NORWICH UNIVERSITY OF THE ARTS

EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT 2021/2022

Human Resources Department
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CONTENTS

1   Introduction

The aim of this Equality, Diversity and Inclusion Annual Report is to consider, monitor and share the University's activities and progress in relation to equality, diversity and inclusion for the 2021/2022 academic year.

The appendices to this report provide data on the profile of the University's workforce and the student body.

2   The Legislative Framework

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

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

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

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

3   The Equality, Diversity and Inclusion Policy

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

The Equality, Diversity and Inclusion (ED&I) Objectives and action progress are reviewed annually by the Equality, Diversity and Inclusion Committee.

4   Equality, Diversity and Inclusion Committee

The Equality, Diversity and Inclusion Committee (ED&I Committee) oversees the implementation of the University's policies relating to equality, diversity and inclusion, ensuring that these align with and support the delivery of the University's Strategic Plan. The Committee's terms of reference include:

- To work towards ensuring equality of opportunity for all staff and students.
- To increase awareness of equality, diversity and inclusion issues throughout the University.
- To promote a culture of dignity and respect throughout management, staffing, curriculum and teaching in the University.
- To encourage recruitment, admissions and employment procedures which demonstrate adequate representation of different social and cultural groupings.
- To recommend provision of support and advice to staff and students regarding unwelcome comment or actions relating to age, race, disability, gender

reassignment, marital status, pregnancy and maternity, religion or belief, sex and sexual orientation.
- To promote attitudes discouraging hurtful or discriminating behaviour to include the use of stereotyping and the exercise of prejudice of any kind.
- To recommend strategies relating to access opportunities and student support.
- To monitor relevant external developments, consider their implications for the University and make recommendations for refinement to policy and practice.

The ED&I Committee meets formally twice each academic year and reports directly to the Academic Board. At the beginning of the academic year 2021/2022, it comprised the Dean of the Faculty for Arts and Media (Chair and Senior Management Team member), the Academic Registrar, the Director of Human Resources, the Student Union President and up to two student members as representatives of the student body, up to three representatives of academic staff, up to two representatives of professional services staff, and one representative of the Student Support team. When required, other University staff are co-opted and attend the meetings for specific agenda items.

The job roles of some Committee members changed during the course of the year in line with the reshaping of the University's structures, however this did not materially impact the shape and structure of the Committee.

5 Policy Compliance

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

The University does not tolerate harassment and bullying behaviour and it encourages staff and students to report any incidents. The University robustly investigates any incidents reported through its grievance and student complaint procedures.

6 Engagement with Schools/Colleges

Norwich University of the Arts is proud of its long and well-established relationships with schools and colleges in the region and further afield. It works closely with schools and colleges to champion and nurture creativity, explain university opportunities and raise aspirations.

The University has a programme of planned outreach whereby members of the Recruitment and Outreach Team, Student Ambassadors and Academics visit schools and colleges to deliver workshops, presentations and attend careers and parents' evenings. They work with students on portfolios in preparation for applying for a creative degree, provide hands-on workshops on campus and in schools, as well as general talks about attending a creative university and creative careers.

Recruitment and outreach presentations are made with EDI in mind, with a view to recipients feeling comfortable and open to the prospect of attending the University. Materials are accessible to all. Information is provided on finance, bursaries and the types of support available, for example, access to disability support, support for care leavers, and those who identify as LGBTQ+.

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

As well as running school events online, the Recruitment and Outreach Team ran activities that young people could sign up to individually, including an online summer school with 354 attendees. A diverse range of academic staff and artists delivered the workshops. Every workshop had a worksheet that could be used with the workshop or on its own so that those without access to digital resources could still participate in the activities. All worksheets were fully accessible, and all films used included subtitles.

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 Group consists of the five HEIs in Norfolk, Suffolk and Cambridgeshire (Norwich University of the Arts, University of Suffolk, University of East Anglia, Anglia Ruskin University and Cambridge University), and 8 FE providers (City College Norwich, Easton and Otley College, Peterborough Regional College, College of West Anglia, West Suffolk College, Cambridge Regional College, Suffolk New College and East Coast College). The primary aim of the project is to encourage young people from disadvantaged groups to fulfill their potential and support identified students into Higher Education and degree level apprenticeships.

Higher Education Champions (HECs) worked with target students from year 9 to 13 within schools. The University had two Higher Education Champions and a NEACO Officer working with schools across Norfolk to deliver a programme of activities and mentor identified students. The University's NEACO staff worked directly with 31 local schools. The takeyourplace.ac.uk website ensures all schools in the region can access information on the outreach work of the group together with clear information on student finance, and the support available for Higher Education students. The workshops and worksheets are available on the "takeyourplace" website.

The University's outreach team continued to work closely with teachers throughout the year and ensured that work completed during the pandemic for young people was in line with their needs. The University ran a series of 7 teachers' events online in late spring/summer, with 70 unique attendees, many of whom attended multiple events. It ran an annual teachers' event on campus with 40 teachers attending. Other CPD activities for teachers included:

- 3 online CPD activities centered on mindfulness and wellbeing:
- 2 group meetings with the Network of East Anglian Art Teachers (NEAAT) a group supported by Norwich to ensure arts teachers in the region could network and support each other;
- 1 session with 11 art teachers from the Ormiston Trust and another with Cambridge Meridian Trust with 14 teachers; and
- the annual Christmas event which was attended by 18 teachers.

All the activities that the University runs with teachers are activities that they themselves will enjoy and can then adapt for use in their classrooms, and through this, the University can reach out to many thousands of students.

The University also participated in the University of East Anglia's teachers' event, delivering an activity to 79 teachers.

7   Applicants for Undergraduate and Postgraduate Courses

The University held 7 Undergraduate Open Days during the year, 2 were online and the others took place in-person in Norwich.

Those attending could access material on the University's website prior to the events. There were sessions at each open day on finance and accommodation, covering access to funding for low-income households, scholarships and disability, and wellbeing support. All information was then sent to those who attended the Open Day including recordings of talks. 1277 enquirers attended the online events.

Digital feedback forms were completed by attendees, which gave them the opportunity to identify any needs they may have and inform the University where improvements could be made in order to enhance the visitor experience. 105 feedback forms were completed and returned, none of which raised specific comments around equality, diversity and inclusion.

The University held a series of applicants' events, including:

- 2 general events provided an opportunity to ask questions around finance and accommodation, plus any other information relating to student experience, student support and portfolios. 334 applicants attended.
- 3 events for portfolios and auditions advice. 145 applicants attended.
- Portfolio drop-in sessions. 58 applicants attended.
- Subject specific sessions with academic staff providing applicants with the opportunity to take part in an online workshop and ask specific questions. 540 applicants were booked to attend these sessions.

The University held 5 Postgraduate Open Days, 2 of which were online and 3 of which were on campus. 99 people attended a talk on student support and finance.

All enquirers and applicants were sent information about the University's support services, accommodation, finance and were signposted to where to go if they had questions alongside the events mentioned above.

The University is part of the East Looked After Children Group and worked with other universities in the region to support Looked After Children. The University participated in an online event with Norfolk Virtual schools and the University of East Anglia to discuss how it could support those who have experience of care, their carers and social workers, when looking to attend university.

8   Engagement with the Student Population

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

- **On-campus taught sessions** – consisting primarily of group teaching sessions, technical and academic workshops and project activities.

- **On-campus booked time** – for students to book time on campus to access a workshop, computer or studio space.

- **Live, streamed digital sessions** – lectures, including visiting lecturer sessions, group teaching, seminars or tutorials that do not require a student to be present on campus.

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

The University communicates regularly with students to ensure they are aware of the requirements for campus and digital engagement with their studies. While most teaching takes place on campus, live streamed sessions are embedded within all courses and asynchronous material provides resources for students to return to and make use of flexibly throughout the year.

Student feedback and opinion was elicited through a range of formal and informal mechanisms and means student views are taken quantitatively through documentary evidence compiled from responses to questionnaires (mainly the National Student Survey and Internal Student Survey) and Student Representatives Group, for example.

The Students' Union President met regularly with key University staff, giving the students a voice at the highest level of decision making in the organisation.

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

The University listened and responded to student feedback, feeding this into its programme of ongoing enhancements to provision.

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

- PALS – the Peer Assisted Learning Mentor Scheme
- Student Forums
- Student Ambassadors
- Festival Ambassadors
- Gallery Internship scheme
- Panel members and participants in course Periodic Reviews and Approval events
- Focus Groups

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

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

9   Students' Union at Norwich University of the Arts

Throughout 2021 and 2022 Norwich University of the Arts Students' Union publicised Awareness Days and Liberation themes, including Black History Month, Pride, LGBTQ+ History Month and Bisexual / Pansexual. An example of an inclusive event was the

International AIDS Day Bake Sale, where students baked and bought goods; all money raised was donated to the National AIDS Trust.

In 2021/2022, the Students' Union launched regular well-being workshops, and worked with Liberation Officers to hold peer-support groups, both of which it intends to continue through 2022/2023.

The Union's 2022 Freshers programme included day, evening, and night events. To make this as inclusive as possible, it launched night-time safety packs in response to the high level of spiking in the previous year, provided earplugs for students to take on nights out, and specifically listed some of its events as 'alcohol-free'. Week two of its programme focused on community and inclusivity, including events such as an Ally Picnic, Funky's Roller Skating as an evening/night event for those who don't participate in clubbing, and a Drag Night with current and alumni students performing.

The Students' Union upholds Diversity, Equality and Inclusion, for example through its annual training of its Student Representatives, Liberation Officers and Society Officers. It ensures that all students working with the Union have access to fair and equal opportunities. Its Vice President position has a remit that focusses on Wellbeing and Inclusion, to ensure that the union is as welcoming and inclusive to all students as possible.

During Black History Month, the Students' Union promoted the Norfolk Back History Month programme taking place across the county. The Union's Film Society hosted two film screenings, and 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.

The Students' Union, alongside the LGBT+ Liberation Officer, also campaigned for gender-neutral toilets around campus. It worked to make the current toilets more accessible to trans and non-binary students by equipping them with sanitary products and putting a sanitary bin into a 'men's' toilet with the help of the University. Alongside this, the Students' Union met with students to review the University's Trans* Policy to offer feedback from the students it would be affecting. Pronoun pins were available for students to pick up from the Union's Lounge.

In response to a rise in the spiking of drinks, the Students' Union lobbied venues to do more to support those affected and to target the perpetrators. This was highlighted in its joint anti-spiking campaign with the University. It also continued to promote its Safer Taxi scheme and displayed posters to raise awareness and provide information for a 'good night out'.

The Students' Union website hosts the Liberation Hub which provides information and resources for students who identify as being Mature, LGBTQ+, BAME, International, Women and Disabled. Its Liberation Officer cohort for 2022/2023 has been elected and work has begun to ensure that its representation of the student voice is as inclusive as possible.

10   International Students

The International Office has undergone significant restructuring to better serve the University's international enquirers, applicants, and students. Each recruitment officer within the team has a specific set of markets or regions for which they are responsible. They have a duty to remain abreast of changes in their markets and of the specific support students require to deal with these changes. Whilst the structure has recently been implemented, the

aim is for the team to act as champions for students' needs, recommending changes or variations in the University's processes to ensure equity, and not just equally for all students.

Keeping in mind the University Strategy – "Shape the world in which you live" - the key objective for the International Office is to ensure that the diversity of the on-campus student body reflects the world in which we live. The International Office ensures that outreach is directed towards shared ends, promoting social mobility and global opportunities for current and future students and academics. The new International Strategy focusses on being strategic and targeted, yet diverse in recruitment outreach, and has identified 24 countries of active outreach, with ongoing, passive outreach for other markets.

Whilst the UK has in many ways recovered from the pandemic, many of the markets that the International Office operates in are still experiencing frequent lockdowns and quarantine measures. To ensure it is serving all markets equally, the International Office worked closely with Student Recruitment team to support the delivery of online events such as Open Days, Summer School, Masterclasses, taster sessions, and workshops. These were useful and well-attended and will continue to be offered for the coming year.

The University' Student Recruitment team utilises UniBuddy to enable applicants to speak with home and international to ensure they feel welcome and have someone that can connect with their experience as an applicant. This initiative also saw a number of current international students being appointed as UniBuddy student ambassadors, which will continue into the next year.

For students unable to access test centres or take English language testing (required by United Kingdom Visas and Immigration), the University showed flexibility and offered HEI assessments. It also offered more webinars, Q&As, and pre-departure briefing sessions to ensure international students were well-prepared to arrive in the UK and had all the support required for them to settle confidently in a new environment. International students were also briefed on applying for visas, working in the UK, the NHS healthcare system, and how to set up bank accounts.

This year, there was an increase in anxiety levels among international students who were travelling for the first time post the pandemic and dealing with social anxiety of making friends. To ensure students were able to fully settle into the University, engage and make friends, and access the support they require, the International Office worked closely with the Student Support Team. Given that international student numbers are relatively small, as compared to home students, 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. Specific sessions were organised with the Student Support Team to ensure the students were aware of the support services available to them. A Sandwich Social was also held to ensure students were able to meet Student Ambassadors, Academics, Students Union representatives and other professional service staff in a friendly setting. The International Office also coordinated with the Student Support Team and the Students Union to ensure that international students were integrated into the Moving in and Welcome Week activities.

To ensure that international students were supported and received information tailored to them, the International Office continued to create international-focused marketing content, including international student vlogs, blogs and news stories. In the coming year, this content will be further focused on region/country to ensure our enquirers and applicants receive maximum support.

The International Office also presented at one of the University's Development Days to raise awareness on the importance of internationalisation and the role of every member of staff in

ensuring an excellent international student journey. This presentation started wider conversations with various teams regarding ensuring equality of opportunity and fostering good relations for our international students and partners, feeding into the wider EDI-focused ethos of the International Office.

11   Disability and Mental Health Support for Applicants and Students

The Student Support Team attends each of the University's Open Days to present the services it offers. Questions regarding disability and mental health support are fielded from potential applicants and their parents.

Through the Applicant Portal, disabled applicants are given the opportunity to disclose any support or adjustments they may require for interview, in respect of their disability. UCAS also provide the University with information if students disclose disabilities during their application process. Following this, further information is sent to applicants who have made a disability disclosure. This aims to familiarise them with the Disabled Students' Allowance (DSA), encourage early applications for DSA and allows the University to be anticipatory and pro-active by identifying and exploring support needs early. 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 new academic year. This included a student who was bringing an assistance dog from overseas.

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

Before students who have disclosed a disability arrive in September, the Disability Team schedules a DSA 'Getting started' session with them in their first few weeks to discuss a DSA application and any needs they have. The team will also try to meet with students with accessibility concerns and tour the campus to consider any reasonable adjustments that can be put in place.

An in-house accessibility audit of the campus was undertaken in July 2022 to ascertain what adjustments could be made to the campus to improve accessibility. These were then given a RAG rating based on complexity and cost. Straightforward adjustments such as additional ramps and relocating swipe card entry blocks to improve accessibility were made in time for the new academic year.

The University operates a Disability Support Group which meets during the months leading up to the start of the academic year. The membership of the group includes senior managers. The group explores any complex support needs identified by firm applicants, and then takes a coordinated approach to arranging support in preparation for the start of term. With the reduction in Disabled Students' Allowance funding at national level, and greater expectations placed on HEIs to make reasonable adjustments and create an inclusive campus, the Student Support Team is increasingly being asked to purchase specialist equipment and furniture required by individual disabled students, and also to fund the cost of lower levels of support which are no longer funded by DSA (Practical Assistant support, General Mentor support and occasionally Note taker support). During 2021/2022, a number of purchases were made to support students with specific disabilities, including gaming chairs.

The 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 those who have disclosed a physical or mental disability or health condition, whether or not they have applied for Disabled Students' Allowance. They advise on the DSA application process, liaise with academic and workshop staff in order to implement adjustments for individual students, offer 1 to 1 appointments with students on issues to do with their health and wellbeing, and coordinate the work of our team of sessional Student Support Workers.

Students with disabilities are provided with a range of support from skilled support workers, in line with requirements identified in their DSA Needs Assessment Reports. This includes:

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

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 human support funded through the Disabled Students' Allowance. The University is audited by the Department for Education. It is working to the Quality Assurance Framework as previously provided and are waiting for an update of the provisions.

NMH support can be awarded to Norwich University of the Arts or to any number of external providers. The University is expected to maintain a relationship with all external providers who support its students.

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

The University has started to offer entry level mental health training for its Peer Assisted Learning Mentor Scheme (PALs).

12   The Estate and Accessibility

The University has a rolling programme of improvements to its estate and ensures that changes incorporate the needs of people with disabilities and specific needs. During major refurbishments, ways of improving accessibility and usability are considered and appropriate changes implemented.

During 2021/2022 improvements were made to the access/egress to the accessible lift within St Georges. Four seats within the Duke Street Riverside Lecture Theatre were removed to accommodate wheelchair users. The position of a number of swipe card readers across campus were lowered for better ease of use for wheelchair users.

Where physical changes to buildings cannot be made (e.g. building restrictions) adjustments are made to relocate facilities into other areas to accommodate students with disabilities.

All students and staff with physical disabilities are given a 1 to 1 induction by the Health and Safety Officer to assess their specific needs and where necessary Emergency Plans are made. Designated disabled parking is made available for staff and students where required.

In line with Government and HSE recommendations, the University is no longer implementing specific COVID-19 control measures. It is, however, continuing to consult with staff and students in relation to general safety protocols and hygiene.

13   Change Working Group (CWG)

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

The current membership comprises academic and professional services staff, led by the Professor of Fine Art and Director of Fine Art and Photography. There have been a number of staff changes and, whilst the group initially met every six to eight weeks, there was a hiatus over the summer period during which members were asked to feed into the EDI Strategy in particular sections on race equality and anti-racism.

Updates on the activities of the group are provided to the Equality Diversity & Inclusion (ED&I) Committee and through to the Academic Board. Any issues/actions pertinent to learning, teaching or quality are reported to the Learning & Teaching Quality Committee (LTQC). The membership and terms of reference for the CWG were updated and approved by the ED&I Committee in September 2021. The CWG now reports directly to the ED&I Committee, rather than the Senior Management Team, with student representatives (Student Union BAME Liberation Officer) attending the meetings.

The Chair of the ED&I Committee and CWG met on a semi-regular basis during the year with the Students' Union BAME Society Representatives and Liberation Officers, along with the Union's President and Vice-President and the Pro-Vice Chancellor (Student Experience) and Academic Registrar.

Before the summer, a proposal from the CWG to update the Peer Observation of Professional Practice template for academic sessions, was approved at LTQC (September 2022), and now includes a section on diversity of learning materials and approaches to enhance an inclusive learning environment.

13.2   Operation Plan

The Operation Plan lays out some key themes and action points for 2022-2027, including over the next 18 months:

Community
2022: 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.*

2023: Appoint an EDI post - *to support delivery of the Strategy*

Student Success
2023: Increase our collective understanding of the relationship between creativity and diversity, and 'Decolonising the Curriculum' - *though a range of awareness and development events and seminars.*

East Gallery
An action (2022) from the Operational Plan includes the development of a new East Gallery strategy. This includes greater diversity in the exhibition programme, including The Singh Twins: Slaves of Fashion, details of which can be found here.

13.3 Library

The library has been developing new materials after consultation with the CWG to support decolonisation and wider areas of inclusivity. At the request of the CWG, these materials have also been defined by programme area in order to be most relevant to the discipline.

The Library continues to provide activities to support Black History Month.

13.4 Make it Manifest(o)

The University and Students' Union has introduced an annual Student Make it Manifest(o) project. The aim of this project is for students to identify what is important to them about the University and their creative education. The work and ideas produced fed directly into the development of the University's Strategy 2022-2027.

13.5 *CHEAD EDI Alliance

The University's Professor of Fine Art and Chair of the University's ED&I Committee and Change Working Group has undertaken in the last academic year emancipatory/race training with Shades of Noir in his role as a Trustee of CHEAD (Council for Higher Education in Art & Design). He is part of the CHEAD EDI working group and chaired the newly established EDI Alliance, formed at the Annual CHEAD Conference in March 2022, made up of EDI leads from member institutions (60+), with its first networking event on 17th October 2022. The purpose is to provide a network of support, resources and share best practice amongst art and design institutions.

13.6 Collective responsibility

Whilst members of the CWG and ED&I Committee act as representatives and champions for race equality and wider EDI initiatives, it is the collective responsibility of all staff to be involved in developing initiatives outside of the more formal CWG or ED&I Committee route. Examples include:

- BA (Hons) Film and Moving Image developing an Inclusive pedagogy handbook for staff to help support preparation of teaching.
- Film and Performing Arts Programme area holding joint film screenings. During October 2022 students from other courses were also invited to participate and select a film relevant to Black History Month.
- The PGCert in Art, Design, Architecture and Media (ADAM) has introduced an EDI strand to the core teaching, resulting in a variety of student projects (students are the University's own staff who are new to teaching), such as redesigning physical activities with disability in mind.
- Courses continue to strengthen their Visiting Lecture programme, to enhance their diversity of speakers and topics. A recent example on BA (Hons) Fine Art was *Horticultural Appropriation: Why Horticulture Needs Decolonising* - Claire Ratinon & Sam Ayre. The lecture focused on their collaborative and socially concerned practice.

13.7 Staff Recruitment

The University continued to review and update its recruitment adverts, job descriptions and person specifications in line with objectives to enhance its commitment to EDI.

Essential EDI requirements are included in the person specification. Shortlisted candidates for academic roles are set tasks or questions related to developing and enhancing an inclusive learning environment. This process has had some initial success in recruiting staff from Black, Asian and minority (majority) ethnic backgrounds.

14   Marketing and the University Website

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

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

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

The University works with current students and graduates to create user-generated content about life at and after university, which it publishes through its social channels – both institutional and course-led. The University's main Instagram account has over 16K followers and followers to its combined course-led accounts exceed 32K. The norwichuniarts TikTok channel is planned and run by Student Ambassadors.

The University's website includes an international section which gives specific information for students from different countries and includes student blogs and interviews. There are more blogs written by students and also Student Support staff highlighting topics such as 'Life Hacks for the 1st week'. Social media and especially Instagram takeovers have included information for students from professional service staff and students. The partnership with UniBuddy allows prospective students to ask questions and receive a response direct from the University's Student Ambassadors.

An updated Accessibility Statement is available on the homepage of the website to ensure users can access the information they need. The website has been reviewed and is now compliant with the Web Content Accessibility Guidelines version 2.1 AA standard, in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

These guidelines include the ability to:

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

The University maintains a subscription to the site governance platform Silktide, which monitors the website against several quality metrics, including compliance with the Web Content Accessibility Guidelines version 2.1 standards. This tool is used to check and

resolve accessibility issues on the University's website, and to improve the user experience of all visitors to the website.

15   Staff Training and Development

The University Development Days (UDD) provided dedicated sessions on diversity and decolonising the curriculum, with external speakers. For example: 'Formative Assessment Rethink', led by Duna Sabri based on her report *Students' experience of attainment and identity* (UAL 2012-2017).

The following events were also attended by members of the ED&I Committee and / or Change Working Group:

- External EDI Strategy workshop. 2 x half days – supported the development of University's EDI strategy.

- WONKHE Secret life of Students conference - provided a current perspective of the sector and students and informed work on 'belonging' and student futures manifesto. Attended by senior management (Deans and Pro-Vice Chancellor (Academic).

- CHEAD Annual Conference. Current debates in HE art and design education. Events included the University's Professor of Fine Art leading an EDI workshop and a talk from FACE (Fashion Academics Creating Equality) introducing their findings from the *See My Face: The missing race equality questions in higher education report*, a survey of Art and Design primarily fashion students.

- Decolonisation/Decarbonisation symposiums with CHEAD/UAL - a series of monthly half day events to informs development of inclusive progressive pedagogies.

- Membership of the CHEAD EDI working group - understanding and supporting EDI issues in the Art and Design sector.

- Setting up the CHEAD EDI Alliance. The University's Professor of Fine Art chaired an inaugural meeting of EDI Leads from member organisations (in the art and design sector) with aim of sharing best practice, resources and training.

The staff training and development programme for 2021/2022 included a range of EDI activities as follows:

- A further session of "It's all about Race", led by Diversity Trust. This explored anti-racism and white privilege, assisting employees in making practical changes that contribute to a positive impact against racism and racial inequality.

- All new staff are required to complete online Equality & Diversity training. This covers protected characteristics and has interactive questions throughout to help consolidate learning.

- Training related to Mental Health, Managing Anxiety, Resilience and Stress Awareness included online training and a group workshop.

- Online bullying and harassment training.   This was also offered to all new Year 0 and Year 1 students as part of their induction to University and has now been extended to students in year 2 and year 3 of their studies.

16   EDI Objectives for 2021/2022

The EDI objectives for 2021-2022 were rolled over to 2022-2023 pending the drafting of a new EDI Strategy.

- Ensure that the University is an active participant in key equality and diversity networks

- Organise an online Maternity Connections event and continue to promote the scheme to new expectant mothers

- Ensure that staff are aware of and able to respond to the diverse nature and needs of the student body

- Building projects/refurbishments include consideration of access needs where appropriate (taking into account historic building constraints etc)

- Ensure notice of work is communicated in advance and where staff or students have mobility issues they are advised of alternatives

- Ensure that staff at all levels have the training and tools to contribute to positive culture at all levels of the organisation

- Arrange at least one event led by local MIND group to support mental health in the workplace

- Publish the University Gender Pay Gap figures on an annual basis and produce an action plan to address any gaps

- Replace 'stand-alone' Unconscious Bias training and, working with Advance HE, develop a new mainstream package of Equality, Diversity and Inclusion training for new and existing staff that integrates all streams of EDI

- Offer "It's all about Race" diversity training to all CWG champions and EDI Committee members as a training pilot

- Establish an EDI intranet site to include input from the Respect and Dignity Group and Change Working Group as well as access and links to all other relevant publications and policies

- Gender identity and expression (pronouns) facility for students to change and effect updates to status on the VLE.

Student Profile Statistics

Student profile data is gathered from new and returning students as part of the enrolment process.

Comparative data for all UK-based Higher Education Institutions (HEIs) has been included where available. For all external sources 2020/2021 is the latest comparative dataset available.

Applicants for undergraduate courses apply through the UCAS system. The University welcomes individuals from a wide range of backgrounds and previous educational or professional experiences, including those with nonstandard qualifications. Provision is made for those applicants who may not be ready to commence an undergraduate course of study but may be suitable for a four year degree course. For the 2021/2022 admissions cycle, offers to undergraduate courses were made on the basis of the application and portfolio. Offers to postgraduate courses were made on the basis of an interview and portfolio.

Unless otherwise stated the Student Profile data includes all 2021/2022 taught students, across all academic years of study. The Master of Architecture course accepted its first cohort of students in 2021/2022. These students are grouped under the 'Postgraduate Taught' heading.

In the following statistics, percentages are suppressed for small groups to prevent the identification of an individual.

Student Profile – Age on Entry (New Entrants only)
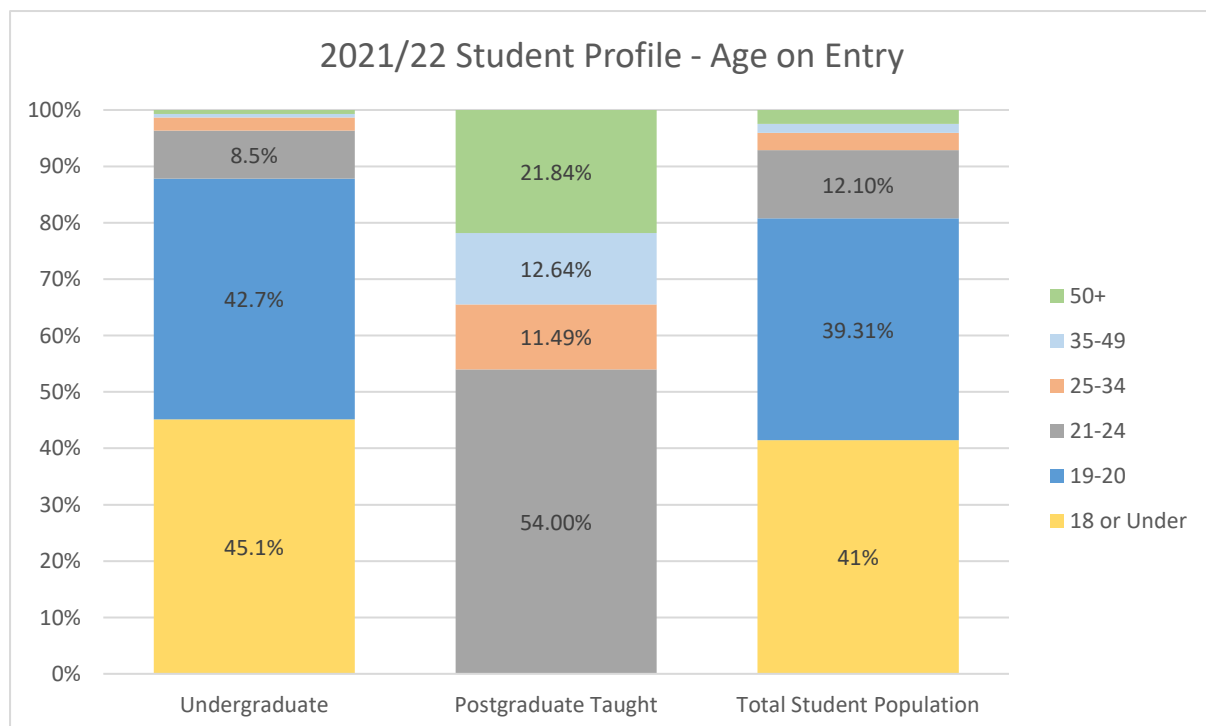
Age on Entry	Undergraduate	Postgraduate Taught	Total Student Population
18 or under	45.1%		41.5%
19-20	42.7%		39.3%
21-24	8.5%	54.0%*	12.1%
25-34	2.3%	11.5%	3.1%
35-49	0.6%	12.6%	1.6%
50+	0.7%	21.8%	2.4%

Table 1: 2021/2022 New Entrants - Age on Entry

*includes students on entry at ages 18 or under, 19-20 and 21-24

Age data for all students at UK HEIs is shown in Table 2 below. This is sourced from the 2020/2021 HESA data and this is the latest available data.

In comparison to all UK undergraduates, a larger percentage of the University's new entrants tend to be aged 20 or younger. This is consistent with the previous year.

Age on Entry	Undergraduate (UK HEIs)	Postgraduate Taught (UK HEIs)
18 or under	38.1%	0.0%
19-20	23.3%	0.7%
21-24	12.6%	45.8%
25+	25.9%	53.5%

Table 2: Age on entry distribution of 2020/2021 new entrants at UK HEIs
Sourced from Heidi+ student FPE report (HESA data). All modes of study, all domiciles, all years of study, new entrants only. UK wide HEIs.

Student Profile – Gender (all years of study)

Students are asked to provide their preferred gender as part of the enrolment tasks.
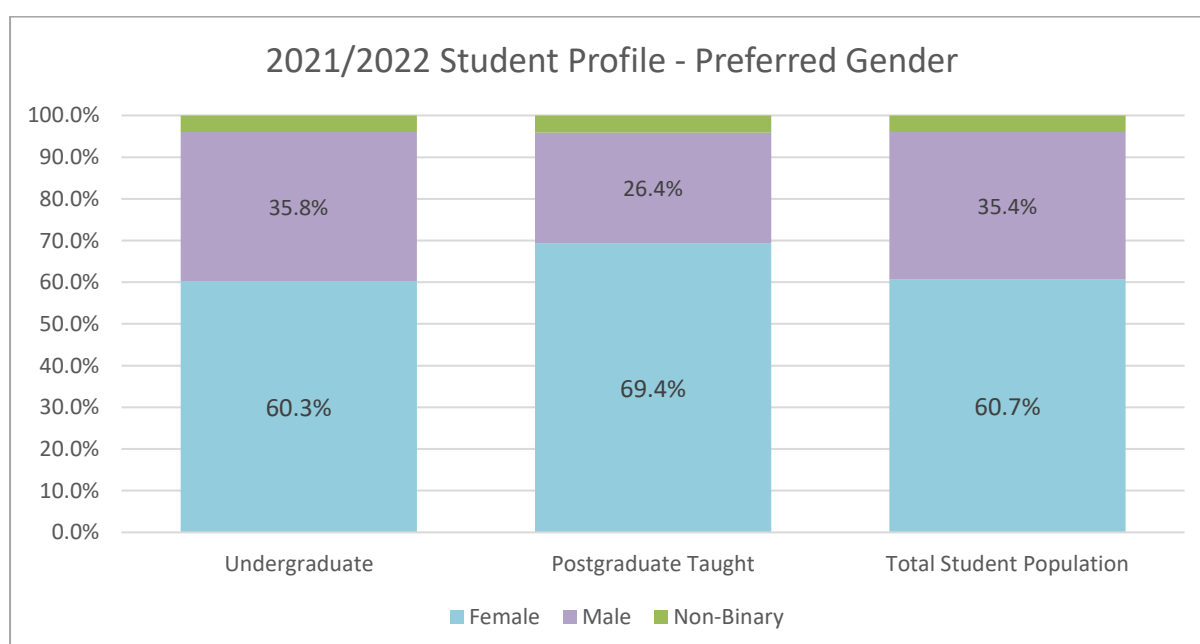
Preferred Gender	Undergraduate	Postgraduate Taught	Total Student Population
Female	60.3%	69.4%	60.7%
Male	35.8%	26.4%	35.4%
Non-binary	3.9%	4.1%	3.9%

*Table 3: 2021/2022 Student profile – gender distribution*

HEI's are required to submit data on 'sex' rather than 'gender' to HESA. A summary of the 2020/2021 sex data for UK HEIs is shown in below.

Sex	Undergraduate (UK HEIs)	Postgraduate Taught (UK HEIs)
Female	56.8%	58.8%
Male	43.1%	40.9%
Other	0.2%	0.2%

Table 4: Sex distribution of 2020/2021 students at UK HEIs
Sourced from Heidi+ student FPE report (HESA data). All modes of study, all domiciles, all years of study. UK wide HEIs.

The proportion of students who identify as non-binary continues to increase, as shown in the chart below.
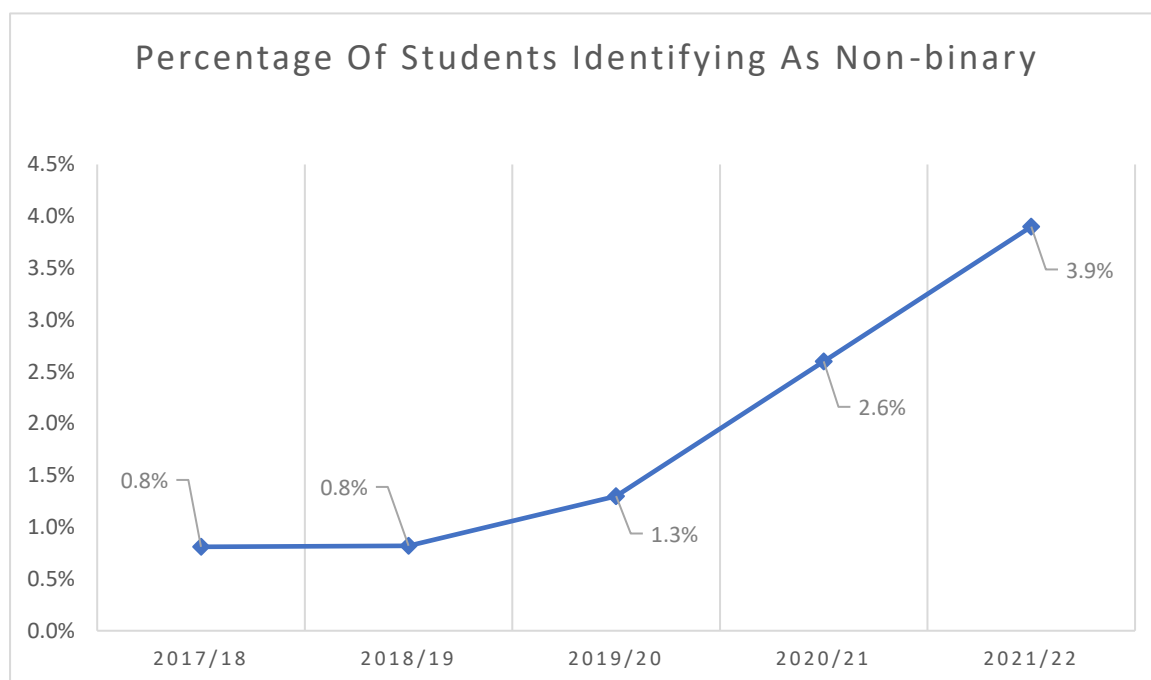
From September 2022, the categories genderqueer and gender fluid have been added to the options available for preferred gender.

Student Profile – Gender Identity (all years of study)

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

Gender Identity	Undergraduate	Postgraduate Taught	Total Student Population
Same as assigned at birth	90.0%	91.7%	90.1%
Not the same as assigned a birth	5.8%	6.0%	5.8%
Unknown/Refused	4.2%	2.3%	4.1%

Table 5: 2020/21 Student profile – gender identity distribution

In 2021/2022 a total of 5.8% of students disclosed that their gender identity was different from the gender that they were assigned at birth. This figure is an increase of 1.3% from the 2020/2021 academic year, as shown in the following chart.
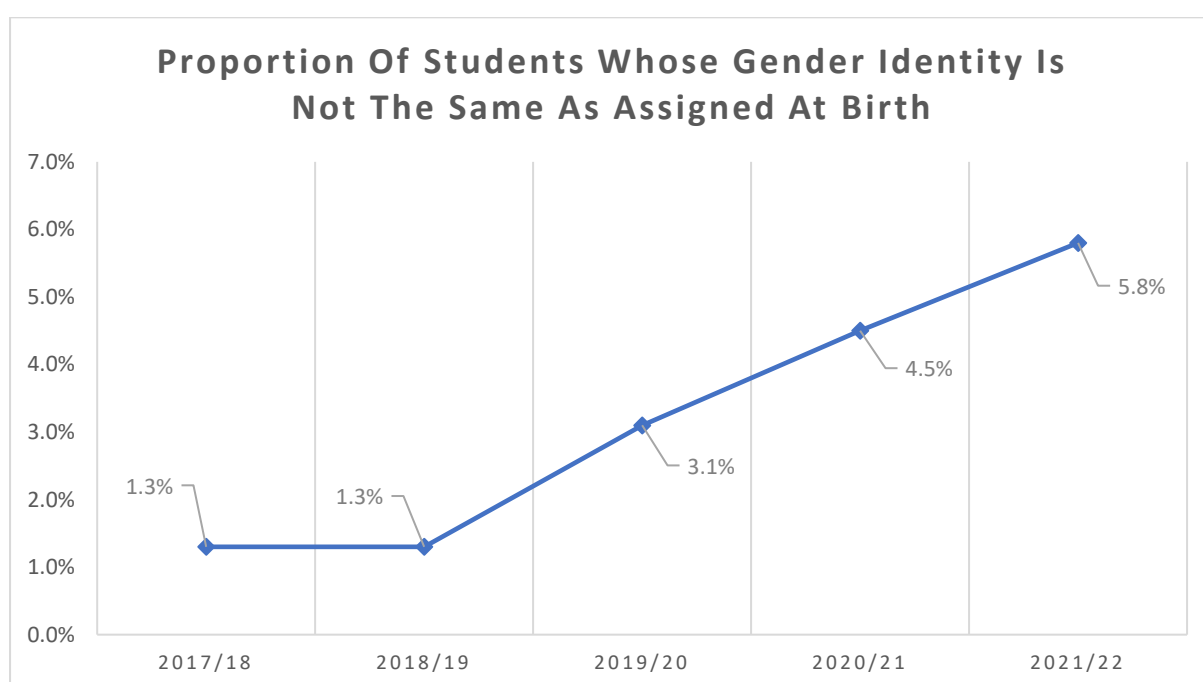
The University has an established policy for supporting students who have transitioned prior to admission or who transition during their studies with the University. Students can obtain confidential advice from the University's Student Support staff throughout the application process and once they have enrolled.

For students in the process of transitioning, the University will ensure that the student record system, and any information arising from it, reflects the preferred name and gender identity specified by the student. In cases where official documentation has not yet been amended to reflect the new gender identity, the University offers a confidential identity verification procedure to ensure that the individual student's privacy is protected during the enrolment process. The University also supplies personal fridges for students in its managed accommodation to enable safe and secure storage of medication.

For comparison, Table 6 sets out the equivalent values for students at all English HEIs. The data source does not include information on those that refused to provide an answer, but we can see that the percentage responding that their gender identity is not the same as

assigned at birth is much greater among the University students than the percentage of students across all English HEIs.

Gender Identity	Undergraduate (English HEIs)	Postgraduate Taught (English HEIs)
Same as assigned at birth	98.8%	99.3%
Not the same as assigned a birth	1.2%	0.7%

Table 6: Gender identity of 2020/2021 students at English HEIs
Sourced from Office for Students Equality, Diversity and Student Characteristics Data. Based on HESA data. English HEIs. All domiciles, all years of study, all modes of study. "No response" excluded.

Student Profile – Ethnicity (all years of study)
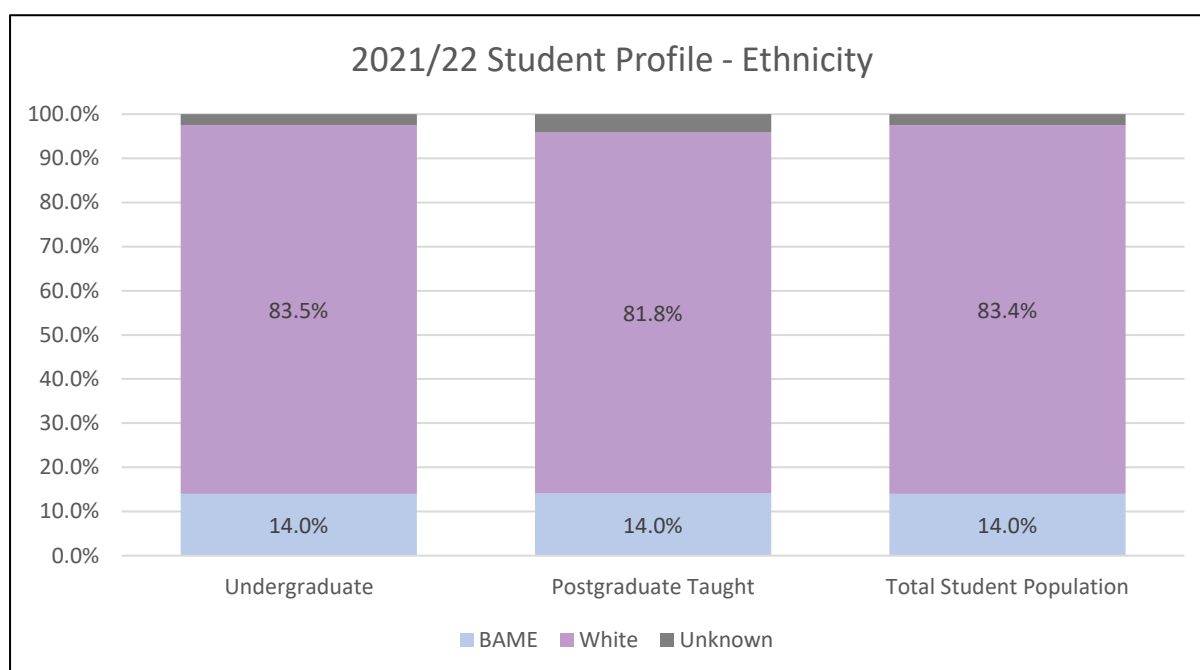
Ethnicity	Undergraduate	Postgraduate Taught	Total Student Population
BAME	14.0%	14.0%	14.0%
White	83.5%	81.8%	83.4%
Unknown/Refused	2.5%	4.1%	2.5%

Table 7: 2021/2022 Student profile – ethnicity distribution

The percentage of undergraduate students from Black, Asian or Minority Ethnic (BAME) communities has risen slightly from 13.4% in 2020/2021 to 14.0% in 2021/2022.

Table 8 provides the 2020/2021 sector comparisons for ethnicity data. The unknown/refusal rate in the sector is much higher than at Norwich University of the Arts, with 16.7% unknown/refused for undergraduates and 41.0% unknown/refused for postgraduates across all UK HEIs. The University has a lower percentage of BAME students at undergraduate level, compared to all UK HEIs. For postgraduates the percentages are broadly similar.

Ethnicity	Undergraduate (UK HEIs)	Postgraduate Taught (UK HEIs)
BAME	22.2%	13.9%
White	61.0%	41.0%
Unknown/Refused	16.7%	45.1%

Table 8: Ethnicity distribution of 2020/2021 students at UK HEIs
Sourced from Heidi+ student FPE report (HESA data). All modes of study, all domiciles, all years of study. UK wide HEIs.

Student Profile – Disability (all years of study)

Student disability is recorded and returned to HESA. The HESA code is calculated based on the disabilities that a student adds to their record.

2021/2022 Student Profile - Disability
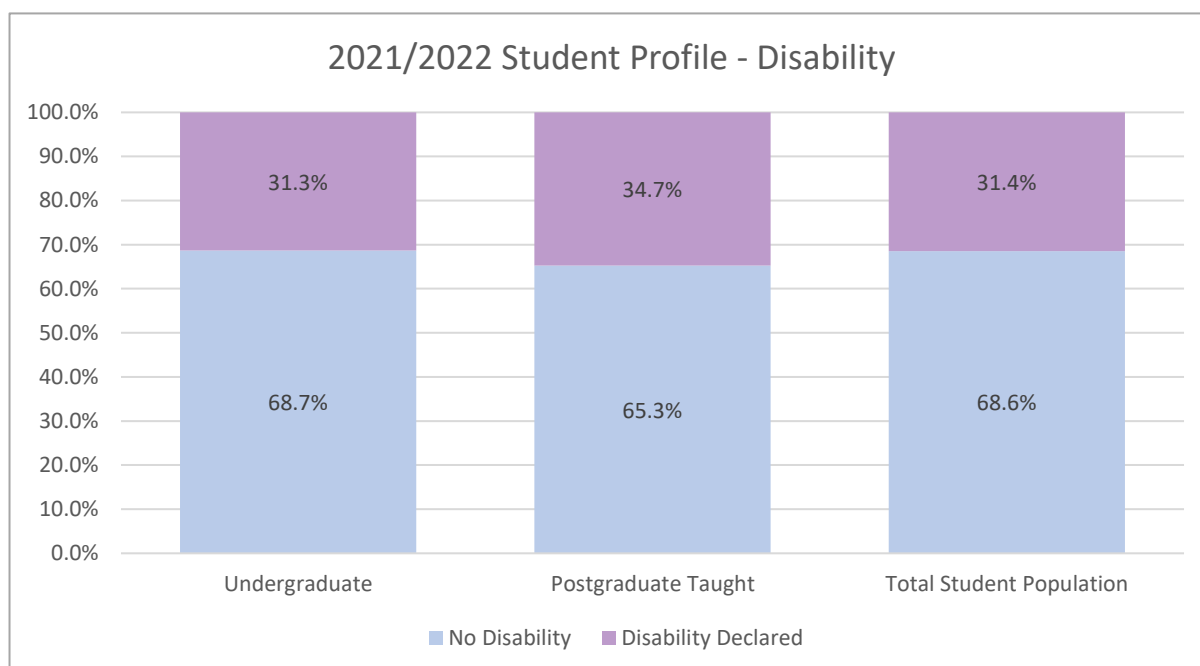
Disability	Undergraduate	Postgraduate Taught	Total Student Population
No disability	68.7%	65.3%	68.6%
Disability disclosed	31.3%	34.7%	31.4%

Table 9:2021/22 Student profile – disability distribution

The overall proportion of students declaring a disability has risen from 30.2% in 2020/2021 to 31.4% in 2021/2022, as shown in the following chart.

Student Profile - Percentage of Students Who Declare a Disability

- 2016/17: 25.5%
- 2017/18: 27.2%
- 2018/19: 27.9%
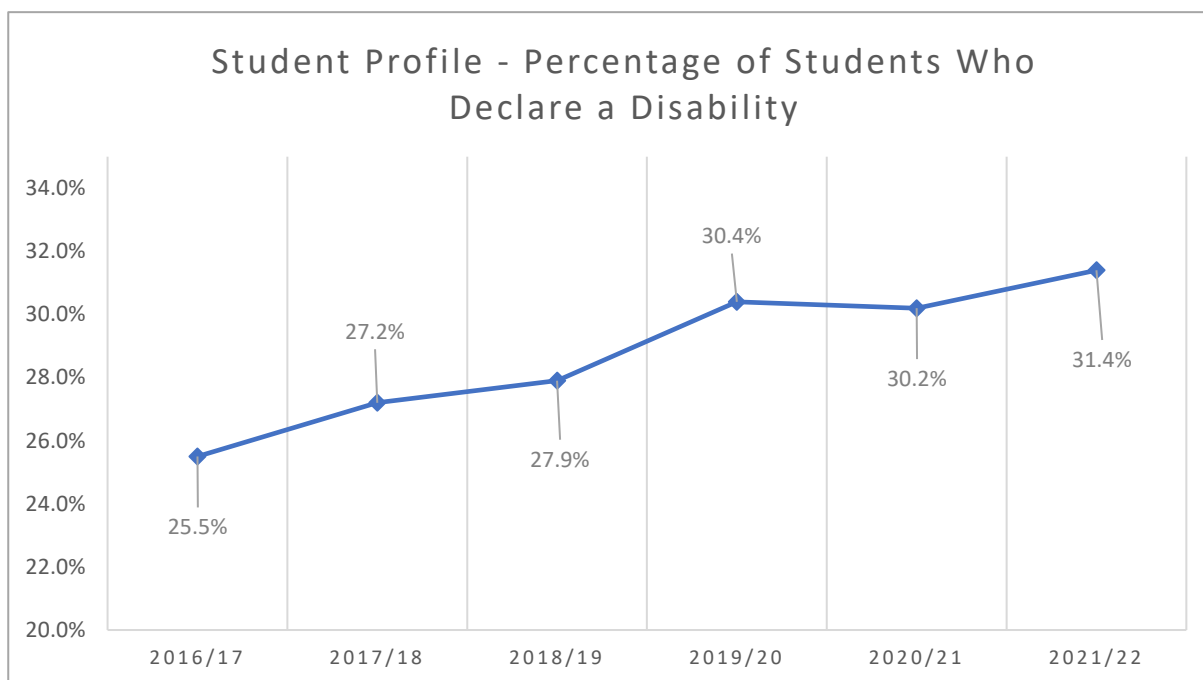- 2019/20: 30.4%
- 2020/21: 30.2%
- 2021/22: 31.4%

Table 10 below sets out the equivalent values for students at UK HEIs. This is sourced from HESA data and the latest available year is 2020/2021. Compared to the sector, students at the University have been more likely to disclose a disability.

| Disability	Undergraduate (UK HEIs)	Postgraduate Taught (UK HEIs)
No disability	83.1%	89.6%
Disability disclosed	16.9%	10.4%

Table 10: Disability disclosure of 2020/2021 students at UK HEIs
Sourced from Heidi+ student FPE report (HESA data). All modes of study, all domiciles, all years of study. UK wide HEIs.

At the granular level of data capture, Table 11 shows the most frequently disclosed disabilities at the University in 2021/2022:

Disability	Percentage of students who have declared a disability	Percentage of total student population
Anxiety disorder	52.8%	11.3%
Depression	42.2%	9.0%
Dyslexia	32.1%	6.9%
Autism	17.7%	3.8%

Table 11: 2021/2022 Student profile – disabilities declared

Student Profile – Religion or Belief (all years of study)

Student Profile 2021/22 - Religion or Belief
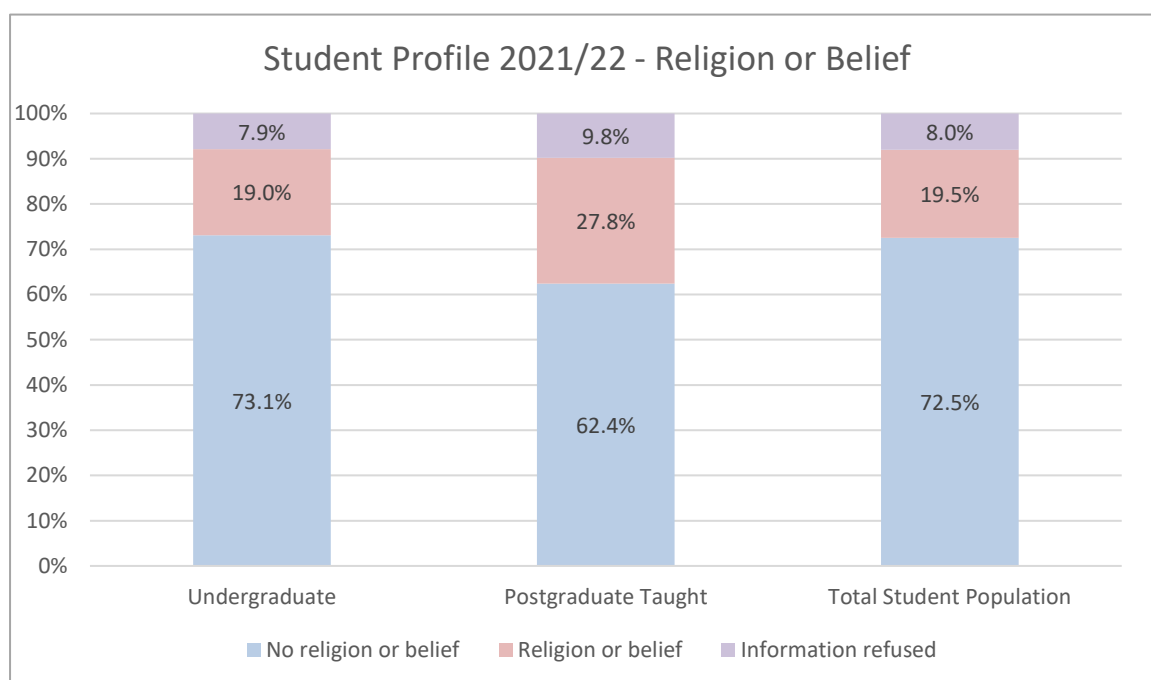
Religion or Belief	Undergraduate	Postgraduate Taught	Total Student Population
Religion or Belief	19.0%	27.8%	19.5%
No religion or Belief	73.1%	62.4%	72.5%
Information refused	7.9%	9.8%	8.0%

Table 12: 2021/2022 Student profile – religion or belief distribution

Religion or belief includes the following categories: Buddhist, Christian, Hindu, Muslim, Sikh, Spiritual and any other religion or belief. The number of students who do not identity with a religion has seen a slight increase from 72.1% in 2020/2021 to 72.5% in 2021/2022. Within the sector, in the 2020/2021 academic year, 46.7% of undergraduate students and 49.1% of postgraduate students identified as having no religion[1].

Student Profile – Sexual Orientation (all years of study)

The categories asexual and queer were available in the enrolment process for students who were here in both 2021/2022 and 2022/2023.

The number of students who identify as heterosexual has dropped from 60.6% in 2020/2021 to 55.9% in 2021/2022.

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[1] Religion/ belief data is not available through Heidi+ or the HESA statistical release. However HESA data is used in the Office for Students Equality, Diversity and Student Characteristics Data (2020/21 data) (https://www.officeforstudents.org.uk/data-and-analysis/equality-diversity-and-student-characteristics-data/official-statistics/). UK domiciled entrants. All modes of study. No response excluded from results.

Sexual Orientation	Undergraduate	Postgraduate Taught	Total Student Population
Asexual	1.3%	< 5%	< 5%
Bisexual	18.6%	14.3%	18.4%
Gay man	2.3%	< 5%	< 5%
Gay woman/lesbian	2.9%	< 5%	< 5%
Heterosexual	55.5%	62.4%	55.9%
Queer	3.4%	< 5%	< 5%
Other	3.3%	5.3%	3.4%
Information refused	12.7%	12.0%	12.6%

Table 13: 2021/2022 Student profile – sexual orientation

Table 14 sets out the equivalent results for all English HEIs for new entrants. Data was sourced from the Office for Students Equality, Diversity and Student Characteristics Data and the latest available year was 2020/2021. Sexual orientation categories are not directly comparable. However it is clear that a substantially lower percentage of students at the University identify as "heterosexual" compared to the wider student body at English HEIs.

Sexual Orientation	Undergraduate (English HEIs)	Postgraduate Taught (English HEIs)
Heterosexual	89.3%	89.2%
Lesbian, gay or bisexual	8.6%	9.3%
No response		
Not applicable		
Other sexual orientation	2.1%	1.5%

Table 14: Sexual orientation disclosure of 2020/2021 students at English HEIs
Source is the Office for Students Equality, Diversity and Student Characteristics Data (based on HESA data). UK domiciled entrants to English HEIs. All modes of study.

Student Profile – Marital Status (all years of study)

The University does not currently collect information on students' marital status. Students who are experiencing difficulties directly related to their marital status can seek mitigation through our Extenuating Circumstances procedure and all students have access to information, advice and guidance through the University's Student Support service.

Financial support may be available through the University's Access to Learning Fund where additional financial needs are identified.

Student Profile – Pregnancy and Maternity (all years of study)

A small number of students (<5) went on intermission due to pregnancy in 2021/2022. While on maternity leave, students retain access to the course virtual learning environment (VLE) and are able to access on-line course materials and keep in touch with their peers. Before re-joining their course students are contacted by Student Support to discuss any additional support needs that may be required and when they return to University students attend a series of supportive monitoring sessions with their course teams. The University does not have crèche facilities and students are expected to arrange childcare.

Staff Profile Statistics

Staff profile data is collated by the Human Resources Department and recorded on the HR database. Profile information has been compiled for staff employed as at 31st March 2022.

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.

HESA benchmark data has been included in relation to some of the academic staff profiles. The information is based on all Higher Education Institutions (source HESA data 2021/2022). HESA data records teaching / tuition and research staff with contracts of 0.25 FTE and above. This means that the data has limited utility in terms of comparisons with professional services profiles or all staff profiles.

Staff who are members of the senior management team (SMT) are included in the professional services staff group in the tables below.

Age profiles

	2020-21 as at 31 July 2021		2021-22 as at 31 March 2022	
	No. of Staff	% of total	No. of Staff	% of total
Academic staff:				
39 years and below	21	28.4%	23	29%
40-49 years	26	35.1%	28	36%
50 years and above	27	36.5%	27	35%
Total Academic staff	*74*	*100%*	*78*	*100%*
Professional services staff (includes SMT):				
39 years and below	97	46%	99	45%
40-49 years	49	23%	59	27%
50 years and above	65	31%	61	28%
Total Professional services staff	*211*	*100%*	*219*	*100%*
Part-time hourly lecturing staff:				
39 years and below	24	23%	33	32%
40-49 years	40	38.5%	39	38%
50 years and above	40	38.5%	30	30%
Total Part-time hourly lecturing staff	*104*	*100%*	*102*	*100%*

Academic staff:


Age of Academic Staff
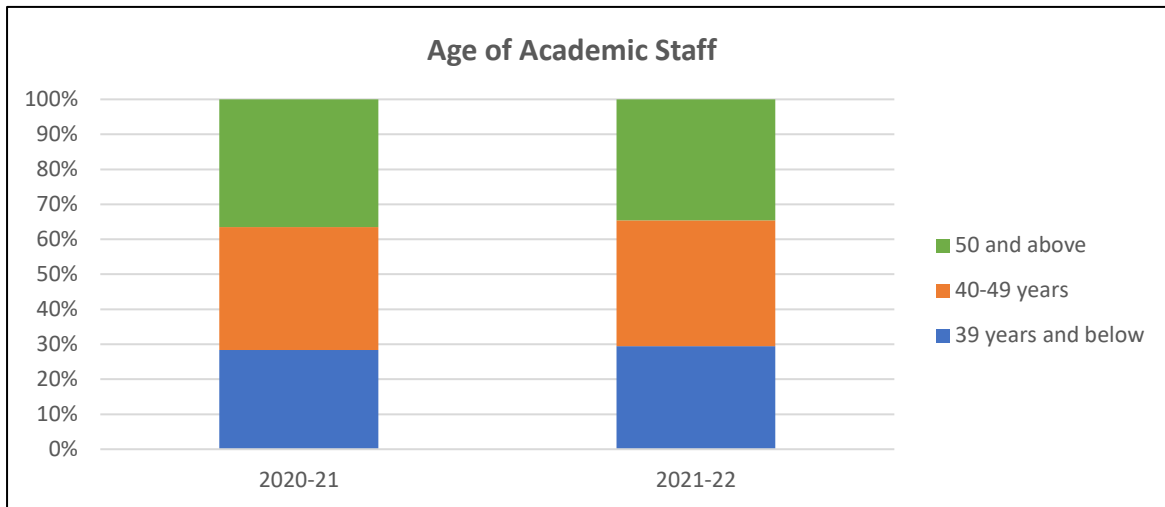
Academic groups with less than 5 staff have been combined.

The average age for academic staff in 2021/2022 is 46 years which is unchanged from the previous 2 years.

Comparative data from HESA for 2021/2022 indicates that the highest proportion of academic staff (43.5%) are in the age bracket 39 years and below. The percentage for the age range 40-49 is 25.6% and for 50 years and above is 30.9%.

Professional Services staff:


Age of Professional Services Staff
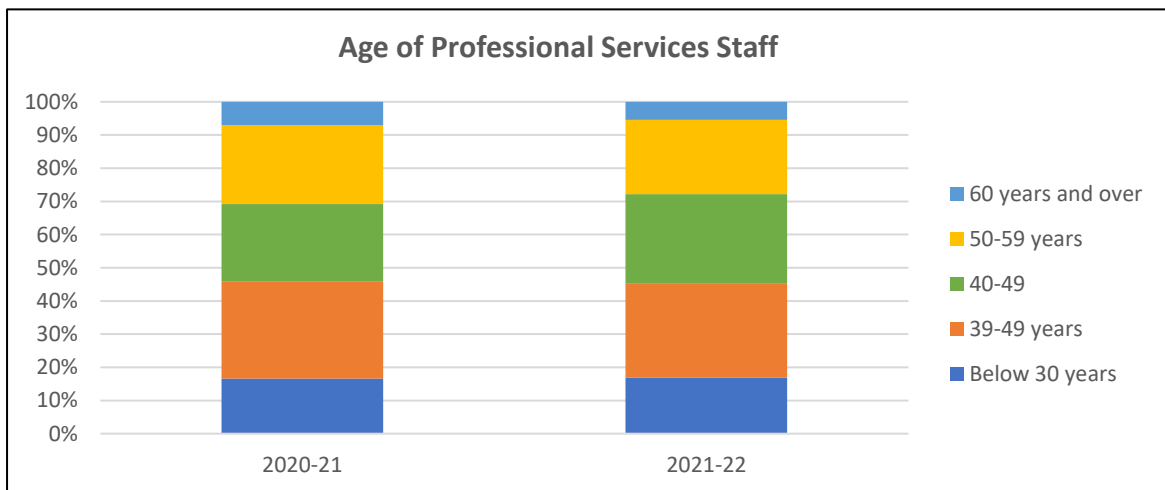
The largest proportion (28%) of professional services staff are in the age range 30-39, which decreased from 29% in the previous year.

The biggest change is in the 40-49 cohort which increased from 23% in 2020/2021 to 27% in 2021/2022.

The average age for professional services staff has remained at 42 years for 3 years.

Part time hourly lecturing staff:
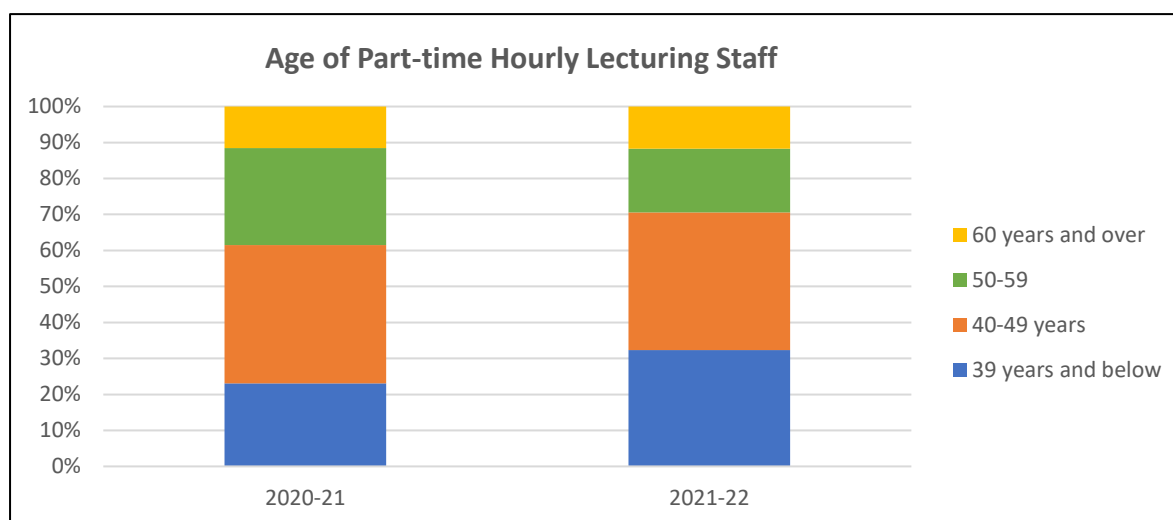
The largest proportion (38%) of part time hourly lecturing staff were in the age range of 40-49, which is broadly the same as for 2020/2021.

Two areas that changed significantly from 2020/2021 to 2021/2022 are staff in the age range 39 years and under (an increase from 23% to 32%) and those in the 50-59 cohort (a decrease from 27% to 18%).

Gender profiles

|	2020-21 as at 31 July 2021		2021-22 as at 31 March 2022	
	No. of Staff	% total	No. of Staff	% total
Academic Staff:				
Male	40	54%	41	53%
Female	34	46%	37	47%
Total Academic staff	*74*	*100%*	*78*	*100%*
Professional services staff (includes SMT):				
Male	89	42%	94	43%
Female	122	58%	125	57%
Total Professional services staff	*211*	*100%*	*219*	*100%*
Part-time Hourly Lecturing staff:				
Male	51	49%	52	51%
Female	53	51%	50	49%
Part-time Hourly Lecturing staff	*104*	*100%*	*102*	*100%*
All staff:				
Male	180	46%	187	47%
Female	209	54%	212	53%
Total	*389*	*100%*	*399*	*100%*

Females decreased from 54% of the staff population in 2020-2021 to 53% in 2021/2022.

The number of staff who identified as other is less than 5 and are not reported in the gender profile figures.

The female to male split has remained broadly constant from 2020/2021 to 2021/2022, with no area changing by more than 2%. The biggest change is in the part time hourly lecturer cohort, where the male population increased from 49% to 51% in 2021/2022.

The HESA data for the female to male percentage split for academic staff in 2021/2022 is 47.8 % female and 52% male and almost mirrors Norwich University of the Arts percentage for salaried academic staff.

Ethnicity profiles
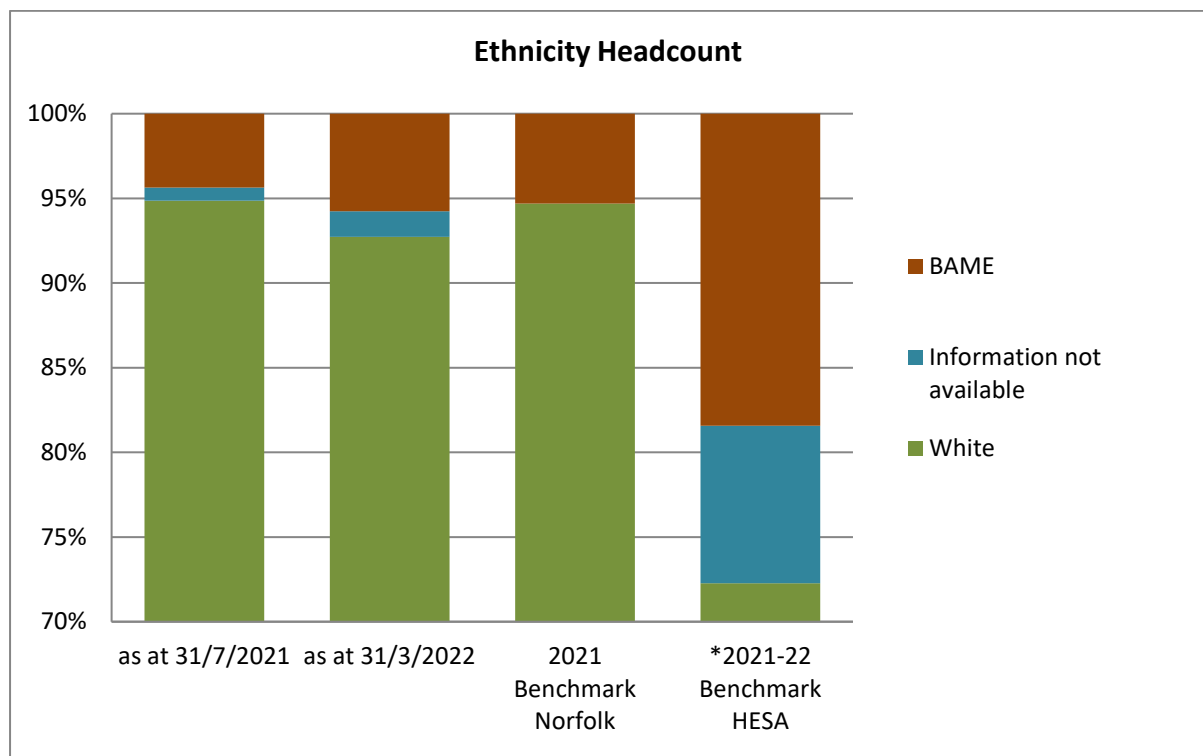
5.8% of University staff declared themselves from a BAME (Black, Asian and Minority Ethnic) background in 2021/2022 which is an increase from 4.4% in 2020-2021. Staff who identify as mixed ethnicity or other are included in the BAME group.

1.5% of staff preferred not to say or did not provide this information, compared to 0.8% in 2020/2021.

HESA data for 2021/2022 for teaching staff shows that 18.4% of HEI staff across the sector are from a BAME background. This figure includes staff who declared themselves from a mixed ethnicity or other background. The ethnic background for 9.3% in the sector was unknown.

The HESA data for specialist arts universities for 2021/2022 indicates that the BAME profile for academic staff ranges from 5.6% to 5.9%. This figure for academic staff was 5.9% at Norwich University of the Arts in the same reporting period.

Disability profile
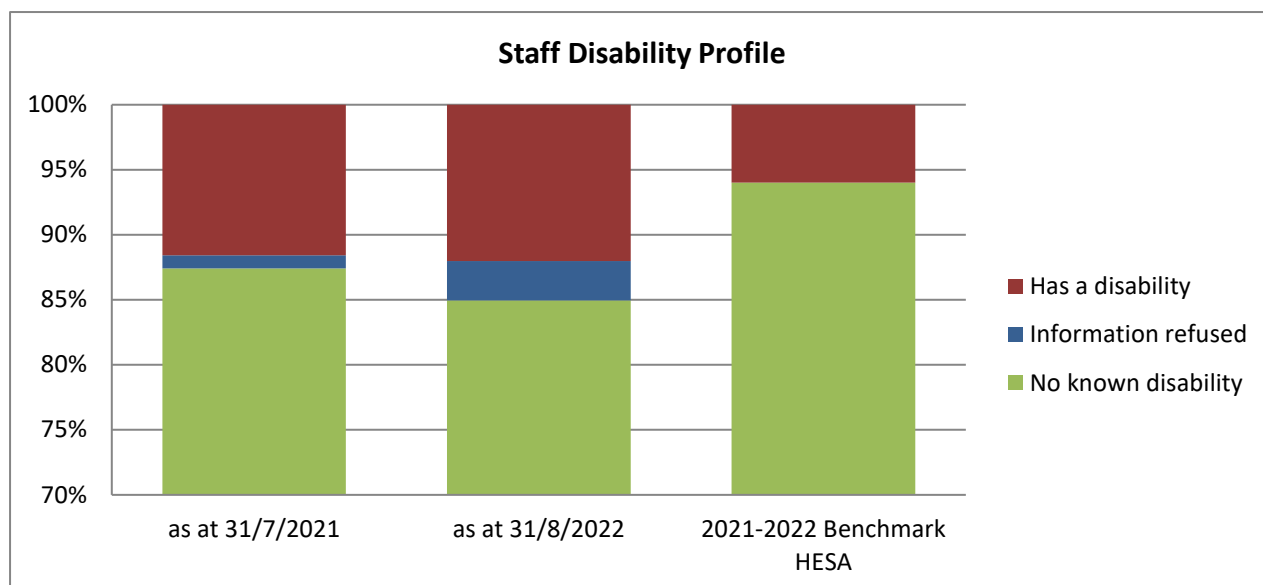
HESA benchmark relates to academic staff and only includes data for known disability status.

|	2020-2021 on 31st July 2021		2021-2022 On 31st March 2022	
	No. of Staff	% Total	No. of Staff	% Total
Academic Staff:				
Has a disability	10	14%	10	13%
No known disability	63	85%	65	83%
Information refused	1	1%	3	4%
Total Academic staff	***74***	***100%***	***78***	***100%***
Professional services staff (includes SMT):				
Has a disability	23	11%	25	11%
No known disability	187	89%	192	88%
Information refused	1	0%	2	1%
Total Professional services staff	***211***	***100%***	***219***	***100%***
Part-time Hourly Lecturing staff:				
Has a disability	12	11.5%	13	13%
No known disability	90	86.5%	82	80%
Information refused	2	2%	7	7%
Part-time Hourly Lecturing staff	***104***	***100%***	***102***	***100%***
All staff:				
Has a disability	45	11.6%	48	12.0%
No known disability	340	87.4%	339	85.0%
Information refused	4	1.0%	12	3.0%
Total	***389***	***100%***	***399***	***100%***

At the University, 97% of staff declared their disability status. 12% of staff identified themselves as having one or more disabilities, which is a small increase from 11.6% in 2020/2021.

Of the staff who declared a disability, 54% have a learning difference such as dyslexia, dyspraxia or AD(H)D, 14% have a long-standing health condition and 13% have two or more disabilities or learning differences.

HESA data for academic staff across the sector in 2021/2022 indicates that 6% have a disability or learning difference. Data is not available for 'not known' information.

According to the HESA profiles for academic staff, creative arts universities generally have the highest percentage of staff with disabilities.

Religion or belief profile

Religion or Belief Profile

- 10.6% Information not available
- 22.0% Christian
- 4.5% Other religion or belief
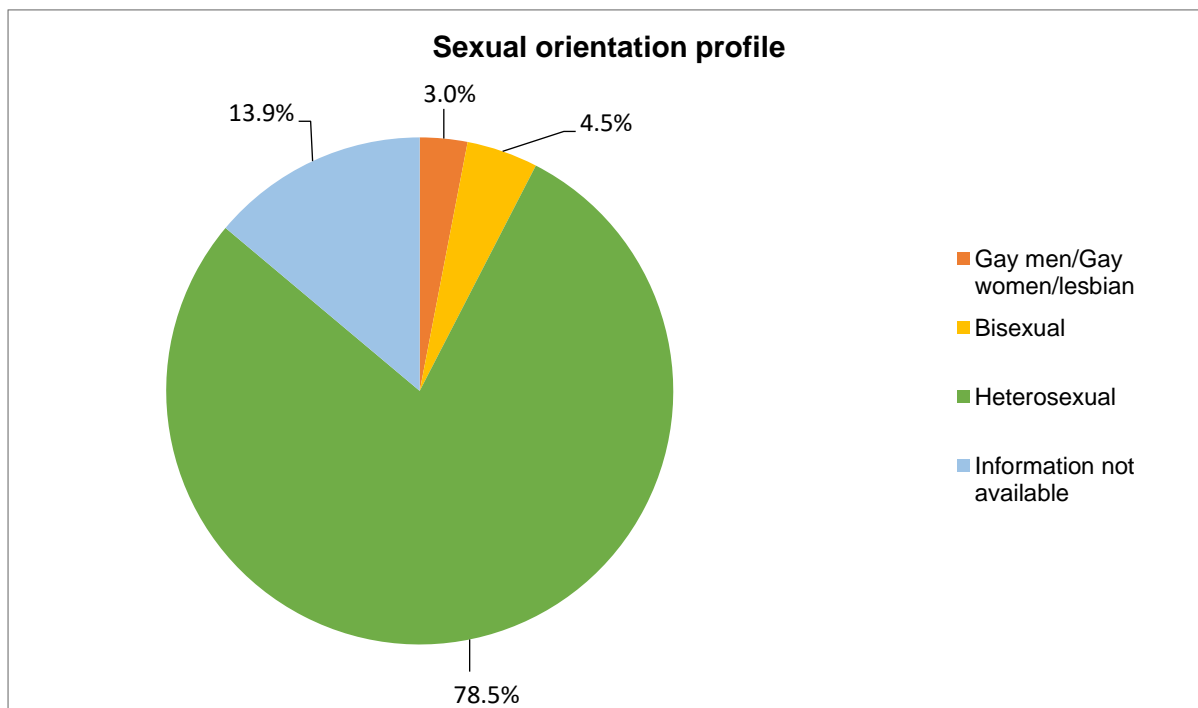- 62.9% No religion
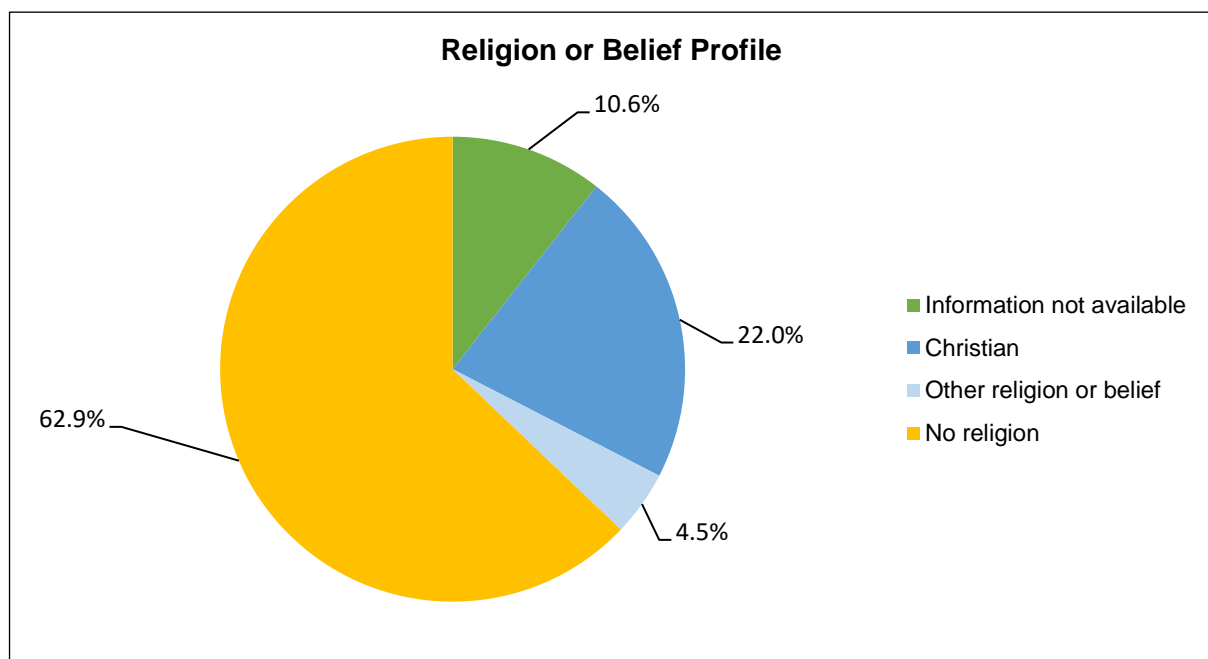
Where numbers are statistically low these have been grouped under "other religion or belief" to prevent individuals being identified.

89.4% of staff disclosed their religion compared to 90.1% in 2020/2021. Information was not available for 10.6% of staff who preferred not to say or did not provide the information.

The percentage of staff who classified themselves as having no religion or belief is 62.9%, a decrease of 1.4% on the previous year. Christian continues to be the largest religious belief group at 22%, compared with 22.1% in 2020/2021.

In the census information for 2021, 44% of the Norfolk population had no religion and 47% identified as Christian.

Sexual orientation profile

Sexual orientation profile

13.9%

3.0%

4.5%

Legend:
- Gay men/Gay women/lesbian
- Bisexual
- Heterosexual
- Information not available

78.5%

Figures for Gay men and Gay/lesbian women have been combined to prevent individuals from being identified.

89.6% of staff have disclosed their sexual orientation, which is a slight increase from 89.1% in 2020/2021.

Gender reassignment profile

Gender identity profile

7.8%

Legend:
- Returned data
- Did not return data

92.2%
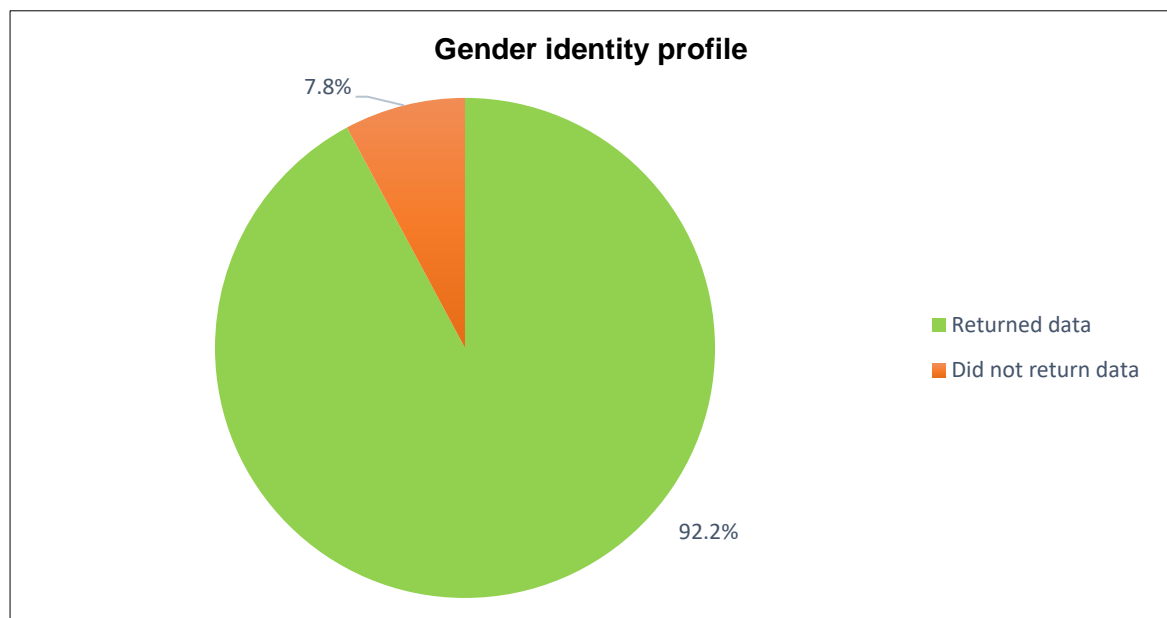
Gender reassignment is the legal term used to describe anyone who 'proposes to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex' (Equality Act 2010).

The University has collected gender reassignment data since 2012. 7.8% of staff chose not to provide information on their gender reassignment, which is a decrease from 9% from the previous year.

The proportion of staff who declared their gender to be different to that assigned at birth was less than 3% in 2022.

Maternity, Paternity, Shared Parental Leave and Parental Connections Group

Eight staff took maternity leave in 2021/2022. No staff took shared parental leave during this period.

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

In 2022 it was agreed that the Maternity connections group would be extended to include parents with new babies and young children. There is an active Teams group, sharing information and support for parents. Following a break due to the pandemic, there were two Parental connection events held for staff to meet over coffee. Staff were encouraged to bring their children with them to the group.

Gender Pay Gap – 31 March 2022

Gender Pay Gap legislation introduced in April 2017 requires all organisations employing 250 or more staff to publish their gender pay gap data by 31st March each year.

The Gender Pay Gap Report for 2022 provides data for employees in place at a snapshot date of 31st March 2022.
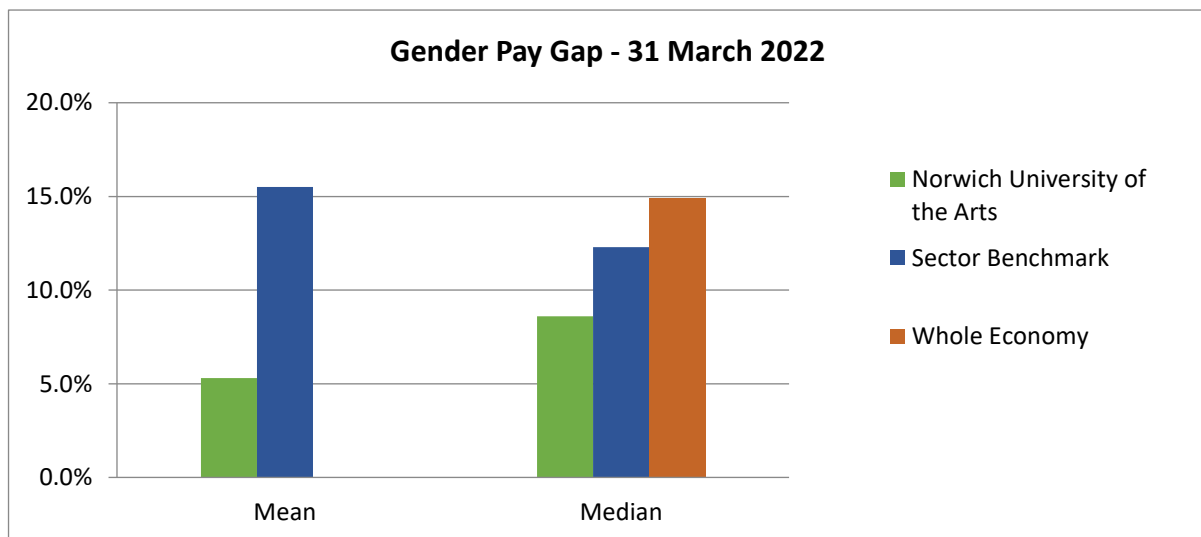
- **Mean gender pay gap (arithmetical average)**

  Female mean hourly pay was 5.3% lower than male mean hourly pay in 2022. The mean gap increased from 1.4% in 2021. This compared with 15.5% for the HE sector in 2021.

- **Median gender pay gap (numerical mid-point)**

  Female median hourly pay was 8.6% less than male median hourly pay in 2022. This was marginally lower than in 2021 and compared with 12.3% across the HE sector and 14.9% for the economy as a whole in 2021.

Bonus gender pay gap

A non-consolidated bonus payment of £500 was paid mainly to salaried staff for their contribution in dealing with the impact of the pandemic. The bonus was paid to staff who were in post on 31st July 2021 and were in receipt of pay in August 2021 when the payment was made. It was pro-rated for part time staff.

- **Mean bonus gender pay gap** (arithmetical average).

  Female mean bonus pay was 6.52% lower than male mean bonus pay in 2022. This reflected the higher proportion of female part time staff in receipt of the bonus (47 females equating to 37% of the female bonus population as compared with 33 males equating to 28% of the male bonus population).

- **Median bonus gender pay gap** (numerical mid-point).

  The median bonus pay for males and females was the same, with no pay gap.

Visiting Lecturer Profile 2021 – 2022 Academic Year

The University began collecting data for Visiting Lecturers in 2020. Information is provided on a voluntary basis as Visiting Lecturers are not employees of the University.

The University engaged 225 Visiting Lecturers during the academic year 2021/2022, of whom 146 (65%) completed an Equality and Diversity monitoring form.

This appendix sets out the Visiting Lecturer profile for 2021/2022 in respect of the 146 people who completed a monitoring form.

In order to preserve anonymity, broader categories are used where figures are numerically low.

The data has been compared to the previous academic year (2020/2021) for Visiting Lecturers and the staff profile for 2021/2022.

Age profile

Age profile of Visiting Lecturers 2021/2022
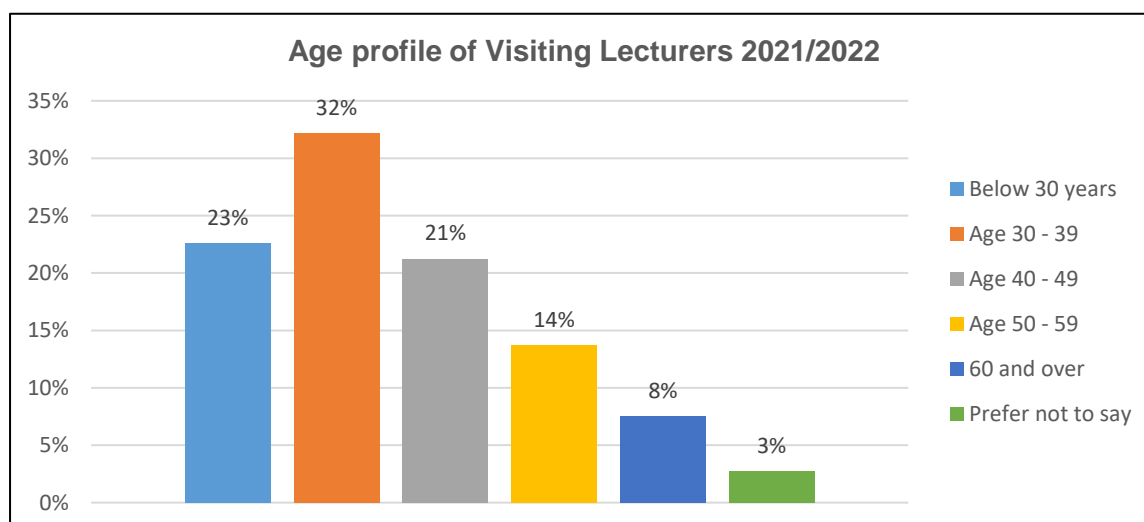
| Age range	2020-2021	2021-2022
Below 30 years	30%	23%
Age 30 - 39	31%	32%
Age 40 - 49	19%	21%
Age 50 - 59	18%	14%
Age 60 and over	2%	8%
Prefer not to say	1%	3%

The age profile of Visiting Lecturers for 2021/2022 for the age range 30-39 is 32% and for 40-49 is 21%. This is broadly similar to the 2020/2021 profiles at 31% and 19% respectively.

The number of Visiting Lecturers below the age of 30 reduced from 30% in 2020/2021 to 23% in 2021/2022.

In terms of 2021/2022 comparative data, 55% of Visiting Lecturers were aged 39 or under as compared with 29% of salaried academic staff and 32% of hourly paid lecturers. At the

higher end of the range, 22% of Visiting Lecturers were aged 50 and above as compared with 35% of salaried academic staff and 30% of hourly paid lecturers.

Gender Profile

Gender profile of Visiting Lecturers 2021/2022
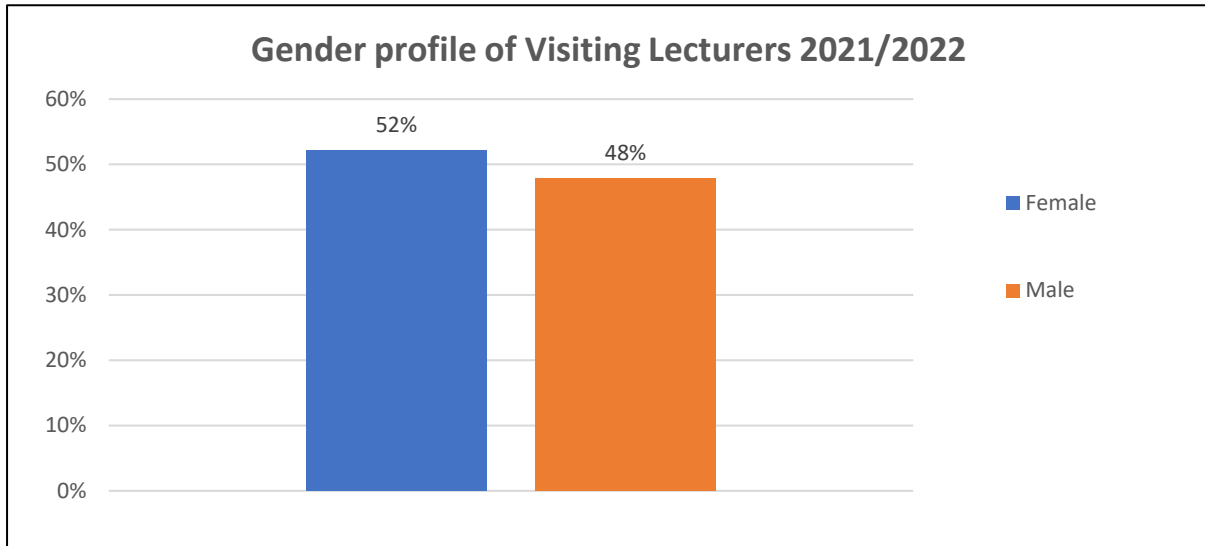
The number of Visiting Lecturers who identify as non-binary is less than 5 and have been excluded from the gender profile figures. The gender profile is 52% female and 48% male which is similar to the 2020/2021 profile of 54% female and 46% male.

The 2021/2022 figure compares to the staff profile for academic staff of 47% female and 53% male and part-time hourly lecturers at 49% female and 51% male.

Ethnicity profile

Ethnicity Profile 2021/2022
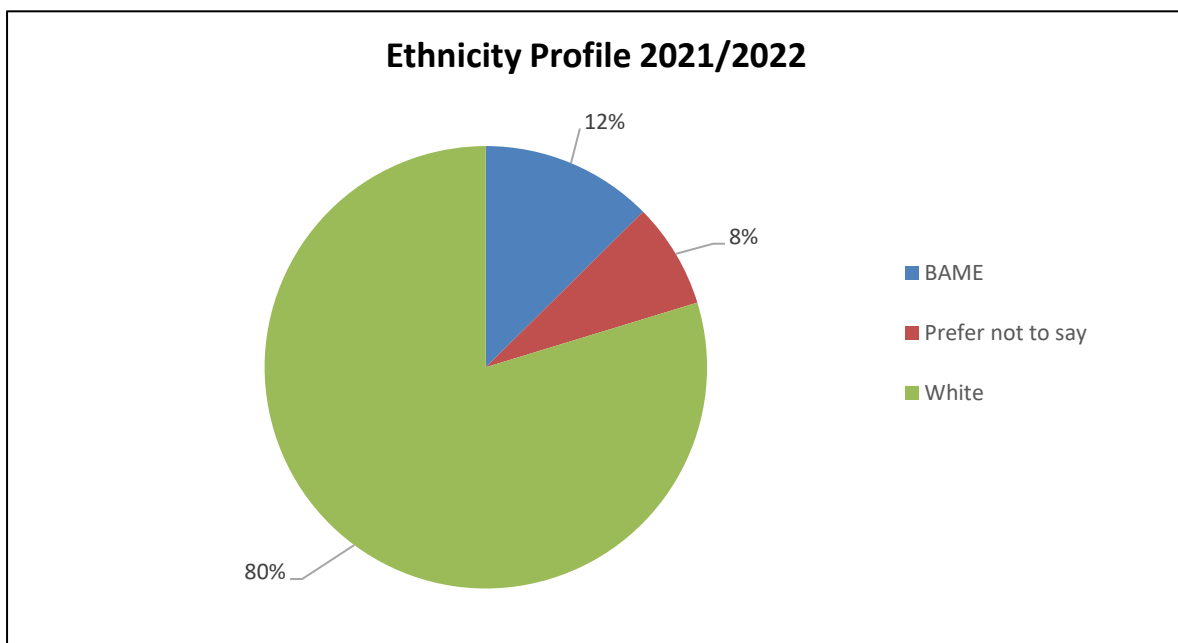
In 2021/2022, 12% of Visiting Lecturers at Norwich University of the Arts declared themselves to be from a BAME background, including those who identify as mixed or other ethnicity. This is higher than the 5.8% of University staff in this cohort.

In 2020/2021, the percentage of Visiting Lecturers who identified as from a BAME background, including a mixed or other background, was 14% and those who did not disclose their ethnicity was 6% (8% in 2021/2022).
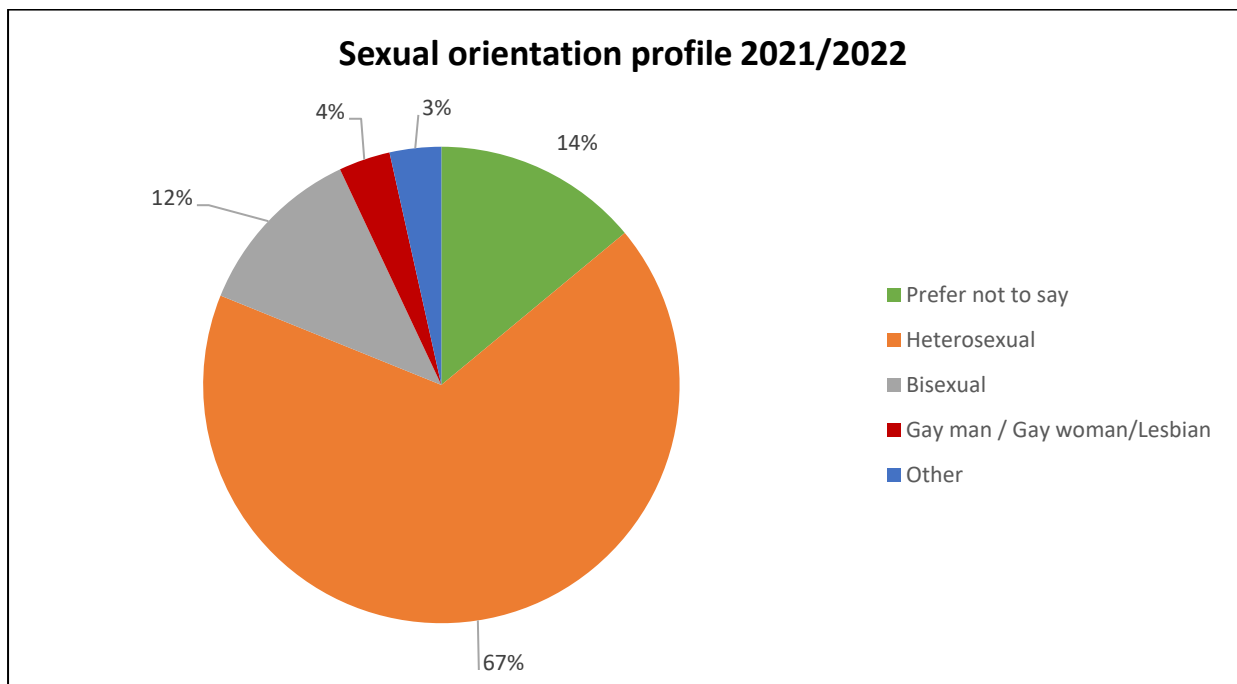
Disability profile

Disability status of Visiting Lecturers 2021/2022

5%   8%

87%

- Has a disability
- No known disability
- Prefer not to say
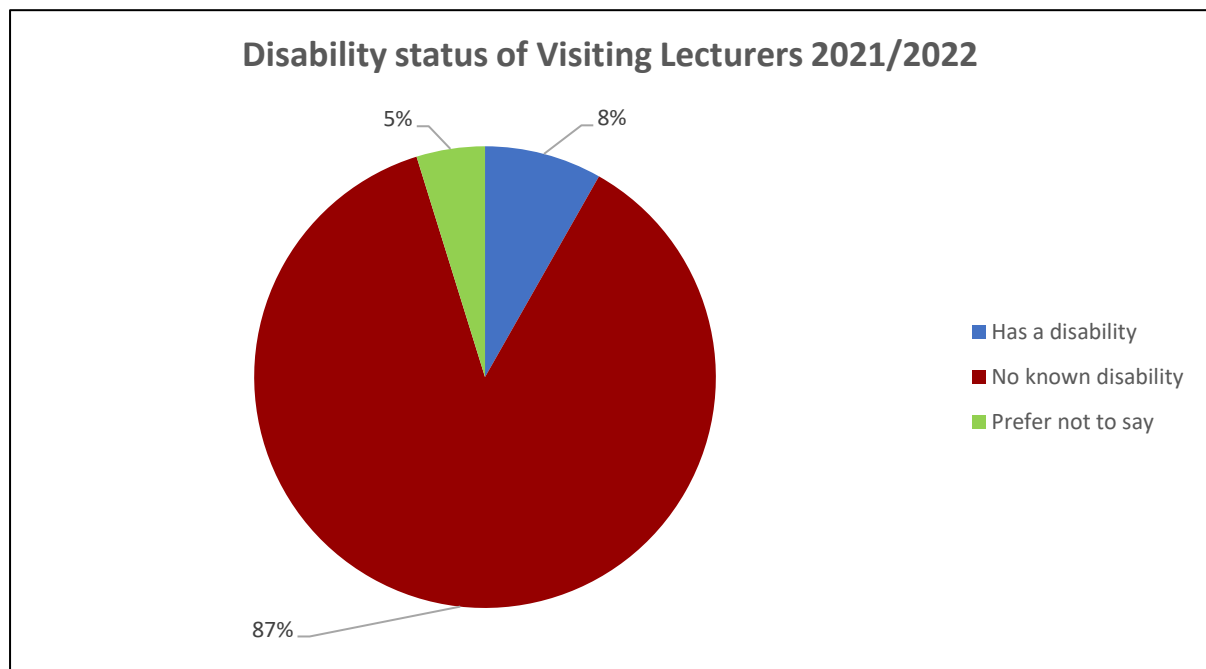
95% of Visiting Lecturers who completed a monitoring form declared their disability status, a decrease from 2020/2021 when 98% of Visiting Lecturers declared their disability status.

The percentage of Visiting Lecturers declaring they have a disability has remained static at 8%. This compares with 12% of University staff in 2021/2022.

Sexual Orientation profile

Sexual orientation profile 2021/2022

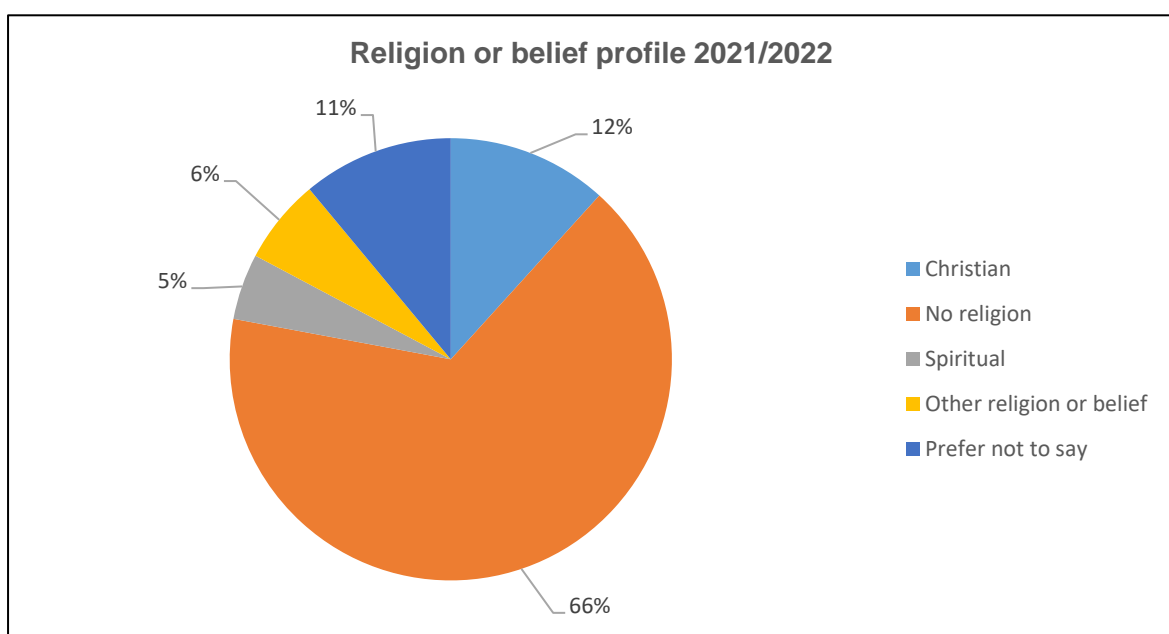| Legend	
Prefer not to say	14%
Heterosexual	67%
Bisexual	12%
Gay man / Gay woman/Lesbian	4%
Other	3%

The figures for Gay Men and Gay/lesbian women have been combined to prevent identification. The combined figure for this group is 4%, compared with 6% in the previous year. The comparative figure for University staff in 2021/2022 is 3%.

The number of Visiting Lecturers who preferred not to complete information on sexual orientation was the same as the previous year at 14%.

12% of Visiting Lecturers identified as Bisexual compared with 8% in 2020/2021. For staff in 2021/2022 this figure was 4.5%.

Religion or belief profile

Religion or belief profile 2021/2022

| Legend	
Christian	12%
No religion	66%
Spiritual	5%
Other religion or belief	6%
Prefer not to say	11%

In order to preserve anonymity, the broad category of other religion or belief includes categories with numbers lower than 5.

No religion remains the highest category at 66%, compared to 61% in 2020/2021. The 2021/2022 University staff figure is 62.9%.

The percentage of Visiting Lecturers identifying as Christian has reduced from 19% in 2020/2021 to 12% in 2021/2022. The figure is significantly less than the comparative figure (22%) for University staff in 2021/2022.

A higher number of Visiting Lecturers (6%) declared a religion or belief in 2021/2022 which we categorised as other, compared with 4.5% of University staff.

Marital status

Marital Status 2021/2022
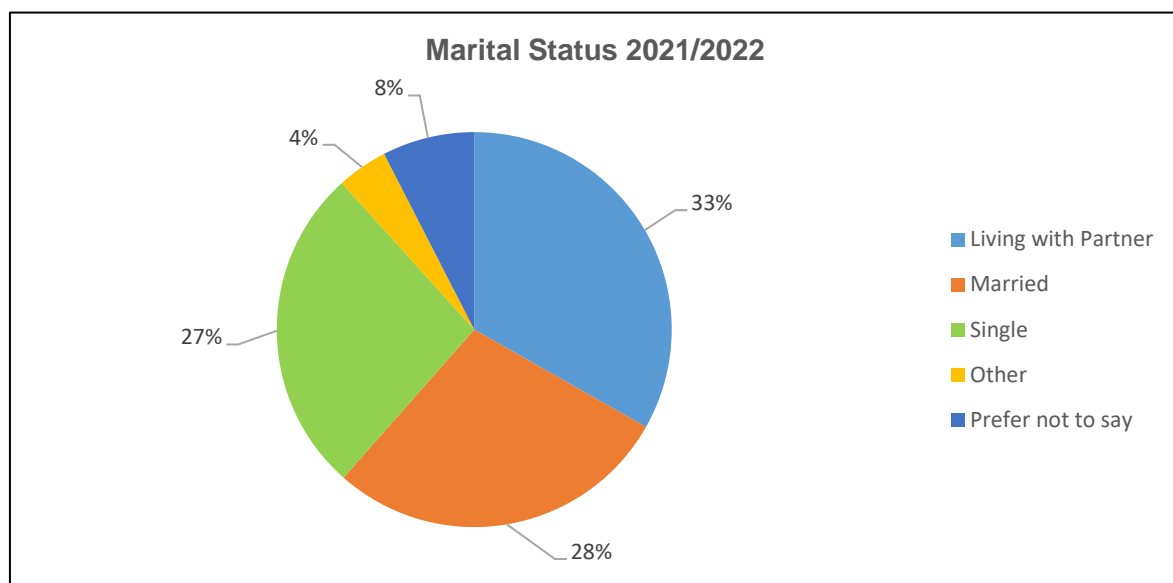
In order to preserve anonymity, the broad category of other includes categories with numbers lower than 5.

The percentage of Visiting Lecturers who are married reduced from 32% in 2020/2021 to 28% in 2021/2022. Those who preferred not to say increased from 5% to 8%.

Gender Identity

Of the Visiting Lecturers who completed the EDI monitoring form, 5.6% preferred not to provide information.

The number of Visiting Lecturers who stated their gender was different to that assigned at birth was less than 3%, which is the same as the figure for University staff.

Staff Recruitment Applicant Profile Statistics

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

During the academic year 2021/2022 a total of 121 staff vacancies were advertised, which generated 950 applications. (This included vacancies which were advertised more than once.) The breakdown of vacancies and applicants is provided. Where an individual applied for more than one vacancy the data is recorded for each vacancy.

Post Type	No of posts advertised	No of applicants
Academic	26	182
Professional Services	77	661
Part-time Hourly Lecturer	18	107

All applicants are asked to complete an Equality, Diversity and Inclusion Monitoring Form which is detached from the application prior to the shortlisting process and retained in the Human Resources Department.

Age profile (applicants)
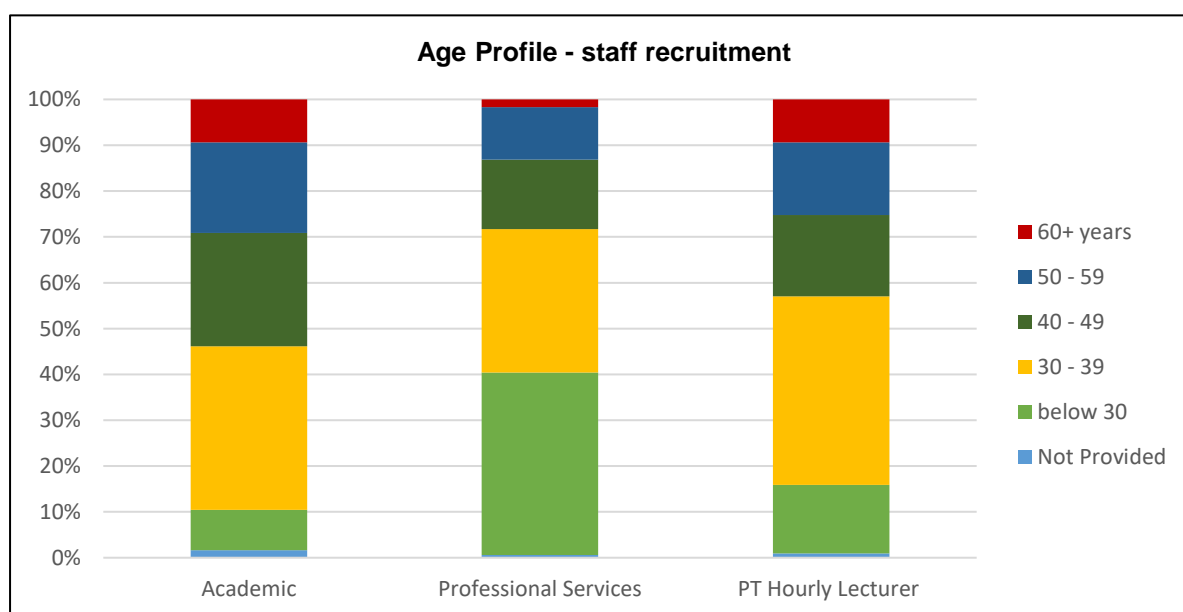
The variation in the age range of applicants for the different job categories reflects the nature of the role. In general, Academic and Part-time Hourly Lecturer posts require experience in the academic discipline and therefore the number of applicants in the age range below 30 is significantly smaller (8.8% and 14.9%) than for professional services staff at 39.8%.

In 2020/2021 52.6% of professional services applicants were under 30 as compared with 39.8% in 2021/2022.

Gender profiles (applicants)

Gender Profile - Staff Recruitment
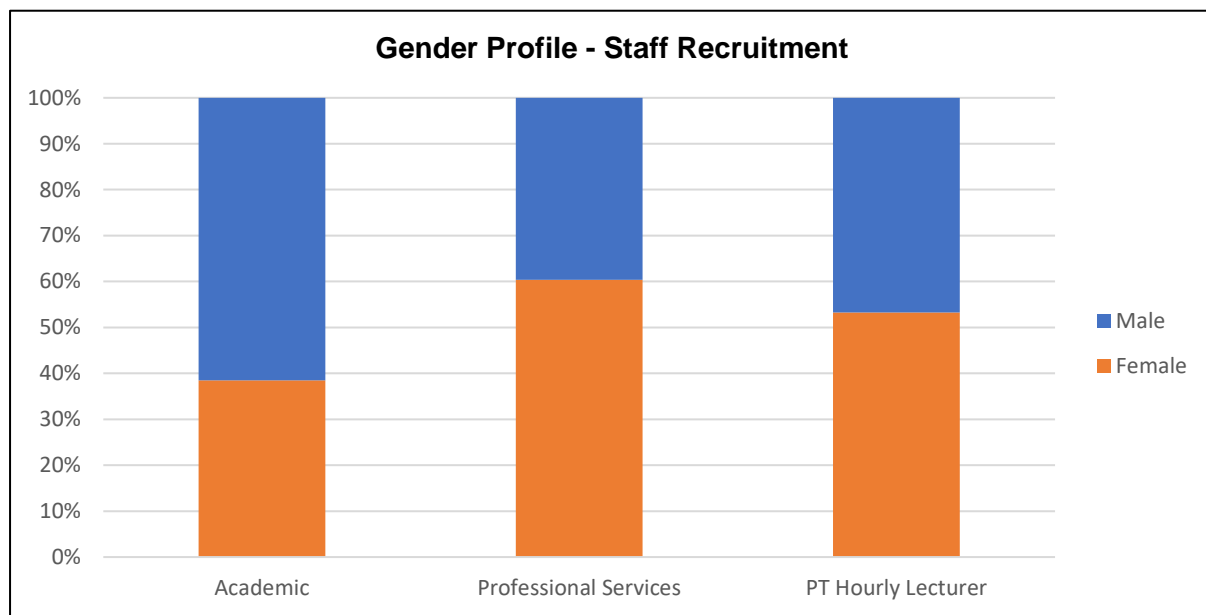
For academic posts, the percentage of female applicants has fallen from 43% in 2020/2021 to 38% in 2021/2022.

For part-time hourly lecturers, the percentage remained the same at 53%, and for professional services staff female applicants reduced from 66% to 60%.

Most vacancies advertised were for professional services staff posts in technical areas.

Overall, the percentage of female applicants reduced from 63% in 2020/2021 to 55% in the period 2021/2022.

Ethnicity profile (applicants)

Ethnicty profile - Staff Recruitment
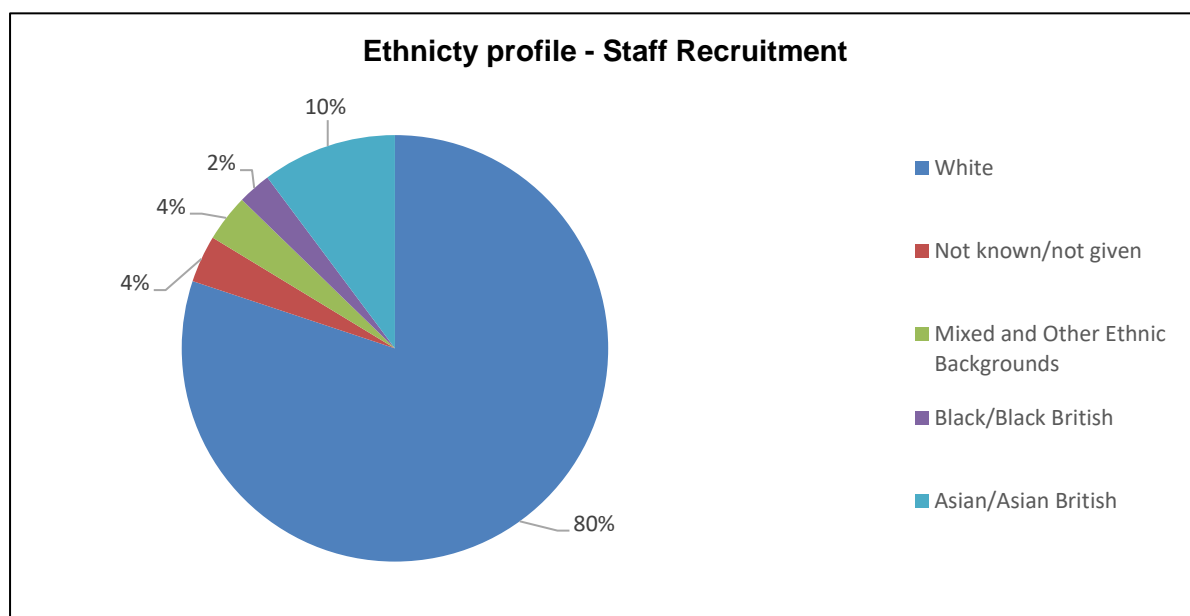
The percentage spilt of applicants from Black, Asian and Minority Ethnic communities (BAME) has increased from 12% in 2020/2021 to 16% in the current period. There has been a small increase in applicants choosing not to disclose their ethnic background from 3.3% to 3.58%.

All University staff are required to undertake Equality, Diversity and Inclusion training. To ensure the shortlisting process is fair and transparent, all shortlists are reviewed by the HR Team with special reference to applicants from BAME communities. The ED&I monitoring forms are not shared with the shortlisting panel.
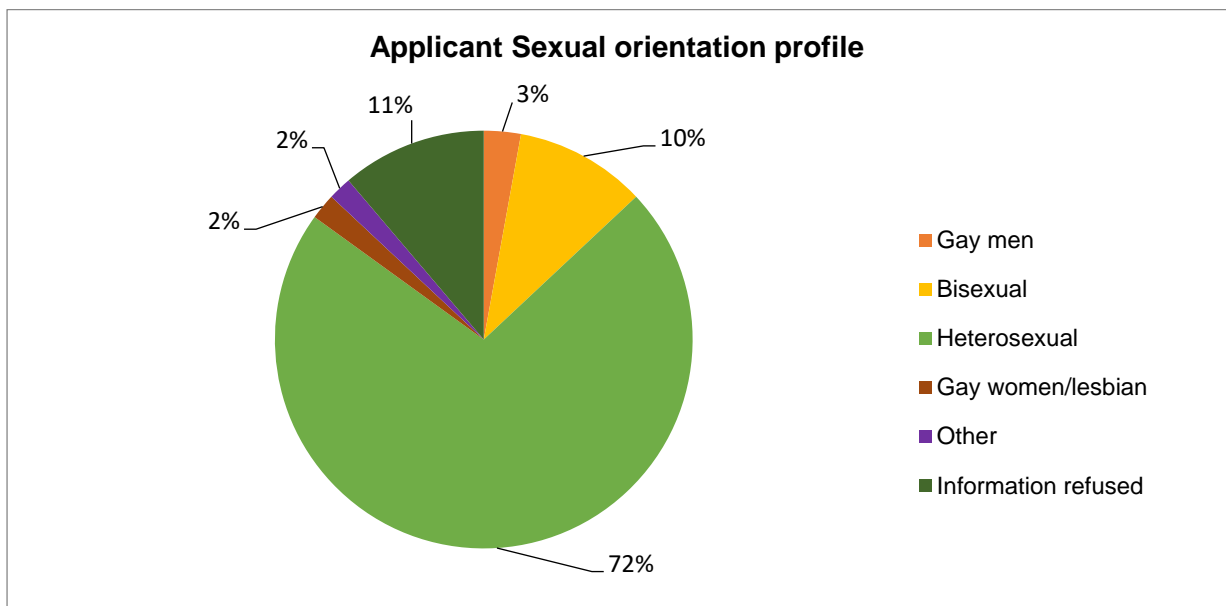
Disability profile (applicants)
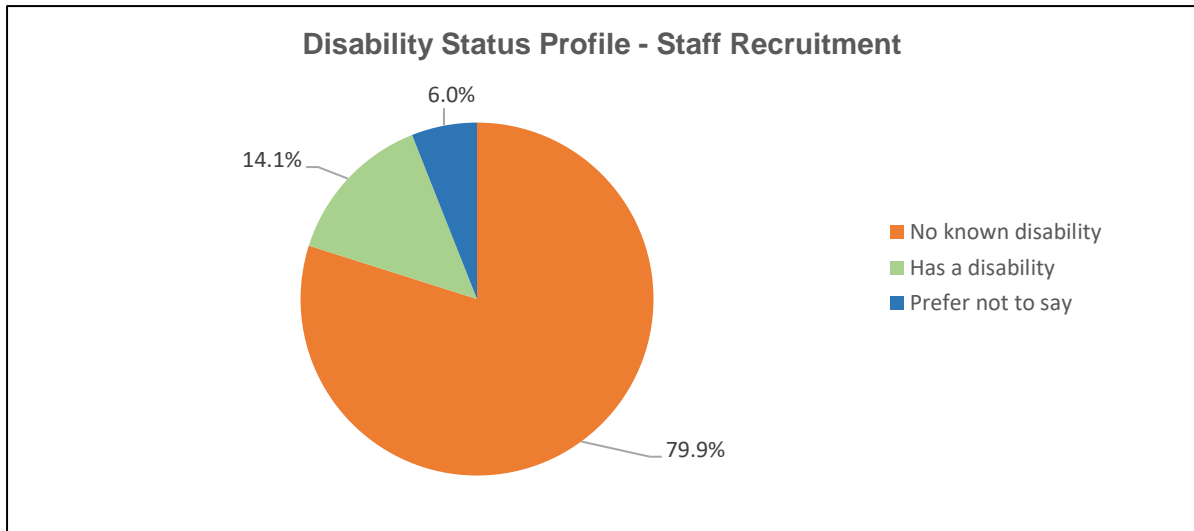
The number of applicants identifying that they have a disability has decreased from 15.2% to 14.1%. This is the first time in 3 years the percentage has decreased.

There has been a reduction in those who prefer not to say, from 7.6% in 2020/2021 to 6.0% in 2021/2022.

Of the applicants who declared a disability, 35% have a learning difference such as dyslexia, dyspraxia or AD(H)D, which is the highest disability group.

Sexual orientation profile (applicants)

Applicant Sexual orientation profile

- 3%
- 10%
- 11%
- 2%
- 2%
- 72%

Legend:
- Gay men
- Bisexual
- Heterosexual
- Gay women/lesbian
- Other
- Information refused

There has been a small decrease in disclosure rate from 90% in 2020/2021 to 88.8% in the current period.

Heterosexual remains the highest group at 72% compared to 74.4% of applicants in 2020/2021.

Religion or belief profile (applicants)

Applicants declaring 'no religion or belief' has decreased slightly from 66% in 2020/2021 to 64.8% in the current period.

8.3% of applicants preferred not to disclose their religion or belief as compared with 7.1% in 2020/2021.

Religion or Belief Profile - Staff Recruitment

- 2.4%
- 1.1%
- 8.6%
- 2.9%
- 15.6%
- 2.0%
- 2.5%
- 64.8%

Legend:
- Other religion or belief
- Buddhist
- Christian
- Hindu
- Muslim
- No religion
- Spiritual
- Information refused