. We continue to work on the delivery of our equality objectives and our statutory duties.

### Estate

The University has made significant strides in enhancing accessibility across its estate during 2023–25, with a strong emphasis on inclusivity and compliance. Eight out of our thirteen buildings now feature gender-neutral, ambulant, and fully accessible toilets and wash facilities. Fire door hold backs have been installed in most corridors to aid mobility, with full completion expected by 2026. Where structural limitations exist, alternative accommodations have been made to ensure access for disabled students and colleagues.



A personalised induction process led by our Health and Safety Officer ensures that individuals with physical disabilities receive tailored support, including emergency plans.

Key building upgrades include:

- **St Georges Building:** Steps replaced by ramp access in the basement; accessible toilets added; lift access unlocked for general use.
- **Guntons:** Accessible toilets introduced on the second floor; grab bars have been added to various locations including in accessible toilets and swipe access points have been lowered to improved usability.
- **Duke Street:** Ground floor remodelled for full accessibility, including a central corridor and level entrance; planning work has been completed for the future installation of lift access to the upper floors to make them accessible.
- **St Andrews House:** Automated doors and reconfigured teaching spaces have been introduced to increase accessibility for disabled users.
- **Cavendish House:** A new lift to access to the public gallery space has been installed.

Our estate improvements reflect a proactive and inclusive approach to accessibility, balancing physical upgrades with procedural accommodations to support all users.

### Community

We are committed to making a difference to the future of Norwich and the wider region, working with civic and industry partners on ambitious projects.

The East Gallery is one of the UK's leading university galleries and commissioning venues. It is a hub for

showcasing cross-disciplinary practice and research for the University community and the wider public. The East Gallery provides an inclusive and diverse programme of high-quality, vibrant, and inspiring exhibitions and events, enhancing the creative environment of the University.

Our East Gallery Fellowships were launched in 2023. These provide a significant opportunity for creative exchange and experimentation embedded in our pioneering research culture. The Fellowships generally last one year and are non-prescriptive. We welcome research projects that demonstrate a willingness to form part of the wider research community at the University and beyond, to work with our students, and to engage with local communities.

East Gallery Fellows appointed in 2023-25 include:

- Davine Southgrate Smith, a London-based Togolese-British transdisciplinary artist. Her/their creative research project MELA-9 is an ongoing study on African expressions of form and function through craft and design.
- Sutapa Biswas, a British Indian conceptual artist who works across a range of media. Her practice questions the complexities of racial and gendered power relations born out of tangled colonial histories.
- Arie Frosh and Ed Compson who work collaboratively on socially engaged, technologically-driven projects.
- Maritou-Chagnaud, whose research project looked at the physical transformation of the Norfolk coastal landscapes and the human stories embedded within them.

We have created a visible cultural platform in our Bank Plain building (acquired in 2022) through commissions, exhibitions, and programming, ensuring that it operates as a cultural asset for the University.

*Mechanism* by Andrew Kearney was commissioned in 2024 and is a 7.6 metre kinetic artwork suspended above the Banking Hall. This industrial ‘chandelier’ is fed data of everyday sounds collected from outside the building by Wi-Fi directional microphones, which it reinterprets into a daily ongoing light sequence, creating a connection between the internal space and the surrounding city. The acquisition of *Mechanism* signals the University’s ambitious plans to offer a new public space for the city in the future, with a gallery, cafe, and enhanced access to the University’s collections and archives for innovative research and collaboration.



Mark Titchner’s handpainted mural “*Like there is hope and I can dream of another world*” was exhibited in the Banking Hall from June 2023 to September 2024. This artwork was commissioned by Hospital Rooms, an arts and mental health charity that brings museum quality artwork to NHS mental health hospitals around England. The quote used was inspired by an interviewee’s lived experience of mental health services.

We sponsored Queerfest Norwich in 2024 and 2025, a grassroots, community-led

festival celebrating LGBTQ+ lives, cultures and activism in Norwich. It offers a space for queer people and allies to come together through art, performance, workshops and community building events.

In 2024, the University held its first online series of five workshops called QUEERiosity, designed to help young people explore queerness and LGBTQ+ identities through online practical sessions. Eighteen young people took part in the series with positive feedback.

The University continues to support and sponsor Norwich Pride, a celebration of the LGBTQIA+ community held annually in Norwich each July.

## Learning and development

We remain committed to supporting our colleagues in their intellectual, creative, and personal growth, with health and wellbeing at the core of our project and delivery of our ambitions.

Our People Strategy, published in 2025, seeks to 'create a culture and community that embraces creative education and practice, values diversity, and is embedded in Norwich'. This is supported by an Organisational Learning and Development Framework and Plan that facilitate a wide range of learning opportunities to support inclusive practice and staff development. Specific EDI related learning and development for our colleagues during 2023-25 is detailed in the training section of [Appendix 1 - Equality Objectives](#).

All new starters are required to complete an "Introduction to EDI" eLearning session

during their induction. Completion rates for this training remain high and broadly consistent at 89% and 83% of salaried new starters across 2024 and 2025 (except Cleaners<sup>2</sup>).

We are preparing to implement a new Learning Management System in 2026, which will greatly improve our learning and development offer as well as our ability to monitor training completion and compliance.

We support the Aurora Leadership Programme, addressing the under-representation of women in leadership roles in higher education. In the past 2 years, 12 colleagues have participated in the programme with a further cohort of 6 to start in 2025-26. We have trained additional Aurora mentors to support the programme.



Our University Development Days are a valued part of our calendar, fostering a sense of community and connection across departments and disciplines. In January 2025 we focused on The Creative University Reimagined: Journey Toward Authentic Anti-Racism. Led by Dr Gurnam Singh (Honorary Associate Professor of Sociology at the University of Warwick), the session focused on exploring

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<sup>2</sup> This will be addressed by providing our Cleaners with access to e-learning or offline training.

structural racism and fostering authentic anti-racism.

Dr Singh was also a key contributor to our University Development Day in June 2025 covering reimagining inclusivity in contentious times; inclusive experiences in blended learning; and external challenges, co-creation and models of inclusive education. Workshop sessions were followed by a panel discussion about inclusivity at our University.

Building on the University Development Day in March 2023, where our Student Support Team delivered a session on 'An Introduction to neurodiversity', specialist Study Skills Tutors delivered sessions on neurodiversity to specific groups of staff on a targeted basis during 2023-24 and continue to offer these sessions on a bespoke basis. In 2025 autism and ADHD workplace training was delivered for managers and colleagues, with online and in person sessions. The training explored proactive ways to support neurodivergent colleagues and highlighted the strengths of different ways of thinking.

To encourage critical creativity across the University, the Vice-Chancellor's Talks have been delivered throughout each year since 2022-23. Outstanding and distinguished practitioners, thought leaders, researchers, and educators engage with our community of staff, students, alumni and external stakeholders about the latest experiences and developments in their field of expertise. The series includes speakers from a diverse range of backgrounds, perspectives and disciplines who share topical and important ideas and debates covering many areas of contemporary practice and culture.

The 2023-24 programme included:

- Melanie Keen - Director of the Wellcome Collection discussed her commitment to reshaping cultural assumptions around race, disability, and gender in the Wellcome Collection.
- Rathna Ramanathan - Professor in Design and Intercultural Communication discussed taking an intercultural approach to creative practice and design.
- Tim A Shaw - Director of Hospital Rooms discussed the charity's work commissioning artworks for NHS mental health inpatient units.
- Sakib Khan - Queer, neurodivergent artist of South Asian heritage and guest curator for Queerfest Norwich talked about their non-traditional career journey.
- Ali Smith - Author and photographer discussed her passion for telling women's stories.

The 2024-25 programme included:

- Chrissy Levett - Designer and CEO of Creative Conscience explored how the application of creative thinking has the potential to address complex social and environmental challenges.
- BORA – a queer interdisciplinary digital artist explored imagination as a form of activism.
- Matt Lodder - Researcher, writer and broadcaster discussed queerness and creativity in the roots of modern tattooing and body modification movements.

Our Research and Knowledge Exchange talks and events in this period included:

- Class, Labour and Work, particularly looking at gendered roles in this context (Sarah Horton and Ross Trevail).
- Decolonising practices (James Bell and East Gallery Fellow Sutapa Biswas).



regardless of their length of service with the University.

Neonatal care leave has been available from April 2025 to colleagues whose babies receives neonatal care up to the age of 28 days for a continuous period of 7 days or more. A colleague can take up to 12 weeks' neonatal care leave (depending on the duration of their baby's neonatal care) regardless of their length of service, It can be taken by both parents in addition to other types of family leave.

The University's Family Leave Policy has been updated to incorporate both carers leave and neonatal care leave.

In October 2023, the University formally accredited as a Real Living Wage Employer, providing support to our lower paid colleagues including student casual workers and directly employed agency staff. In April 2024, 213 colleagues benefitted from an increase in pay when we implemented the uplift to the Real Living Wage, equating to an increase of over 9% for our lowest paid colleagues.

This uplift removed the wage differential between the Real Living Wage and Grades 2 and 3 of our grading structure which were re-shaped with effect from August 2024. This had a positive financial impact for colleagues within these grades, the majority receiving three separate pay increases in 2024: an uplift to the Real Living Wage, an uplift to their grades, and the sector pay award.

We remain committed to the Real Living Wage at a time when some organisations are considering whether or not to continue their accreditation. The 2024-25 uplift was implemented in April 2025.

## Research and Knowledge Exchange

In 2024-25 we developed a Doctoral Focal Awards Application EDI Action Plan to support colleagues and students from diverse backgrounds to participate in doctoral study. The plan embeds mechanisms for increasing the proportion of students from underrepresented groups and feeds inclusive practice into our research.

In 2024-25, an Early Career Researcher (ECR) Research Adviser Scheme was developed to support colleagues at an early stage in their research careers, for example through links with senior research colleagues, mentoring training and representation at relevant University committees and groups. The scheme will launch in 2025-26.

In 2023-25 the Research Support Fund was open to all research active academic colleagues to apply for modest financial support to cover expenses directly incurred in pursuit of their research, with take-up from colleagues across a broad spread of academic areas.

Following the anti-racism themes presented at the University Development Day in January 2025 the Research and Knowledge Exchange Committee agreed in May 2025 that EDI will be included as standard in our committee reports to reflect EDI within our research.

## Our curriculum

To support our collective understanding of the relationship between creativity and diversity the Inclusive Curriculum Framework (ICF) has been developed, led by a small working group. The framework is designed to create an accessible and inclusive curriculum, enabling students to

see themselves reflected in the content and learning experience. Targeted piloting of the framework informed further refinements.

The ICF is based on the following principles:

- Create an accessible curriculum (conceptually and practically);
- Enable students to see themselves reflected in the curriculum; and
- Equip students with the skills to positively contribute to and work in a global and diverse environment.

The ICF has been implemented across all new courses and informed updates to all Undergraduate unit handbooks for Years 2 and 3.

We continue to develop our approach to decolonising the University Library, reframing the collection to reflect the diversity of our University community, and to ensure that our collection encompasses artists, designers, creators, writers and thinkers across society both nationally and internationally. Lists of suggested books and resources are provided for each of our subject areas alongside more general guidance for academic staff on decolonising reading lists.

## Supporting our students

### Disability

A significant proportion of our students have disclosed a disability, with the percentage of disabled students increasing each year. The number of students receiving funded non-medical help support through the Disabled Student Allowance increased by 35% from 2023-24 to 2024-25.

As part of our Student Support Strategy, a new Disability Policy was published in 2024-25 following a two-year period of research and consultation. This policy cements our commitment to moving towards a social model of disability support by embedding accessible and inclusive practices into the fabric of what we do. Such enhancements can be seen across our physical estate, making the campus more accessible, and in our curriculum design, where common reasonable adjustments are being embedded in delivery for all students. We also commissioned an external accessibility audit from the charity Diversity and Ability in November 2023 to inform our campus accessibility arrangements.



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

For students who have the DSA in place, our Disability Team schedules a 'Getting started' session 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** who work with students with mental health issues or learning differences to help them overcome the barriers they face.
- **Specialist Study Skills Tutors** who 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 covers non-medical helper support funded through the DSA.

During 2023-25, we made a number of purchases to support students with specific disabilities, including specialist gaming chairs, adjustable height tables, and drawing boards.

## 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 Disabled Students Allowance (DSA) and encourage early applications for DSA; it allows us to be anticipatory and pro-active by identifying and exploring support needs.

If an applicant discloses a disability or condition that may affect their ability to access their course, this is explored with them in detail as part of their decision-

making process. This allows applicants to make informed university choices with full information about access issues.

## International students

The International Office supports the growth of our international student community. In 2023-24 we received 405 international applications and enrolled 68 international students from 28 countries. In 2024-25 we received 496 international applications and enrolled 64 international students from 26 countries.

To ensure international students are well supported, our international team represents four nationalities and speaks more than six languages. Each member of the team develops specialist knowledge of their assigned markets to better support our students and to stay informed about the changes that may affect them. They also act as champions for student needs, recommending process improvements to ensure equity, not just equality.



For students unable to access English language test centres, the University has partnered with several providers to deliver pre-sessional English Language courses.

We offer increased financial assistance through scholarships and one free accommodation bursary to support academically strong students, including those from developing countries.

The International Team has expanded its collaboration with International Student Ambassadors, who help prospective and incoming students connect and share experiences. The team also delivered an increased number of webinars, Q&As, and pre-departure briefings to ensure students were well-prepared to travel to the UK.

The University has also developed a growing number of international partnerships, promoting social mobility and global opportunities for students and academics alike. We continue to offer online events in collaboration with our home recruitment team to reach markets where physical presence is not possible.

A key focus has been to champion international students and ensure that their needs are not treated as an add-on but are fully integrated across all University services. This includes ongoing collaboration with Student Support and Marketing to ensure that international student needs are met, voices are heard, and stories are represented.

To support transition and integration, the International Office hosts an International Student Welcome Event as part of Welcome Week, this enables new students to meet peers, ambassadors, academics, and support staff. Collaboration with Student Support and the Students' Union ensures that international students are fully included in our wider Welcome activities.

To ensure students can fully settle into the University, engage and make friends, and access the support they require, the International Office runs the International Arrivals Lounge – a week full of social activities for international students to meet other international students and form

connections to prevent isolation or homesickness.

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

## Norwich University of the Arts' Students' Union

All Student Representatives and elected Officers of the Students' Union (NUASU) have undertaken Diversity, Equality and Inclusion training. All Union volunteers continue to be trained on how to make their work accessible and are encouraged to suggest how the Union can improve its own accessibility.

In 2023 the Students' Union Vice-President role was renamed President of Community and Welfare to more clearly represent the wellbeing and inclusion focus of the role. Six Liberation Officers, representing Black, Asian, and other ethnic minority students, as well as female, disabled, international, LGBTQ+, and mature students, were appointed in 2023-24. Three appointments were made in 2024-25, with three other roles remaining vacant as no candidates stood for these positions. Liberation Officers engage with the students that they represent to give a voice to their specific needs.

In November 2023 the Union established an Inclusion, Equity and Diversity (IED) Committee to drive the direction of its work. Its work continued throughout 2024-25 when it was renamed the Equity, Diversity, Inclusion and Welfare Council.

A democracy review was undertaken by an external consultant in 2024-25 to consider the Union's governance and decision-making processes, as well as how it interacts and represents students. This identified that neurodivergent and trans students should be represented and led to the creation of Liberation Officer posts in these areas. EDI is embedded in the NUASU strategy that was developed in 2024-25 and 'empowering' and 'liberating' became core values adopted by the Union.

Throughout 2023-25, the Students' Union continued to work on making its events more accessible, for example the provision of alcohol-free events, providing quiet spaces and responding to dietary requirements. Accessibility was evident during Freshers 2023 and 2024 where the Union delivered a varied programme of events focused on building community and inclusion. These included on and off-site daytime events, some of which were alcohol free or at a slower pace and lower capacity, such as the 2024 "anti-freshers ice cream club" which was a quieter, slower-paced alternative to crowded and louder freshers' events. In 2024-25 the Union began hosting "Lonely Arts Club" sessions which run monthly during term time. These focus on combatting isolation and creating opportunities for building connections.

During 2023-25, the Students' Union continued to spread awareness by following the liberation and awareness calendars, including running day-long campaigns or activities for Norwich Pride, Mental Health Awareness Day and World Aids Day.

In October 2023 and 2024 the Union ran a 4-week programme of activities to celebrate Black History Month. In

November 2023 this concluded with The Norwich Students' Black History Month Gallery jointly organised by NUASU and the Union of University of East Anglia (UEA) Students. This showcased work created by black students from both institutions and fostered a sense of community between UEA and Norwich students.

The Students' Union ran a programme of events for Disability History Month in 2023 and 2024, including British Sign Language Workshops, a silent disco, seated Yoga, a movie night and the collaborative creation of art pieces by disabled students. Events also took place to mark LGBT History Month and Women's History Month in 2024 and 2025.



## Widening participation

To support students in their studies and to celebrate the diversity they bring to the University, a wide range of scholarships are offered ranging from £2,000 to £16,500.

Financial support continues to be available to groups that find it more difficult to participate in university education. This includes:

- a financial bursary to new UK students with a household income of less than £25,000; and
- a bursary of £1000 per annum to new UK students who were care leavers or

were formally estranged from their families and were under 25 when they started their course.

Fee waivers were available for postgraduate research positions, with the aim of making research opportunities accessible to a broader range of applicants.

We are proud of our long-established relationships with schools and colleges in the region and beyond. We work closely with these partners to champion and nurture creativity, explain university opportunities, and raise aspirations.

The University has a programme of planned outreach through which members of the Recruitment and Outreach Team, Student Ambassadors, and Academic colleagues visit schools and colleges to deliver workshops and presentations and attend careers and parents' evenings. They work with students on portfolios in preparation for applying to creative degrees, provide hands-on workshops both on campus and in schools, and offer general talks about creative universities and careers. We attend schools and colleges across the Midlands, East of England, Southeast England, the South, and London.

Recruitment and Outreach presentations are designed with a view to ensuring that recipients feel comfortable and open to the prospect of attending university. Materials are accessible to all. Information is provided on finance, bursaries, and the support available - for example, disability support and support for care leavers.

In 2023–24 we organised and attended 49 events for schools and colleges on

campus and 274 events in schools, colleges, and HE fairs, and in 2024–25 these figures were 49 and 317 respectively.

Our online Summer School used a diverse range of alumni to deliver a mix of workshops for young people. Each workshop included a worksheet that could be used alongside the session or independently, allowing those without access to digital resources to participate. We had 317 attendees in 2024 and 260 in 2025.

The University is part of the Network for East Anglian Collaborative Outreach (NEACO) Group, 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 with information about Higher Education and degree-level apprenticeships.

Our NEACO staff worked directly with five local schools to run an attainment-raising programme with young people studying GCSEs in creative subjects who were eligible for pupil premium<sup>3</sup>. The results for 2023-24 and 2024-25 showed statistically significant success including in terms of students achieving higher GCSE grades than predicted.

Our NEACO staff also collaborated on other initiatives, such as the UniBoys project with the UEA. This initiative works with boys who are under-achieving at school. It includes in-school workshops with discussions about masculinity and target setting and visits to our campus and the UEA campus.

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<sup>3</sup> Additional government funding for disadvantaged pupils in state-funded schools in England.

The [takeyourplace.ac.uk](https://takeyourplace.ac.uk) website ensures all schools in the region can access information on NEACO's outreach work, together with clear information on student finance and support for Higher Education students.

We are a member of the Eastern Looked After Children Group and work with other universities in the region to support Looked After Children. We participate annually in an online event with Norfolk Virtual Schools and the UEA to discuss how we can support care-experienced young people, their carers, and social workers in accessing university opportunities.

Each year, we participate in the regional residential summer school for care-experienced young people, hosting around 18 participants across Norwich University of the Arts' and UEA's campuses.

We organise teachers' events both online and in person. All activities are designed to be enjoyable and adaptable for classroom use, enabling teachers to extend the impact of these sessions to a large number of students.

Work was undertaken in 2025 to develop the ENCOMPASS: Art Across Borders CPD programme for educators in Primary, Secondary and FE settings. Launching in January 2026, it aims to raise awareness of artists from diverse backgrounds and supports ethnic minority students to explore their own cultural identity and engage with art education.

Outreach sessions were hosted by our Library in 2024 and 2025 where pupils from several schools attended hands-on creative workshop sessions.

We continue to support widening participation once students have joined the University through our transition programme, "Ways of Being", in the first year, and through our inclusive curriculum and employability programmes, to ensure that the needs of students from underrepresented groups are considered and met.

## Celebrating black history and contribution

Representatives from the University continue to contribute to the work of the Norfolk Heritage and Cultural Diversity Forum (HCDF). This is a cultural inclusion group which supports primary and secondary age students of ethnic minority backgrounds, looked after children, refugees and other culturally marginalised students towards a greater confidence in cultural identity and enhanced academic opportunities and outcomes in life.

In October 2023 two members of our academic community delivered a workshop at an HCDF event for students from a wide range of local schools. Sessions supported students in developing their career goals and aspirations and were followed by a Q&A discussion dealing with student wellbeing and academic progression.



In July 2024, University colleagues and student ambassadors attended the Norfolk Heritage and Cultural Diversity Forum. Sixty year 10 and 12 students attended, meeting and talking with role models from a variety of backgrounds, professions, and experiences. The aim was to explore and inspire aspirational futures. Other representatives included Norfolk Police, With Insight Education, and UEA. As part of Norfolk Black History Month in October 2024, the University staged an exhibition showcasing Black art and history and exploring Black identity. This event was held at Norwich City Council's Customer Care centre to ensure that it was open to both our University community and the public.



To celebrate the contributions of black scientists, the University contributed to the work of the Black Medical Science Network. This initiative documents the achievements of Black scientists in advancing medical science in the UK through subject portraiture and biographies. The project engages with schools and colleges to inspire secondary-age students, including those from minority and disadvantaged backgrounds, to pursue careers in STEM subjects such as medical science.

Between 2023 and 2025, this exhibition was hosted at Long Road Sixth form College and at Cambridge University as part of the Cambridge Science Festival. These images were displayed in a prominent location within the Cambridge Union where they were viewed by those attending events led by key international speakers on scientific practice.

## Marketing our University

The University continues to ensure its marketing and digital presence is accessible, inclusive, and diverse in its representation.

Our website is compliant with the Web Content Accessibility Guidelines (WCAG) version 2.1 A and AA standards, in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

Building on our previous work to embed accessible design and best practice within our visual identity, we have further improved our website to align with WCAG 2.2 standards.

By complying with these guidelines, our website meets a wide range of accessibility requirements, which enable users to:

- zoom in up to 300% without the text spilling off the screen;
- navigate most of the website using only a keyboard;
- navigate most of the website using speech recognition software; and
- access most of the website using a screen reader.

We have also made the website text simple to understand.

We have undertaken web testing with an accessibility charity, providing valuable insights into user experience and helping us prioritise further enhancements due for implementation over the coming year. An updated [Accessibility Statement](#) is available on our homepage, ensuring transparency about the steps taken and those planned.

We use case studies that include international students, students from diverse ethnic backgrounds and a gender mix where possible. As new films are created, we aim to capture the diversity of the student voice. Films are subtitled, and new creative work incorporates accessibility in the design process through colour selection, typography, and layout where possible.

We work with students to create user-generated content about life at the University, which we publish through our website and social channels.



## Appendix 1: Equality objectives

Our equality objectives for 2023-2025 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.

Objective	Core activities
<p>1. 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>We have focused on building belonging during Welcome Week when our new students join the University.</p> <p>In 2024 we replaced in-person induction lectures with a full calendar of social events in collaboration with the Students' Union. Induction content was delivered via student-produced videos. Highlights from Welcome Week include speed crafting, a city sketch challenge, table-top gaming and a Mario Kart tournament. Hundreds of students participated.</p> <p>Arrangements to welcome our international students also helped to achieve our aim of increasing students' sense of belonging (see <a href="#">International Students</a>).</p> <p>We have also improved belonging by:</p> <ul style="list-style-type: none"> <li>• Launching a survey to measure students' sense of self efficacy and belonging as part of the enrolment process. This provided useful insights into belonging for specific groups and allowed us to commit to targeted interventions for ethnic minority groups in the Access and Participation Plan (APP) submission.</li> <li>• Supporting bigger and better events led by our Student Resident Assistants in University accommodation.</li> </ul> <p>We made significant progress in enhancing our proactive wellbeing agenda during 2023-25, including:</p> <ul style="list-style-type: none"> <li>• Removing barriers via a new and ambitious set of cost-of-living measures including discounted season tickets with First bus, a participation fund for students to pay for sports and society equipment and a digital financial support fund application form.</li> <li>• Sexual consent training delivered to all new students including information on being an active bystander.</li> <li>• Supporting a student-led and student-designed campaign called 'Draw the Line' to highlight sexual misconduct and other forms of abuse to tie in with the <i>You Report, We Support</i> tool that we launched in 2023.</li> </ul> <p>Through the Integrated Project Planning (IPP) project, staff and students co-created a new Student Agreement to manage student expectations of the University, as well as to define our expectations</p>

Objective	Core activities
	<p>by emphasising qualities such as student agency, respect, tolerance and engagement.</p> <p>These qualities were further emphasised in a new module that was added to our <i>Need to Know</i> wellbeing in the curriculum programme, launched to all students in Wayfinding Week.</p> <p>In November 2023, we launched our in-person student drop-in service at our centrally located St Georges Building, which provides a welcoming and calm environment. This was an immediate success and has been used by hundreds of students to get instant support.</p> <p>In 2024-25 we became a member of the University Mental Health Charter (UMHC) programme. This is a public signal of our commitment to a whole-University approach to mental health.</p> <p>For further details of the work undertaken to support our students during 2023-25, including specific support for disabled students see <a href="#">Supporting Our Students</a>.</p>
<p>2. 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>A draft EDI strategy has been developed to align with the 2022-27 University Strategy and its supporting strategies. Our Equality, Diversity and Inclusion Committee is being reshaped to provide fresh impetus and a clear governance structure to oversee accountability and monitor our University EDI agenda and activities. As part of this refresh five posts will be available to colleagues who have the experience, interest, or professional expertise to contribute to the work of the Committee. Expressions of interest will be sought from across the University's workforce.</p> <p>The Committee will review the EDI Strategy and agree a forward path for its finalisation and publication.</p> <p>The EDI Strategy is supported by our newly developed People Strategy which aims to create a culture and community that embraces creative education and practice, values diversity, and is embedded in Norwich. Much of the work that is already underway aligns with these strategies. For example our aim to develop our understanding of other cultures and diverserve perspectives as illustrated by the anti racism sessions delivered by Dr Gurnam Singh at the Univesity Development Days in 2025.</p>
<p>3. Design interventions to reduce identified gaps in continuation,</p>	<p>The University's Access and Participation Plan sets out our commitment to ensuring fair access for students from underrepresented backgrounds, through outreach work, financial and other kinds of student support.</p>

Objective	Core activities
attainment and progression.	<p>The Office for Students has approved the University's Access and Participation Plan for the period 2024-25 to 2027-28. This plan sets out strategies to:</p> <ul style="list-style-type: none"> <li>• Improve access for Asian, Black, Mixed-race and other minority ethnic students.</li> <li>• Reduce the continuation and attainment gaps for students from Asian, Black, Mixed-race and other minority ethnic groups.</li> <li>• Address the completion and attainment gaps for students with mental health disabilities and continuation gaps for males from Indices of Multiple Deprivation (IMD) quintiles 1 and 2.</li> <li>• Reduce the gap in progression to highly skilled employment between females and males from IMD quintiles 1 and 2.</li> </ul> <p>During 2025 work was undertaken to develop the Student Disability and Policy. This details a range of adjustments that will be made as standard for all students for example making a recording of all lectures available to students. This will benefit disabled students as well as making teaching more accessible for all.</p> <p>In 2024-25 Student support undertook a project exploring social prescribing for students experiencing mental health difficulties.</p> <p>We continued to offer bursaries to Home students from low-income households, care-experienced and estranged students.</p> <p>During 2023-25 we continued the Chancellor's Scholarship which is open to applications from students of Black heritage. The scholarship, worth £9,250 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.</p> <p>The Recruitment and Outreach Team, Student Ambassadors, and Academic colleagues undertake a broad programme of outreach activities focused on students from underrepresented groups. These range from general talks explaining university opportunities and raise aspirations to practical help provided to applicants preparing their portfolios for creative courses and hands on workshops.</p> <p>Work was undertaken in 2025 to develop the ENCOMPASS: Art Across Borders CPD programme for educators to raise awareness of artists from diverse backgrounds and supports ethnic minority students to explore their cultural identity and engage with art education.</p> <p>Work started in 2025 to increase awareness of and engagement with the support available from the University's Alumni Team. This aims to</p>

Objective	Core activities
	<p>improve ongoing support for female graduates alongside early stage graduates in general.</p> <p>Further details of our work in this area are detailed in the <a href="#">Widening Participation</a> section.</p>
<p>4. Diversify our student community by including different types of learners by adding new flexible, modular and short course forms of delivery.</p>	<p>The University participated in the Office for Students (OfS) pilot on short courses offering online courses in Creative Coding (level 4 and 6) and User Experience Design (level 6). Cohorts commenced in January 2024 and October 2024. The OfS pilot ran for two years.</p> <p>In 2024-25 35% of short course participants were from a Black, Asian, and other ethnic minority background, 42% disclosed that had a disability and 38.5% were male.</p> <p>This pilot was discontinued by the Office for Students, meaning funding for short courses is no longer available. We provided further courses commencing in April and September 2025, however the take-up was lower due to the increased cost to students.</p>
<p>5. 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 range of activities, open to all colleagues, focused on developing our collective understanding of how diversity positively contributes to our University.</p> <p>These included:</p> <ul style="list-style-type: none"> <li>• The University Development Days in January and June 2025 considering The Creative University Reimagined: Journey Toward Authentic Anti-Racism</li> <li>• The varied programme of Vice Chancellor’s Talks, presenting a broad range of different perspectives.</li> <li>• Events hosted at the East Gallery throughout 2023-25.</li> <li>• Our Research and Knowledge Exchange talks and events.</li> </ul> <p>For full details see <a href="#">Learning and Development</a>.</p> <p>The University has implemented the Norwich Inclusive Curriculum Framework (ICF) for all new courses and for updates to all Undergraduate Year 2 and Year 3 unit handbooks. Outputs will be reviewed through the Quality Management and Enhancement review process and best practice shared in the following year. For further details see <a href="#">Our Curriculum</a>.</p>
<p>6. Review our Work from Home Framework and our approach to Flexible</p>	<p>A review of hybrid working resulted in the introduction of a revised policy in 2024 which offers enhanced provisions, whereby colleagues may work from home up to 2 days per week subject to operational requirements. Hybrid working can support physical and mental health</p>

Objective	Core activities
<p>Working, to ensure we have the right balance in the context of creating a vibrant creative community in the University and Norwich.</p>	<p>through reduction of commuting time and stress, increased work life balance and easier access to appointments and physical activity.</p> <p>During 2023-25, we have approved an increased number of flexible working requests for colleagues looking to make changes to their working hours for a variety of reasons (see <a href="#">flexible working</a>).</p>
<p>7. Develop a Staff Wellbeing Framework that focuses on the importance of the physical and mental health of our community.</p>	<p>A staff wellbeing framework has been put in place 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 level with a view to prevention. Focus areas include the work environment, policies, processes, guidance and good management practice. It also seeks to analyse 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>The University's Health and Safety Policy is being revised to include wellbeing and this framework.</p> <p>A partnership with a benefits platform provider was put in place in 2024. The platform reaches across all three framework levels as it provides information, support and best practice for EDI, health, wellbeing, and safety. It provides resources for managers to aid them in supporting their staff and for their own self-care. It offers resources to support healthy choices, make life changes and information, perks and discounts to aid financial wellbeing. It also has an Employee Assistance Programme (EAP) which provides confidential telephone, chat and counselling support, which is available 24/7, 365 days of the year.</p> <p>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 gyms including those supporting people with a</p>

Objective	Core activities
	<p>disability. Alongside the Cycle to Work Scheme, bike check vouchers were offered to colleagues in 2025 for use towards manual and e-bike servicing, maintenance, and repairs to encourage cycling to work and to support safety.</p> <p>The University held a Learning, Health and Wellbeing week in 2025, the central focus of which was a marketplace event to promote the learning, health and wellbeing resources and support.</p> <p>Funded flu vaccinations were provided in 2023, 2024 and for those unable to access free vaccinations through the NHS.</p> <p>We continue to support mental health through online learning, signposting to support services, and our Staff Wellbeing Group which has offered regular guided online mindfulness sessions. Targeted information and resources are provided for male and female health areas.</p>
<p>8. 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>	<p>Parental Connections is a group for staff members who are expecting or adopting, on maternity or paternity leave or working with children of pre-school age. It offers in-person meetings, and through a MS Teams group shares family-friendly offers for local events, friendly advice and information.</p> <p>Our Learning, Health and Wellbeing week in May 2025 promoted Parental Connections, as well as other internal combined staff and student groups such as the Sustainability Working Group.</p> <p>The Women’s Leadership Network provides an online space for current attendees, alumni and mentors of women’s leadership development programmes to support each other and share knowledge and resources.</p> <p>The University has introduced the <a href="#">Black Medical Science Network</a>, supported by our Research and Knowledge Exchange fund.</p> <p>The University sponsored <a href="#">Norwich Queerfest</a> in 2024 and 2025. Queerfest is a month-long festival that celebrates the LGBTQ+ community through art, film, performance, and more.</p> <p>The University also continued to support and sponsor Norwich Pride in 2024 and 2025.</p>
<p>9. Review and refresh our current provision for EDI training and awareness. Support</p>	<p>The University’s Organisational Learning and Development Framework and Plan was launched in 2023. This prioritises EDI as a strategic focus aligned with institutional and People Strategies. A wide range of learning opportunities have been delivered to support</p>

Objective	Core activities
<p>the development and embedding of a diverse and inclusive University community and culture.</p>	<p>inclusive practice and staff development. Figures for the completion of mandatory EDI eLearning, together with details of our University Development Days centred on authentic anti-racism and reimagining inclusivity are provided in the <a href="#">Staff Development section</a>.</p> <p>Staff development initiatives included:</p> <ul style="list-style-type: none"> <li>• Online modules on Mental Health, Managing Anxiety, Resilience, and Stress Awareness.</li> <li>• Autism and ADHD workplace training for managers and colleagues, delivered live and in person.</li> <li>• Student Support workshops on supporting neurodiverse students (Autism, Dyspraxia, Dyslexia, ADHD).</li> <li>• Online bullying and harassment training.</li> <li>• Pre-retirement planning courses.</li> <li>• Participation in Aurora, AdvanceHE’s leadership development initiative for women.</li> <li>• Training of new mentors for the Aurora programme.</li> <li>• External webinar on supporting young carers in further and higher education.</li> <li>• Promotion of EDI-related support via the Employee Assistance Programme.</li> <li>• Lecturer to Senior Lecturer progression route with development support; successful promotions in 2023 and 2025.</li> </ul> <p>In July 2025 Members of the Student Support Team undertook specialist investigation training.</p> <p>Work undertaken in conjunction with the Students Union has supported the University to become more welcoming and inclusive for students with activities focused on increasing their sense of belonging. See further details in <a href="#">Objective 1</a>.</p>

## Appendix 2: Colleague profile

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

- The data provided below does not include our casual workers due to the transient nature of their roles.
- Member of the Senior Management Team (SMT) are represented according to their function (i.e. professional services or academic). Prior to 2022-23, they were all categorised as professional services.
- To preserve anonymity some of the statistics are reported at a University level or included in broader categories. Where there are for less than 5 individuals in any category a percentage figure is not stated.
- Most figures are shown rounded to 1 decimal place.
- Data is collated as of 31st July of each relevant academic year, unless stated otherwise.
- 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 the 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; and
  - colleagues who left the University between the Gender Pay snapshot reporting date of 31<sup>st</sup> March and the EDI reporting date of 31<sup>st</sup> July (unless stated otherwise).

This means there is a difference between the headcount data for sex in this EDI report and our separate Gender Pay Gap report.

## Sex

Year	Group	Female	Male	Non-binary/other <sup>4</sup>
2024-25	Academic	45%	55%	n/a
	Professional Services	60%	40%	low
	Part time hourly Lecturer	54%	46%	n/a
	<b>Total</b>	<b>54%</b>	<b>46%</b>	<b>low</b>
2023-24 <sup>5</sup>	Academic	43%	57%	n/a
	Professional Services	56%	44%	n/a
	Part time hourly Lecturer	46%	54%	n/a
	<b>Total</b>	<b>51%</b>	<b>49%</b>	<b>n/a</b>
2022-23	Academic	43%	57%	n/a
	Professional Services	54%	46%	n/a
	Part time hourly Lecturer	47%	53%	n/a
	<b>Total</b>	<b>50%</b>	<b>50%</b>	<b>n/a</b>
2021-22 <sup>3</sup>	Academic	47%	53%	n/a
	Professional Services	57%	43%	n/a
	Part time hourly Lecturer	49%	51%	n/a
	<b>Total</b>	<b>53%</b>	<b>47%</b>	<b>n/a</b>
2020-21	Academic	45%	55%	n/a
	Professional Services	58%	42%	n/a
	Part time hourly Lecturer	51%	49%	n/a
	<b>Total</b>	<b>54%</b>	<b>46%</b>	<b>n/a</b>

Table 1: Norwich University of the Arts, 2020-25 colleague sex profile data

<sup>4</sup> Colleagues who identified as 'other' are less than 5 in number, therefore not reported in gender profile figures for all years.

<sup>5</sup> Data collected on 31<sup>st</sup> March in these years.

## Gender reassignment

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

Year	Group	Black, Asian, and other ethnic minority background	White	Information not available
2024-2025	Academic	12.5%	82.8%	4.7%
	Professional Services	6.2%	93.4%	0.4%
	Part time hourly Lecturer	9.5%	88.1%	2.4%
	<b>Total</b>	<b>8.5%</b>	<b>89.6%</b>	<b>1.9%</b>
2023-24 <sup>6</sup>	Academic	12.4%	84.8%	2.8%
	Professional Services	4.9%	95.1%	0%
	Part time hourly Lecturer	10.8%	86%	3.2%
	<b>Total</b>	<b>7.9%</b>	<b>90.7%</b>	<b>1.4%</b>
2022-23	Academic	11.7%	85.3%	3%
	Professional Services	3.8%	96.2%	0%
	Part time hourly Lecturer	6.7%	90%	3.3%
	<b>Total</b>	<b>6.4%</b>	<b>92.2%</b>	<b>1.4%</b>
2021-22 <sup>4</sup>	Academic	9%	90%	1%
	Professional Services	5%	94%	1%
	Part time hourly Lecturer	5%	92%	3%
	<b>Total</b>	<b>5.8%</b>	<b>92.7%</b>	<b>1.5%</b>
2020-21	Academic	5.5%	93.5%	1%
	Professional Services	4%	96%	0%
	Part time hourly Lecturer	5%	94%	1%
	<b>Total</b>	<b>4.4%</b>	<b>94.9%</b>	<b>0.7%</b>

Table 2: Norwich University of the Arts 2020-2025 colleague race profile data

<sup>6</sup> Data collected on 31<sup>st</sup> March in these years.

## Sexual orientation

Year	Bisexual	Gay/Lesbian	Heterosexual	Other <sup>7</sup>	Unknown/prefer not to say
2024-25	5.5%	5.1%	72.6%	Low	14.9%
2023-24 <sup>8</sup>	5.2%	5%	75.4%	Low	13%
2022-23	6.4%	3.5%	77.1%	-	13%
2021-22 <sup>5</sup>	4.5%	3%	78.6%	-	13.9%
2020-21	2.9%	2.7%	79.9%	-	14.5%

Table 3: Norwich University of the Arts 2020-25 colleague sexual orientation profile data

## Disability

Year	Declared Disability	No Disability	Unknown/prefer not to say
2024-25	16%	79.1%	4.9%
2023-24 <sup>5</sup>	16.7%	79.7%	3.6%
2022-23	15.6%	80.6%	3.8%
2021-22 <sup>5</sup>	12%	85%	3%
2020-21	11.6%	87.4%	1%

Table 4: Norwich University of the Arts 2020-2025 colleague disability profile data

## Religion or belief

Year	No religion	Religion or Belief	Unknown
2024-25	65.7%	23.2%	11.1%
2023-24 <sup>5</sup>	66.6%	23%	10.4%
2022-23	64.7%	13.7%	21.6%
2021-22 <sup>5</sup>	62.9%	26.5%	10.6%
2020-21	64%	26.1%	9.9%

Table 5: Norwich University of the Arts 2020-25 colleague religion or belief profile data

<sup>7</sup> Reports prior to 2023-24 did not include other as a separate category, exact percentages have not been give due to the low number of colleagues in this category.

<sup>8</sup> Data collected on 31<sup>st</sup> March in these years.

## Maternity

Years	Maternity Leave periods taken
2024-25	3
2023-24	5
2022-23	5
2021-22	8
2020-21	7

Table 6: Norwich University of the Arts colleague maternity periods taken 2020-2025

## Age

Year	Group	39 and below	40-49 years	50 and above
2024-25	Academic	18%	40.6%	41.4%
	Professional Services	44%	25.6%	30.4%
	Part time hourly lecturer	35.7%	27.4%	36.9%
	<b>Total</b>	<b>35.4%</b>	<b>30.1%</b>	<b>34.5%</b>
2023-24 <sup>9</sup>	Academic	23.8%	36.2%	40%
	Professional Services	47.8%	24.1%	28.1%
	Part time hourly lecturer	30.1%	35.5%	34.4%
	<b>Total</b>	<b>38.4%</b>	<b>29.3%</b>	<b>32.3%</b>
2022-23	Academic	27.4%	34.3%	38.3%
	Professional Services	42.7%	27%	30.3%
	Part time hourly lecturer	24.5%	40%	35.5%
	<b>Total</b>	<b>34.7%</b>	<b>31.7%</b>	<b>33.6%</b>
2021-22 <sup>6</sup>	Academic	29%	36%	35%
	Professional Services	45%	27%	28%
	Part time hourly lecturer	32%	38%	30%
	<b>Total</b>	<b>38%</b>	<b>31%</b>	<b>31%</b>
2020-21	Academic	29%	34%	37%
	Professional Services	46%	24%	30%
	Part time hourly lecturer	n/a	n/a	n/a
	<b>Total</b>	<b>42.5%</b>	<b>25.9%</b>	<b>31.6%</b>

Table 7: Norwich University of the Arts 2020-25 colleague age profile data.

Data is unavailable for part time hourly lecturers for years 2020-21 and are therefore not included in the figures for that period.

<sup>9</sup> Data collected on 31<sup>st</sup> March in these years.

## Appendix 3: Student profile

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

To preserve anonymity, several of the profiles are reported at University level or included in broader categories. Where figures are less than 5 individuals a % is not stated to prevent the identification of individuals.

### Sex

Year	Student Group	Female	Male	Non-binary/other	Prefer not to say*
2024-25	Undergraduate	60.6%	32.5%	6.3%	0.6%
	Postgraduate	56.2%	38.1%	5.7%	0%
	Postgraduate (research)	60%	40%	0%	0%
	<b>Total</b>	<b>60.5%</b>	<b>32.7%</b>	<b>6.2%</b>	<b>0.6%</b>
2023-24	Undergraduate	60.7%	33.6%	5.7%	n/a
	Postgraduate	57.3%	35.4%	7.3%	n/a
	<b>Total</b>	<b>60.6%</b>	<b>33.7%</b>	<b>5.7%</b>	<b>n/a</b>
2022-23	Undergraduate	60.8%	34.8%	4.4%	n/a
	Postgraduate	65.3%	34.7%	0%	n/a
	<b>Total</b>	<b>61%</b>	<b>34.7%</b>	<b>4.3%</b>	<b>n/a</b>
2021-22	Undergraduate	60.3%	35.8%	3.9%	n/a
	Postgraduate	69.4%	26.5%	4.1%	n/a
	<b>Total</b>	<b>60.7%</b>	<b>35.4%</b>	<b>3.9%</b>	<b>n/a</b>
2020-21	Undergraduate	60.3%	37.2%	2.5%	n/a
	Postgraduate	67.4%	29.2%	3.4%	n/a
	<b>Total</b>	<b>60.7%</b>	<b>36.7%</b>	<b>2.6%</b>	<b>n/a</b>

Table 8: Norwich University of the Arts 2020-2025 student sex profile data

\* The option of 'Prefer not to say' was added in 2024/25 to match the data received from UCAS.

## Gender reassignment

Year	Gender Identity	Undergraduate	Postgraduate	Total Student Population
2024-25	Same as assigned at birth	84.8%	85.7%	<b>84.9%</b>
	Not the same as assigned at birth	8.3%	5.7%	<b>8.1%</b>
	Unknown/refused	6.9%	8.6%	<b>7%</b>
2023-24	Same as assigned at birth	86.9%	82.3%	<b>86.7%</b>
	Not the same as assigned at birth	7.1%	7.3%	<b>7.1%</b>
	Unknown/refused	6%	10.4%	<b>6.2%</b>
2022-23	Same as assigned at birth	88.2%	96.7%	<b>88.5%</b>
	Not the same as assigned at birth	6.3%	Low	<b>6.1%</b>
	Unknown/refused	5.5%	Low	<b>5.4%</b>
2021-22	Same as assigned at birth	90.0%	91.7%	<b>90.1%</b>
	Not the same as assigned at birth	5.8%	6.0%	<b>5.8%</b>
	Unknown/refused	4.2%	2.3%	<b>4.1%</b>
2020-21	Same as assigned at birth	91.5%	90.1%	<b>91.4%</b>
	Not the same as assigned at birth	4.2%	3.3%	<b>4.1%</b>
	Unknown/refused	4.3%	6.6%	<b>4.5%</b>

Table 9: Norwich University of the Arts 2020-25 student profile – gender identity distribution

## Sexual orientation

Year	Student Group	Bi-sexual	Gay or Lesbian	Hetero-sexual	Info Refused	Other	Queer	Asexual
2024-25	Post-graduate	14.3%	3.8%	57.1%	15.2%	Low	6.7%	Low
	Under-graduate	18.2%	7.9%	46.9%	17%	2.3%	5.6%	2.1%
	<b>Total</b>	<b>18.1%</b>	<b>7.7%</b>	<b>47.3%</b>	<b>16.9%</b>	<b>2.3%</b>	<b>5.6%</b>	<b>2.1%</b>
2023-24	Post-graduate	16.7%	1.0%	55.3%	17.7%	1.0%	5.2%	3.1%
	Under-graduate	18.7%	6.6%	50.8%	15.0%	1.6%	5.6%	1.7%
	<b>Total</b>	<b>18.6%</b>	<b>6.4%</b>	<b>50.9%</b>	<b>15.1%</b>	<b>1.6%</b>	<b>5.6%</b>	<b>1.8%</b>
2022-23	Post-graduate	9.3%	Low	60%	18.7%	Low	Low	0
	Under-graduate	17.8%	5.6%	53%	14.5%	1.8%	5.3%	2%
	<b>Total</b>	<b>17.7%</b>	<b>5.6%</b>	<b>53.2%</b>	<b>14.7%</b>	<b>1.9%</b>	<b>5.3%</b>	<b>1.6%</b>
2021-22	Post-graduate	14.3%	Low	62.4%	12%	5.3%	Low	0
	Under-graduate	18.6%	5.2%	55.5%	12.7%	3.3%	3.4%	1.3%
	<b>Total</b>	<b>18.4%</b>	<b>5.2%</b>	<b>55.7%</b>	<b>12.6%</b>	<b>3.4%</b>	<b>4.7%</b>	
2020-21	Post-graduate	15.2%	4%	58.3%	16.5%	6%	-	-
	Under-graduate	15.8%	4.5%	60.7%	13.4%	5.6%	-	-
	<b>Total</b>	<b>15.9%</b>	<b>4.4%</b>	<b>60.6%</b>	<b>13.5%</b>	<b>5.6%</b>	<b>-</b>	<b>-</b>

Table 10: Norwich University of the Arts 2020-25 student sexual orientation profile data.

The categories asexual and queer were available in the enrolment process for students from 2021-22 onwards

## Race

Year	Student Group	Black, Asian, and other ethnic minority background	White	Information not available
2024-25	Undergraduate	16.1%	81.1%	2.8%
	Postgraduate	17.1%	77.1%	5.8%
	<b>Total</b>	<b>16.1%</b>	<b>81%</b>	<b>2.9%</b>
2023-24	Undergraduate	16.2%	81.0%	2.8%
	Postgraduate	19.8%	73.9%	6.3%
	<b>Total</b>	<b>16.3%</b>	<b>80.8%</b>	<b>2.9%</b>
2022-23	Undergraduate	15.4%	82.1%	2.5%
	Postgraduate	21.3%	76%	2.7%
	<b>Total</b>	<b>15.5%</b>	<b>82%</b>	<b>2.5%</b>
2021-22	Undergraduate	14%	83.5%	2.5%
	Postgraduate	14%	81.8%	4.2%
	<b>Total</b>	<b>14%</b>	<b>83.5%</b>	<b>2.5%</b>
2020-21	Undergraduate	13.3%	84.9%	1.8%
	Postgraduate	13.2%	85.5%	1.3%
	<b>Total</b>	<b>13.4%</b>	<b>84.9%</b>	<b>1.7%</b>

Table 11: Norwich University of the Arts 2020-2025 student race data.

## Disability

Year	Declared Disability	No Disability <sup>10</sup>
2024-25	35.6%	64.4%
2023-24	32.2%	67.8%
2022-23	31.8%	68.2%
2021-22	31.4%	68.6%
2020-21	30.2%	69.8%

Table 12: Norwich University of the Arts 2020-25 Student Disability Data.

## Most frequently declared disability 2023-24

Disability	Percentage of students who have declared a disability	Percentage of total student population
Anxiety disorder	35.1%	11.3%
Depression	26.6%	8.6%
Dyslexia	20.8%	6.7%
Autism	20.0%	6.4%
ADHD	18.6%	6.0%

Table 13: Norwich University of the Arts 2023-24 student profile – most frequently disclosed single named disabilities.

<sup>10</sup> Students are not offered an option of information refused or prefer not to say. If they do not wish to disclose their disability, they would select no disability.

### Most frequently declared disability 2024-25

Disability	Percentage of students who have declared a disability	Percentage of total student population
Anxiety disorder	33.4%	11.9%
Autism	24.7%	8.8%
ADHD	23.9%	8.5%
Depression	23.5%	8.4%
Dyslexia	20.2%	7.2%

Table 14: Norwich University of the Arts 2024-25 student profile – most frequently disclosed single named disabilities.

### Age

Year	Age on Entry	Undergraduate	Postgraduate Taught	Total Student Population
2024-25	18 or under	46.3%	0.0%	42.5%
	19-20	38.2%	0.0%	34.9%
	21-24	10.2%	37.6%	12.4%
	25-34	2.1%	32.5%	4.7%
	35-49	2.6%	15.6%	3.7%
	50+	0.6%	14.3%	1.8%
2023-24	18 or under	45.9%	0%	42.3%
	19-20	36.8%	0%	33.9%
	21-24	10.4%	46.8%	13.3%
	25-34	4.7%	30.4%	6.7%
	35-49	1.5%	15.2%	2.6%
	50+	0.7%	7.6%	1.2%
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%	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+	0.8%	12.2%	1.6%

Table 15: Norwich University of the Arts 2020-25 New Entrants Age on Entry \*includes students on entry at ages 18 or under, 19-20 and 21-24.

## Religion or belief

Year	No religion	Religion or Belief	Unknown
2024-25	72.8%	18.7%	8.5%
2023-24	73%	20%	7%
2022-23	73%	19.2%	7.8%
2021-22	72.5%	19.5%	8%
2020-21	72.1%	20.5%	7.4%

Table 16: Norwich University of the Arts 2020-25 student profile - religion or belief data

## Appendix 4: Job applicant profile

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

Sex	2020-21	2021-22	2022-23	2023-24	2024-25
Female	63%	55%	60%	55%	58%
Male	37%	45%	40%	45%	42%

Table 17: Norwich University of the Arts 2020-25 job applicant sex data.

### Gender identity

Gender Identity	2020-21	2021-22	2022-23	2023-24	2024-25
Different to ID assigned at birth	3%	1.5%	0.7%	1.7%	3.1%
Same as ID assigned at birth	89%	96%	87%	80.5%	94.5%
Not disclosed or prefer not to say	8%	2.5%	12.3%	17.8%	2.4%

Table 18: Norwich University of the Arts 2020-2025 job applicant gender identity data.

### Disability

Disability	2020-21	2021-22	2022-23	2023-24	2024-25
No known disability	77%	80%	77%	75.6%	77.9%
Has a disability	15%	14%	19%	17.4%	17.7%
Not disclosed or prefer not to say	8%	6%	4%	7%	4.4%

Table 19: Norwich University of the Arts 2020-25 job applicant disability data.

## Race

Race	2020-21	2021-22	2022-23	2023-24	2024-25
Black, Asian, or other ethnic minority background	12%	16%	20%	22.4%	33.4%
White	84.5%	80%	77%	72.6%	64.3%
Not disclosed or prefer not to say	3.5%	4%	3%	5%	2.3%

Table 20: Norwich University of the Arts 2020-25 job applicant race data.

## Sexual orientation

Sexual Orientation	2020-21	2021-22	2022-23	2023-24	2024-25
Bisexual	10%	10%	12%	9.2%	10.9%
Gay or lesbian	4%	5%	5%	4.3%	6.2%
Heterosexual	74%	71%	68%	57.7%	66.7%
Other sexual orientation	2%	2%	2%	2.2%	3.3%
Not disclosed or prefer not to say	10%	12%	13%	26.6%	12.9%

Table 21: Norwich University of the Arts 2020-25 job applicant sexual orientation data.

## Age

Age	2020-21	2021-22	2022-23	2023-24	2024-25
Below 30	45%	31%	39%	37%	46%
30-39	24%	33%	25%	31%	28%
40-49	15%	17%	18%	16%	15%
50-59	12%	14%	13%	10%	7%
60 and above	2%	4%	2%	3%	2%
Not disclosed	2%	1%	3%	3%	2%

Table 22: Norwich University of the Arts 2020-25 job applicant age profile data.

**Religion or belief**

<b>Religion or belief</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-23</b>	<b>2023-2024</b>	<b>2024-25</b>
Christian	17.9%	15.6%	16%	16%	15%
Muslim	1.7%	2.5%	3%	3%	4%
No religion	66%	64.8%	62%	60%	57%
Other religion or belief	7.2%	8.5%	9%	9%	10%
Not disclosed or prefer not to say	7.2%	8.6%	10%	12%	14%

Table 23: Norwich University of the Arts 2020-25 job applicant religion and belief data.

## Appendix 5: Visiting lecturer profile

The University began collecting data for Visiting Lecturers in 2020-21 (covering sex, sexual orientation and age). In 2021-22 we began collecting additional information from Visiting Lecturers (covering race, gender identity, disability and religion or belief). Information is provided on a voluntary basis via completion of a monitoring form. Visiting 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. The data provided in the tables below is based on the completed forms and is compared to previous years, where data sets are available.

In 2023-24, 70% of visiting lecturers completed the monitoring form. In 2024-25 only 17% of visiting lecturers completed this form. The low response rate was due to a breakdown in the process for issuing this form. Figures have been provided for 2024–25 based on the visiting lecturers that were sent the monitoring form. These should be viewed in the context of the narrow dataset available, which limits the ability to make direct comparisons with previous years.

Sex	2020-21	2021-22	2022-23	2023-24	2024-25
Female	54%	52%	49.7%	46.1%	27.3%
Male	46%	48%	46.9%	49.4%	50%
Non-binary	0%	0%	1.6%	1.7%	0%
Prefer not to say/ form not completed for this characteristic	0%	0%	1.8%	2.8%	22.7%

Table 24: Norwich University of the Arts, visiting lecturer profile-gender identity, 2020 to 2025.

Gender identity	2021-22	2022-23	2023-24	2024-25
Different to ID assigned at birth	2.1%	2.5%	2.2%	-
Same as ID assigned at birth	92.3%	90.7%	93.9%	72.9%
Prefer not to say/ form not completed for this characteristic	5.6%	6.8%	3.9%	27.1%*

Table 25: Norwich University of the Arts, visiting lecturer profile - gender identity, 2021 to 2025.

\*The “Different to ID assigned at birth” and “Prefer not to say/form not completed for this characteristic” categories have been combined in 2024-25 due to the low numbers of people in the “Different to ID assigned at birth” category. This is to preserve anonymity.

<b>Disability</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
No known disability	86.9%	87.5%	77.8%	54.2%
Has a disability	8.3%	6.5%	17.2%	20.4%
Prefer not to say/ form not completed for this characteristic	4.8%	6%	5%	25.4%

Table 26: Norwich University of the Arts, visiting lecturer profile – disability, 2021 to 2025.

<b>Race</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Black, Asian, or other ethnic minority background	12%	15.2%	17.8%	Low
White	80%	79.1%	79.4%	86.7%
Prefer not to say/ form not completed for this characteristic	8%	5.7%	2.8%	Low

Table 27: Norwich University of the Arts, visiting lecturer profile - race, 2021 to 2025.

<b>Sexual orientation</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Bisexual	8%	12%	8.4%	15.6%	8.5%
Gay Man/Gay woman	6%	4%	6.5%	6.1%	Low
Heterosexual	72%	67%	68.6%	63.9%	55.9%
Other	0%	3%	2.8%	2.2%	Low
Prefer not to say/form not completed for this characteristic	14%	14%	13.7%	12.2%	32.2%

Table 28: Norwich University of the Arts, visiting lecturer profile - sexual orientation, 2020 to 2025.

<b>Religion or belief</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Religion or belief	23%	20%	23.4%	22%
No religion	66%	69%	66.1%	45.8%
Prefer not to say/form not completed for this characteristic	11%	11%	10.5%	32.2%

Table 29: Norwich University of the Arts, visiting lecturer profile - religion or belief, 2021to 2025.

<b>Age</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Below 30	30%	23%	29.4%	33.2%	25%
30-39	31%	32%	32.6%	31.1%	28.6%
40-49	19%	21%	18%	20.6%	8.9%
50-59	17%	13%	12.40%	8.9%	14.3%*

<b>Age</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
60 and above	2%	8%	5.6%	5.6%	
Prefer not to say	1%	3%	2%	0.6%	23.2%

Table 30: Norwich University of the Arts, visiting lecturer profile – age, 2020 to 2025.

\*Categories “50-59” and “60 and above” have been combined to give one percentage for visiting lecturers age 50 and above. This has been done to preserve the anonymity as there was a low number of individuals in these categories.

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