



Nottingham Trent
University

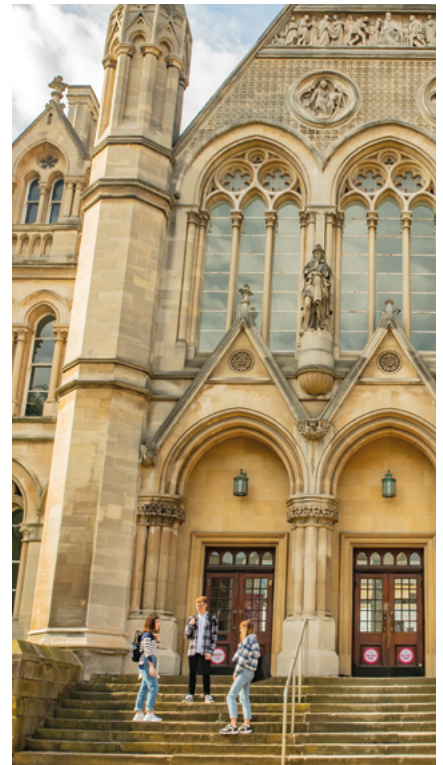
Equality, diversity and inclusion

Annual report 2024/25



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Foreword

We are pleased to share Nottingham Trent University's Equality, Diversity, and Inclusion (EDI) Annual Report for 2024-25.

Promoting equality, diversity, and inclusion is central to our mission of advancing learning through teaching, research, scholarship, and practice, and to our commitment to fostering a culture where both students and colleagues can thrive in a progressive, collaborative, and healthy working environment.

Over the past year, the University has continued to deliver its EDI plan and goals for 2024-2026. These goals align with our University, reimagined strategy, providing our direction for advancing the EDI agenda within the University.

In addition to making progress with our current charter marks, including the Race Equality Charter (REC) and Disability Confident, we are proud to have been awarded the Athena Swan Gender Equality Charter Silver award and the University Mental Health Charter award.

We would like to extend special thanks to our Staff Networks and student equality groups. These continue to represent the views of our colleagues and students, advocate for necessary changes and improvements, and celebrate the progress we are making.

The report highlights the positive steps we have taken on the EDI agenda over the past year, and our journey will continue. Thank you to everyone who contributes to building a more inclusive community at NTU.



Professor Dave Petley
Vice Chancellor and President



Professor Sarah Speight
**Deputy Vice Chancellor and Provost,
Chair of the EDI Strategy Board**

Nottingham Trent University (NTU) is a vibrant place to study and work, enriched by the diversity of perspectives, cultures and backgrounds brought by its students, colleagues, visitors, local communities and other stakeholders.

The University is firmly committed to sustaining an inclusive learning and working environment which is enriched by diversity, values difference and promotes fairness, respect and equality of opportunity. We work strategically to advance equality, diversity and inclusion, and to support a culture of engagement underpinned by respect. All students and colleagues are expected to treat others with respect and can expect respect from others in return.

Our equality, diversity and inclusion (EDI) goals are underpinned by our “One NTU” EDI Strategy, and are embedded in the EDI action plan, and within a number of NTU’s existing action plans including the Access and Participation Plan (APP) 2020/21–2024/25, as well as those relating to equality charters and awards, and reflect our ambitions for change as well as our commitment to evaluation and continuous improvement.

Charter mark success is not our end goal, but it does demonstrate our commitment to improve. Our accreditations and charter marks include:

- Athena SWAN Institutional Silver Award (awarded 2025, valid until 2030).
- Athena SWAN Departmental Awards (see table below)
- Race Equality Charter Institutional Bronze Award (awarded Autumn 2022, valid until October 2027).

- Stonewall (LGBT+) – member of Diversity Champions programme.
- Disability Confident employer, level 2 awarded May 2024 valid until May 2027
- University of Sanctuary – jointly awarded in 2022 to NTU and University of Nottingham.
- Mental Health Charter Award (2025)

We recognise the importance of equality, diversity, and inclusion. We are committed to creating an environment that supports the career ambitions of our colleagues, challenges them to grow, and fosters their success in a progressive, collaborative, and healthy working environment. We are dedicated to creating an environment where everyone feels valued, respected, and empowered.

At Nottingham Trent University, our commitment to EDI not only strengthens our institution but also reflects our belief in the transformative power of diversity. We acknowledge that there is work to be done and are determined to make a meaningful impact. Together with our colleagues, students, and partners, we will continue to champion equality and foster an inclusive community, whether that be through our teaching, our actions and our research, scholarship, and practice that is focused on equity and inclusion.

Athena SWAN Departmental Awards*

School	Award level	Date
School of Animal, Rural and Environmental Sciences	Bronze	August 2024
School of Architecture, Design and Built Environment	Bronze	October 2022
School of Arts and Humanities	Silver	July 2023
Nottingham Business School	Bronze	January 2025
Nottingham Law School	Bronze	September 2023
Nottingham School of Art and Design	Bronze	November 2022
School of Social Sciences		
Criminology and Criminal Justice	Bronze	May 2025
Psychology	Silver	July 2024
School of Science and Technology		
Engineering	Bronze	August 2025
Chemistry and Forensics	Bronze	June 2025
Sport Science	Bronze	April 2025
Computer Science	Bronze	January 2026

Legislative Context

The Equality Act (2010) provides a legal framework to strengthen and advance Equality, Diversity and Inclusion. There are 9 protected characteristics covered by the Equality Act 2010, detailed below. The Act consists of general and specific duties.

The general equality duty

This requires public bodies to show due regard to three aims:

- 1 Eliminate unlawful discrimination, harassment, and victimisation.
- 2 Advance equality of opportunity between different groups.
- 3 Foster good relations between different groups.

The specific equality duty

The University is required to publish relevant, proportionate information showing how it meets the Equality Duty by the 31 March each year, and to set specific and measurable equality objectives every four years.

As a public body, the University must ensure it is meeting its legal obligations under the Equality Act, and we do so by publishing equality information on the following areas in the annual report:

- Examples of EDI good practice in 2024/25 aligned to the University Equality Objectives (Section 5); and
- Colleague and Student profiles (Section 6).

We strive to go above and beyond our legal duties because it is the right thing to do, and because we recognise the richness and positive impact that this work has for our students, colleagues, stakeholders and local community.

In 2017, the Government introduced changes to the equality legislation (Equality Act 2010) that placed a legal duty on all employers with a workforce of 250 employees or more to publish data in relation to an organisation's gender pay gap(s). In 2020 NTU introduced the inclusion of the organisational ethnicity pay gap(s) data as part of the annual gender pay gap report. Disability pay gap(s) data has been included in our annual reporting since 2022.

Our Gender and Equality pay gap reports are published here: [Gender and Equality Pay Gap Reports | Nottingham Trent University.](#)



From 1 August 2025, new legal duties on universities and colleges came into force, requiring universities to actively promote academic freedom, ensuring campuses are places where robust discussion can take place without fear of censorship of students, staff or external speakers expressing lawful opinions. In advance of this, NTU has updated its policies, training and practices where this may be impacted.

Terminology

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 uses the terms "female" and "male" when referring to gender and calculating pay differences. The legislation does not account for individuals who identify as gender neutral, intersex, or nonbinary. While we acknowledge the limitations of this language, we are required to use the terminology specified in the legislation- female/male or women/men- to fulfil our legal obligations. The data in this report is therefore based on the legal gender of our employees as recorded on our payroll system.

The term 'ethnic minority' is used in this report as this is the terminology agreed by NTU's Extended University Executive Team and University Shadow Executive Board.

EDI Assurance and Governance

The Deputy Vice-Chancellor and Provost, as the University's strategic lead for EDI, is responsible for fostering positive, diverse and representative engagement which contributes to the achievement of the University's strategic EDI ambitions and is a member of the University Executive Team.

The University also has an Executive Dean for Equality, Diversity and Inclusion who is also a member of the University Shadow Executive Team, a group that brings lived experiences to the University Executive Team.

Our EDI governance approach gives oversight to the overall NTU EDI vision and ambition and provides a one NTU approach and focus to our EDI agenda.

This includes an EDI Strategy Board which is responsible for the overall development of the long-term EDI plan in line with the institutional strategy, *University, reimagined*. The purpose of the Strategy Board is to:

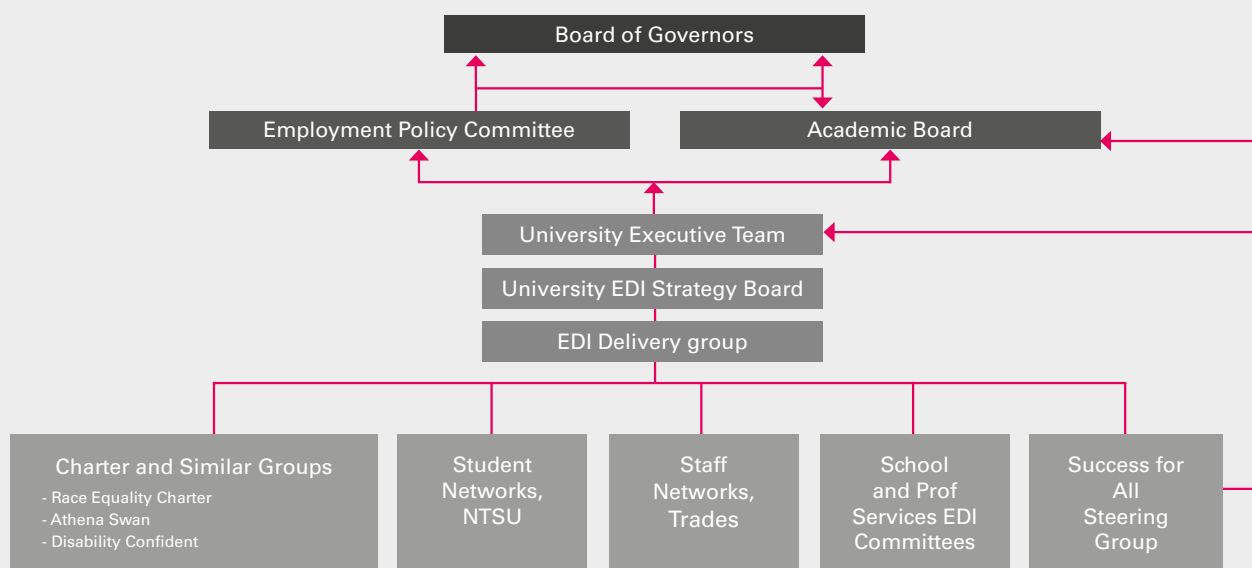
- Lead the development and delivery of the EDI plan, reporting to the University's Executive Team (UET) on progress and impacts of the strategy and plan; and
- Ensure one NTU view and approach to EDI, reflecting the needs of students, colleagues, and the wider community to achieve the strategic ambitions for EDI.

The EDI Strategy Board acts as a conduit, and provide reports to, the formal bodies of NTU as set out below. Singular focus committees, groups and networks link to the EDI Strategy Board (Figure A).

The Strategy Board is chaired by the Deputy Vice-Chancellor and the membership includes the Executive Dean for EDI, the Chief People Officer, the Head of EDI Operations, three members of NTU's University Leadership Team (ULT)-the Executive Dean for Social Sciences, the Director of Student Services, and the Associate Directors for Organisational Development and Culture- a representative from Staff Networks, plus the NTSU Director of Membership Services, and a member of the NTSU's Executive Team.

From 2025/2026, an EDI Delivery Group has been included in the Governance structure for EDI. The Delivery Group has an operational focus and purpose and will function as a sub-committee of the EDI Strategy Board, to ensure the good promotion and effective delivery of the EDI plan, its goals and actions.

Figure 1: NTU's EDI governance structure from 2025/26



NTU's Equality Objectives 2024/25

A new NTU EDI Plan, Inclusion in Action, was launched during the first half of the 2024/25 academic year (February 2025), following an institution-wide engagement activity in 2023/24. This outlines NTU's activities up to 2026, providing a clear framework towards creating an inclusive community, where everyone feels welcome and valued so that they can reach their full potential and thrive.

Our plan is based around three main goals:

Goal 1

Inclusive Environment and Culture

We will proactively work with our University community to ensure that everyone feels welcome, included and empowered to succeed.

Goal 2

A Diverse University Community

We will attract, retain and develop a diverse University community, harnessing talent and celebrating diversity.

Goal 3

Diversity and inclusion are embedded

We will embed equality, diversity and inclusion in all our systems, policies, processes and work.



Arkwright building, City Campus

Equality Goal 1: Ensure an inclusive environment and culture

Our main aims for this goal are that:

- All members of our community will feel welcome and safe, with a sense of belonging to the University through our varied action plans and charters.
- We will celebrate our community, opportunities and achievements through communications.

Case studies demonstrating our work to achieve this goal, include:

Creating Neurodivergent-Friendly Learning Spaces

Enhancing library spaces to ensure all students feel welcome, safe, and equipped to succeed.

At NTU, we're committed to creating welcoming, inclusive environments where every student feels safe, supported, and able to succeed. Our libraries play a key role in this vision, offering spaces and services designed to meet the diverse needs of our community, with a particular focus on neurodivergent inclusion. In 2024, approximately 7,000 students disclosed that they were neurodivergent, highlighting the importance of these inclusive resources and environments.

Glow Sensory Rooms

New Glow Sensory Rooms opened in April 2024 at Clifton and Brackenhurst libraries and a Glow Room and Rest Nest will be opened in the Boots Library on the City campuses in October 2025/26. These calm, supportive environments provide soothing lighting, comfortable seating, and sensory tools to help students focus, relax, and regulate. While designed with neurodivergent students in mind, they are open to all who need a peaceful retreat. The rooms are open during regular library hours with no booking required. The rooms were named following a student-led competition held in April 2025, with Glow chosen by NTU student, Izzy Wileman, a student from the School of Arts and Humanities.

Sensory & Wellbeing Support

- **Sensory Maps** (launched April 2025) guide students to the best study environment for their needs, highlighting noise levels, lighting, smells, and activity zones across all library spaces.
- **Quiet Tours** during Welcome 2025 we will give students a low-stimulus introduction to library spaces, highlighting study zones, sensory areas, and key facilities.

The library's 360 virtual tours and sensory maps help students to choose the study environment that meets their needs.

Find the perfect spot to study with our new library sensory maps and virtual tours

Support for Success

In addition to inclusive spaces, the library team offers up to four one-to-one sessions each month to support planning, organisation, and assignment writing. This is complemented by specialist guidance from NTU's Disabilities and Inclusion Team, ensuring every student can access tailored support.

For further information visit the NTU Library



Global lounge with sensory aids

Black Students' Guide

Co-creating resources that strengthen belonging and support success for Black students

NTU is committed to ensuring that all students feel welcome, supported, and empowered to succeed, both academically and socially. Recognising that transition into university life can be particularly challenging for some communities, NTU has worked in partnership with students to co-create initiatives that strengthen belonging and inclusion. One such project is the **Black Students' Guide**, led by NTU's Diversity Programmes Officer, Samia Muse, in the Centre for Student and Community Engagement (CenSCE), in collaboration with the Nottingham Trent Students' Union (NTSU). Black students represent nearly 14% of NTU's student body, equating to over 5,200 students.

The guide, developed over two years, is designed by students for students, to support the experience of those from Black heritage backgrounds at NTU. Content includes recommendations for local restaurants, cultural grocery stores, barbers, and hair salons, as well as details of religious and cultural services. It also signposts students to opportunities such as the Black Leadership Programme, societies, NTSU events, and essential services covering finance, wellbeing, and mental health.

The guide is available on the **NTSU** website, NTU's web pages for **Race & Ethnicity**, on our student intranet (Student Hub) and as printed posters in the NTSU building. By providing targeted, relevant, and accessible information, NTU ensures that Black students can navigate university life with confidence, find community, and feel a strong sense of belonging from the very start of their journey.



Men's Health and Community Impact

Championing Inclusion and Wellbeing

At NTU, inclusion, equality, and wellbeing remain at the heart of everything we do. In November, our Equality, Diversity and Inclusion, NTU Arts, Human Resources and Wellbeing teams hosted a series of activities to mark International Men's Day and Men's Health Month (Movember). These events created space for colleagues and students to engage in open dialogue, challenge stigma, and strengthen our community's commitment to health and care.

Why focus on men's health?

International Men's Day shines a light on issues often underrepresented in public discourse, particularly men's mental health, suicide prevention, and cancers such as prostate and testicular. Movember's 2024 theme, Men's Health Checks, reinforced the importance of prevention and early detection.

We recognise that men's health extends beyond the individual, shaping families, communities, and workplace culture. In 2024, after a month of fundraising activities, groups from across NTU and NTSU raised £25,367 for Movember.

Students, colleagues, and affiliates united to support those facing mental health challenges, testicular cancer, and prostate cancer—sharing one clear goal: to raise awareness of men's health and help stop men from dying too young.

Inclusive spaces for conversation

The programmes curated highlighted NTU's commitment to equity and inclusion by creating forums that welcomed diverse voices and perspectives:

- **Let's Talk About Prostate Cancer** connected colleagues with Friends and Bredrins, amplifying survivor stories and sharing practical health insights.
- **Masculinity in the Workplace** encouraged open discussion on gender roles and inclusion, engaging men, women, and non-binary colleagues.
- **Talking Circle events** offered safe spaces to reflect on mental health, identity, and breaking away from traditional stereotypes.

Articles on supporting men's health and wellbeing attracted over 680 views from 282 colleagues, highlighting how much our community values open, supportive, and inclusive spaces at NTU, particularly around men's health and wellbeing.

Equality Goal 2: A diverse University community

NTU has committed to ensure:

- Leadership will be diverse and demonstrate their commitment to inclusive practices through professional development and talent planning.
- We will encourage diverse voices through developing our colleague and student networks
- There will be equality in access to educational and career progression opportunities through professional development and mentoring.

One participant reflected:

“Realising my self-worth has transformed my confidence in applying for law placements. I now see my skills as valuable, approach interviews with conviction, and handle setbacks with resilience. I have realised that rejection is redirection and just fuels my perseverance. I trust my abilities, embrace challenges, and keep pushing forward, knowing I am capable and deserving of success.”



Rise PLAN Programme – Unlocking Potential for Students from Diverse Backgrounds

Empowering Underrepresented Students to Succeed in Placements

The Rise PLAN programme, led by the Employability team, exemplifies NTU's commitment to fostering a diverse university community by empowering students from underrepresented and disadvantaged backgrounds to succeed in competitive placement opportunities. In 2024, 66 students took part in the programme, with 33 fully completing all elements. The programme specifically supports students who may face additional barriers, including financial or geographic disadvantage, care experience, disability, or entry to university solely through BTEC qualifications.

As a pre-placement search development programme, Rise PLAN includes a two-day workshop series on resilience, business communication, and commercial awareness, alongside an alumni information interview to broaden networks and industry understanding.

By equipping students with the skills, confidence, and connections they need, Rise PLAN not only helps them succeed individually, but also strengthens NTU's mission to nurture talent and celebrate diversity across our student body.

Female Founders Club - Championing Women Entrepreneurs

Driving Women's Entrepreneurship Across the Midlands

In February 2024, NTU Enterprise launched Female Founders Club, dedicated to empowering women entrepreneurs across Nottinghamshire and the Midlands. The club's events were initially funded by a year-long regional partnership grant from NatWest, offering female founders practical tools, expert insights, and a strong peer-support network.

The programme not only addresses the underrepresentation of women in entrepreneurship but also actively contributes to NTU's commitment to attracting, retaining, and developing a diverse University community by providing practical tools, resources, and an inclusive platform where women can thrive professionally.

Impact at a glance (February 2024 – February 2025):

- 192 entrepreneurs supported
- 17 new businesses launched
- 20 new jobs created
- 421 interventions delivered

Female Founders Club not only addresses the underrepresentation of women in entrepreneurship but also actively contributes to NTU's commitment to attracting, retaining, and developing a diverse University community. The impact of the club extends far beyond the sessions, creating a powerful ripple effect that connects members to a wealth of additional opportunities, resources, and support networks within the NTU ecosystem.

Through this holistic approach, the Female Founders Club not only celebrated the resilience and creativity of women in business but also made a lasting contribution to the region's entrepreneurial ecosystem.

[Read the full Female Founders Impact Report 24/25](#)



Neurodivergent Alumni Mentoring Scheme – Supporting Successful Transitions to Work

Building Confidence for Career Transitions

NTU's School of Social Sciences, in partnership with the Alumni Fellowship Scheme, launched a Neurodivergent Alumni Mentoring Scheme in the 2024/25 academic year in response to research (Tomlinson et al., 2024) that highlighted the barriers neurodivergent graduates face, including difficulties in securing employment and navigating neurotypical workplaces.

This project was initiated by one of our Student Executive (Disability) Sarah Normansell-Thomas, who went on to be awarded Unitemps Temp of the Term for her work on the project.

Seven alumni with professional expertise and/or lived experience of neurodiversity mentored eight final-year students between April and October 2025. This one-to-one mentoring aims to increase confidence during the transition from student to graduate and to deepen awareness of neurodiversity in the workplace.

Although evaluation is ongoing, early feedback is encouraging, one student shared that they already felt empowered at the launch event, and anecdotal reports suggest all mentees are benefiting significantly.

This initiative reflects NTU's dedication to creating supportive structures where all students feel listened to, valued, and empowered.

Women's Higher Education Network (WHEN) Career Accelerator

Nurturing Women's Talent and Career Progression

As part of our commitment to building a diverse University community – attracting, retaining and developing talent while celebrating diversity – we launched the first pilot cohort of the WHEN Career Accelerator Programme in July. Designed to support academic women, trans women and non-binary colleagues who are comfortable in a female environment, the pilot brought together twenty-eight participants for two days of highly engaging sessions. The programme created space for shared learning, networking, and the development of actionable strategies to support career progression. Feedback was overwhelmingly positive, with participants committing to concrete next steps and ongoing development. Follow-up small-group sessions are scheduled for September and October to review progress and action plans.

Building on the success of the pilot, a second cohort will run in Spring 2026 for professional services colleagues, with a third cohort planned for term 1 of the 2026/27 academic year.



NTSU working with us

Nottingham Trent's Students' Union (NTSU) have a commitment to celebrate and engage with their diverse membership and have curated smaller intentional events throughout the year to support educational transitions, build trust and foster community among diverse student groups.

Partnering with NTU in July 2025 on a collaborative Pride Month, students, staff and allies from both organisations were involved in the campaign to celebrate and honour Pride Month with the Nottingham Pride Walk, and the Trans Pride Walk, and officer and staff teams proudly walked alongside students distributing pronoun badges and NTU Pride flags to participants and members of the public. To mark the occasion, they hosted a banner-making workshop where students and NTU colleagues created personalised messages of pride and solidarity.

Black Student Leadership

In March 2025, NTSU supported a cross-institutional mental health panel for NTU's Black Leadership Programme, bringing together students from both NTU and the University of Nottingham, and the programme's end of year celebration event. This event featured a keynote from Sian Gabbidon, a British businesswoman, fashion designer and media personality who is known for having won The Apprentice (series 14, 2018).

Democracy Review

Throughout the 2024/2025 academic year, NTSU planned the modernisation of its democratic structures and ensured they reflected the evolving needs and diverse identities of their members. The review set out to build a more agile, inclusive and student led democracy that supports meaningful engagement and uplift the voices of underrepresented students. In April 2025, students voted to approve the new byelaws for implementation in 2025/26. This bold redesign of NTSU's democratic structures places students at the centre. It represents a substantial change to their structures prioritising participation over procedure, and visibility over formality – blending digital tools with in-person relationships, strategic action with grassroots insight and ensures student see the impact of their voice.

One of the ways NTSU will work with NTU is through the new Union Select Committees, which are facilitated spaces led by NTSU where students with shared lived experiences and policy suggestions meet with relevant decision makers to hear directly from them and respond. This will help to close the gap between students and NTU leadership with NTSU acting as the bridge.

Management Dashboard allows better data insights

Colleagues in Human Resources developed and rolled out a management dashboard in 2024/25 that has allowed line managers to more easily understand their workforce data, identify gaps in the workforce and actively improve their "people plans", ensuring diversity is embedded in overall management decisions.

This information will be used to support future actions, for example, the colleague engagement survey, training opportunities, appraisal moderations, and professorial promotions.

Equality Goal 3: Diversity and Inclusion are embedded

To demonstrate our commitment to embedding diversity and inclusion:

- We will ensure fair and inclusive recruitment practices are in place across the University, supporting the diversification of our community.
- Improve the quality, transparency and access to EDI data to support and monitor our plans.
- We will be intersectional in all that we do by carrying out equality impact assessments on our policies and programmes.
- Universal access and design principles will be foundational to the development of all building, services and technology, ensuring we are meeting the needs of our students and colleagues.

Nottingham Trent University has a strategic key performance indicator to increase ethnic minority leadership to 20% by 2025.

Table 1 – Proportion of Ethnic minorities in leadership 2020/21 to 2024/25

Leadership Profile	24/08/2021	30/09/2022	30/09/2023	31/07/2024	31/07/2025
Ethnic Minority	31	30	28	30	26
Total in Leadership Group	232	244	259	250	238
% Ethnic Minority	13.4%	12.3%	10.8%	12.0%	10.9%

Our work across the institution on addressing and eliminating racial inequalities continues. The proportion of ethnic minorities in the workforce has risen since 2020/21, from 15.7% to 19.1% in 2024/25 (Table 5, section 6).

Whilst ethnic minority representation in actual numbers within the leadership cohort has seen a decline over the five years from 2020/21, when comparing representation of ethnic minority colleagues in our pay quartiles, we have increased the percentage of ethnic minority staff in all quartiles, and significantly in our highest quartile of earners since 2022.

(see NTU's Pay Gap Report for full report).

This strategic KPI is, and will continue to remain, a key priority for NTU to increase representation via our leadership pipeline and new actions to improve the ratios of ethnic minority colleagues will be explored and implemented.

We continue to track ethnic minority participation in management and leadership development as part of our pipeline. We also now have two champions for the AdvanceHE Diversifying Leadership programme and the WHEN Career Accelerator programme. The work we have been undertaking with Staff Networks will ensure we are strengthening our REACH (race, ethnicity and cultural heritage) Network voice and aligning this Network's ambition with our institutional Race Equality Action Plan.

Figure 2 – Proportion of Ethnic minorities in pay quarters (2021 to 2025)

Hourly pay group	2022	2023	2024	2025
Upper hourly pay quarter (highest paid)	13%	15%	16%	18%
Upper middle hourly pay quarter	21%	22%	22%	22%
Lower middle hourly pay quarter	18%	18%	21%	20%
Lower hourly pay quarter (lowest paid)	19%	22%	22%	24%



Women's Development Programme

Empowering women and non-binary graduates to thrive in the modern workplace.

Embedding equality, equity, diversity and inclusion into our systems and programmes means creating targeted opportunities for groups that face structural barriers in their careers.

The Women's Development Programme (WDP), run by the Employability team, is a commitment in action, specifically designed for recent graduates who identify as women, including trans women and non-binary individuals, and begins with an open sign-up period, allowing participants to join and explore the opportunities available.

Over the last three years, the WDP has engaged 187 participants. Of these, 94 successfully completed the programme by attending at least two workshops, completing the required online modules, and taking part in one-to-one mentoring. Participants gain tailored guidance from experienced NTU alumni, helping them navigate their chosen career paths with confidence.

Workshops cover critical topics impacting women in the workplace, including resilience, confidence, assertiveness, leadership, self-advocacy, and allyship. Complementary online modules further develop participants' skills, equipping them with a strong professional toolkit for diverse career trajectories.

Beyond skills development, the WDP builds a powerful support network, connecting participants with peers and role models who provide guidance and inspiration long after the programme ends. By embedding this programme into our graduate support offer, NTU actively works to remove systemic barriers and ensure our alumni community reflects the diversity, equity, and inclusion we champion across all our work.

One 2025 participant reflected:

"The WDP is a great programme that helps women develop a deeper understanding of key workplace skills. I really enjoyed the opportunity to share experiences with others and realised that any of us go through similar challenges. It was valuable to learn practical strategies on how to overcome them."



Enhancing Doctoral Education Programme & Knowledge Exchange for Systemic Change

Using knowledge exchange to dismantle structural barriers in nursing research

Embedding diversity and inclusion requires systemic thinking, not just isolated initiatives. For the past five years, NTU has delivered the Enhancing Doctoral Education Programme (EDEPI), a funded initiative improving access to doctoral training for underrepresented groups. A priority focus has been nurses and midwives from racially minoritised backgrounds in the NHS, with the programme providing tuition fees, clinical practice buy-out, and senior sponsorship.

While impactful, the initiative has revealed persistent challenges at individual, organisational, and structural levels. To address these, Nottingham Civic Exchange (NTU's place-based think tank which brings together university researchers, communities and partners to understand and seek solutions to pressing issues) convened healthcare and education leaders alongside those with lived experience of these barriers. Through honest discussion, they explored the benefits of doctoral study for clinical practice, identified where research opportunities lack a race equity lens, and examined how institutional discrimination compounds existing issues in nursing.

The result was a shared understanding of the changes needed, from short-term actions to long-term systemic reform. A briefing document will be published, providing evidence-based recommendations for decision-makers to embed equity into research opportunities.

This approach demonstrates that true knowledge exchange is not just about sharing information but about creating conditions for change. By embedding the insights from EDEPI into policy, partnerships, and support structures, NTU is actively working to ensure diversity and inclusion are a foundation of academic and professional pathways.

Conducting Trans and Gender Diverse Inclusive Research

The LGBTQ+ Health and Wellbeing Group (Centre for Interdisciplinary Research on Social Interaction, School of Social Sciences) conducts interdisciplinary, community-engaged research into the health, well-being, and lived experiences of transgender and gender diverse (TGD) people in the UK and internationally, adopting affirming and inclusive approaches. Recently projects include one of the first known studies examining positive body image in trans men (Cahill et al., 2025, Body Image), studies unpacking the determinants of individual attitudes (Jones et al., 2025, Psychology of Sexual Orientation & Gender Diversity) and methodological innovation for working with TGD populations (Staras et al., 2025, International Journal of Qualitative Methods). The groups research is community focused and participatory, frequently engaging and collaborating with members of the community and third-sector organisations, such as TransActual, Indigo, and the Nottingham Centre for Transgender Health.

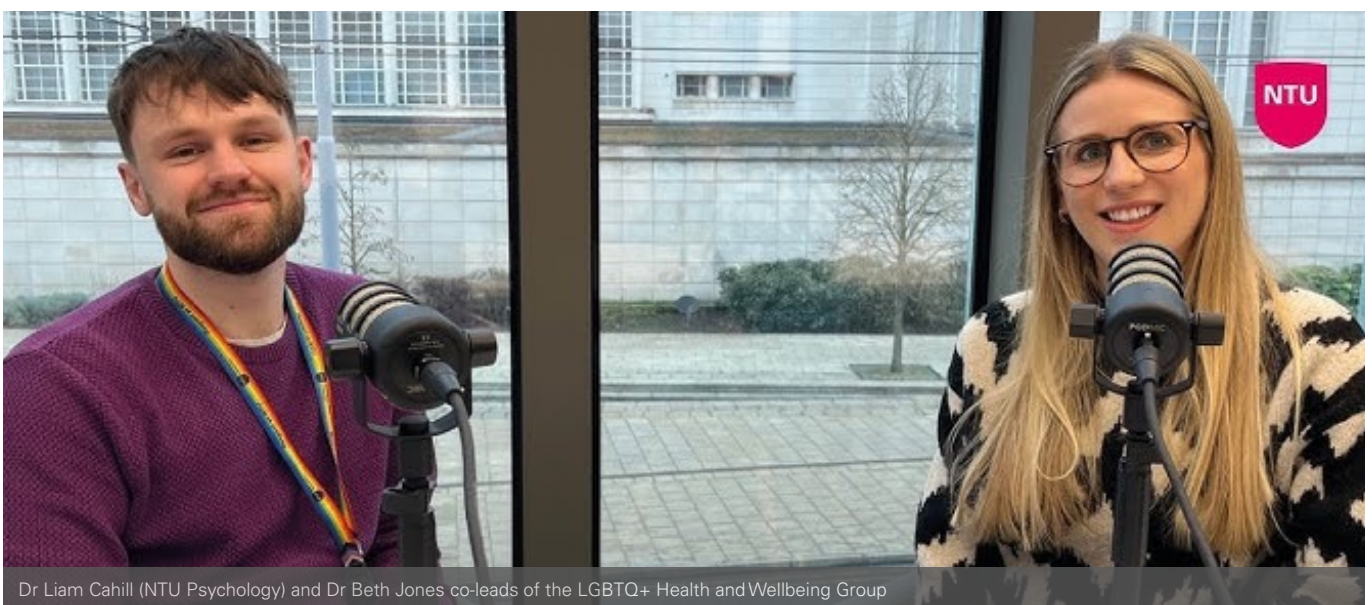
Morgan Sindall Big Construction Diversity Challenge

Promoting equity and inclusion in construction through sector-wide collaboration.

As part of our strategic partnership with Morgan Sindall Construction, NTU students from ADBE joined the Big Construction Diversity Challenge on 27 June 2025, a one-day national event bringing together construction companies from across the UK.

The NTU students took part in a series of team challenges designed to showcase the business benefits of improving diversity and inclusion in the construction sector alongside industry professionals.

As well as having a great time at the event, the students felt it had fostered networking opportunities, cross-sector collaboration, and meaningful discussions about how recruitment, workplace culture, and leadership can change to make the industry more inclusive.



Dr Liam Cahill (NTU Psychology) and Dr Beth Jones co-leads of the LGBTQ+ Health and Wellbeing Group

Staff EDI Profiles

Gender

While we do offer the opportunity for staff to better clarify their Gender Identity, numbers of staff who declare that they identify outside the female/male binary are too small to report on and their figures are not represented within this report.

The gender split at the University has remained relatively constant over the last five years, with a 59% female and 41% male split. When we look at the proportion of Academic and Research staff, the split is 50:50 (rounded) as it was in 2020/21. Whereas, when we look at Professional and Support staff, the female: male staff proportions are 65:35 (rounded), moving less than 1 percentage point in the last five years.

Figure 3: Staff groups by sex (male and female) – % - 2020/21 v 2024/25

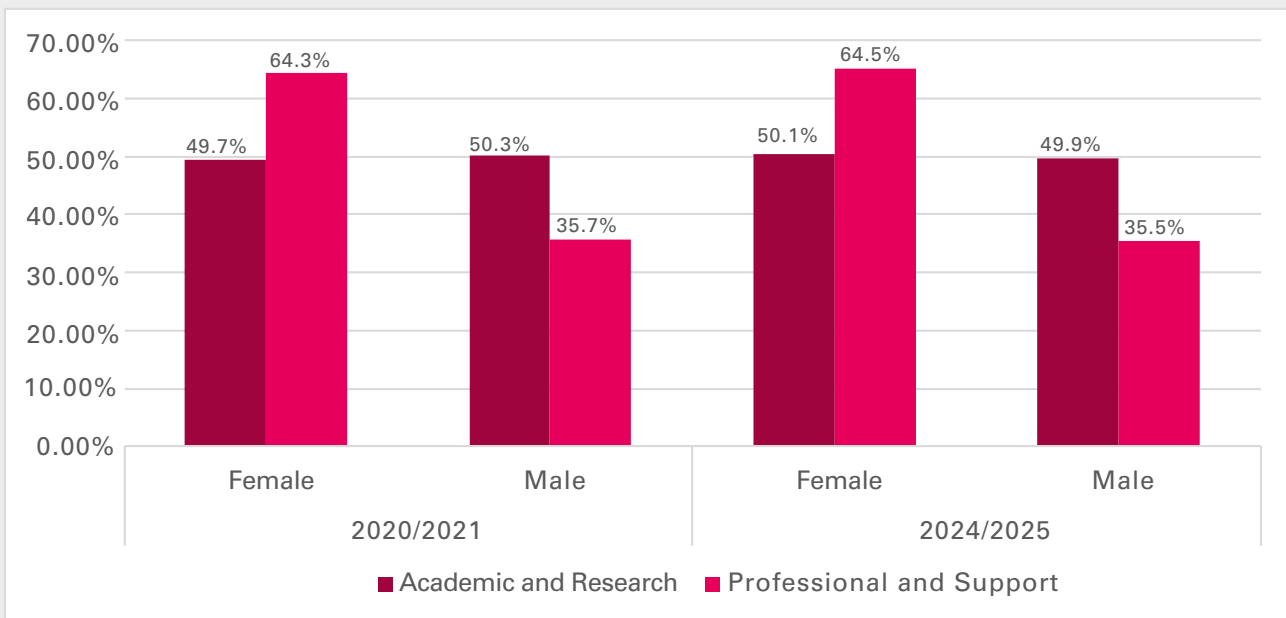


Table 2: Staff groups by sex (male and female) – number - 2020/21 to 2024/25

	2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Academic & Research	883	893	947	913	976	952	954	939	892	887
Professional and Support	1587	883	1700	956	1722	963	1704	896	1651	909
All Staff	2470	1776	2647	1869	2698	1915	2658	1835	2543	1796

Disability

Over the last five years the proportion of staff who have declared themselves as having a disability has changed minimally from 11.2% to 11.9% between 2020/21 and 2024/25. Small differences can be seen when comparing Academic and Research (-0.1 percentage points) against Professional and Support (+1.2 percentage points).

Those who choose not to declare a disability (non-disclosure or “not known”) has shown an overall difference of -0.7 percentage points. For Academic and Research this picture has improved with the non-declaration moving from 22.6% to 20.3%. Professional and Support colleagues’ non-declaration rate has seen a small increase (14.7% in 2020/21 to 15.2% in 2024/25) but remains lower than Academic and Research.

When we look at Academic and Research and Professional and Support staff separately, we find a higher proportion of staff declaring themselves as having a disability among Professional and Support staff (13.8%, an increase from 12.6%) compared to those in Academic and Research roles (9.1%, a minimal decrease from 9.2%).

Figure 4: Staff declared disability – number – 2020/21 – 2024/25

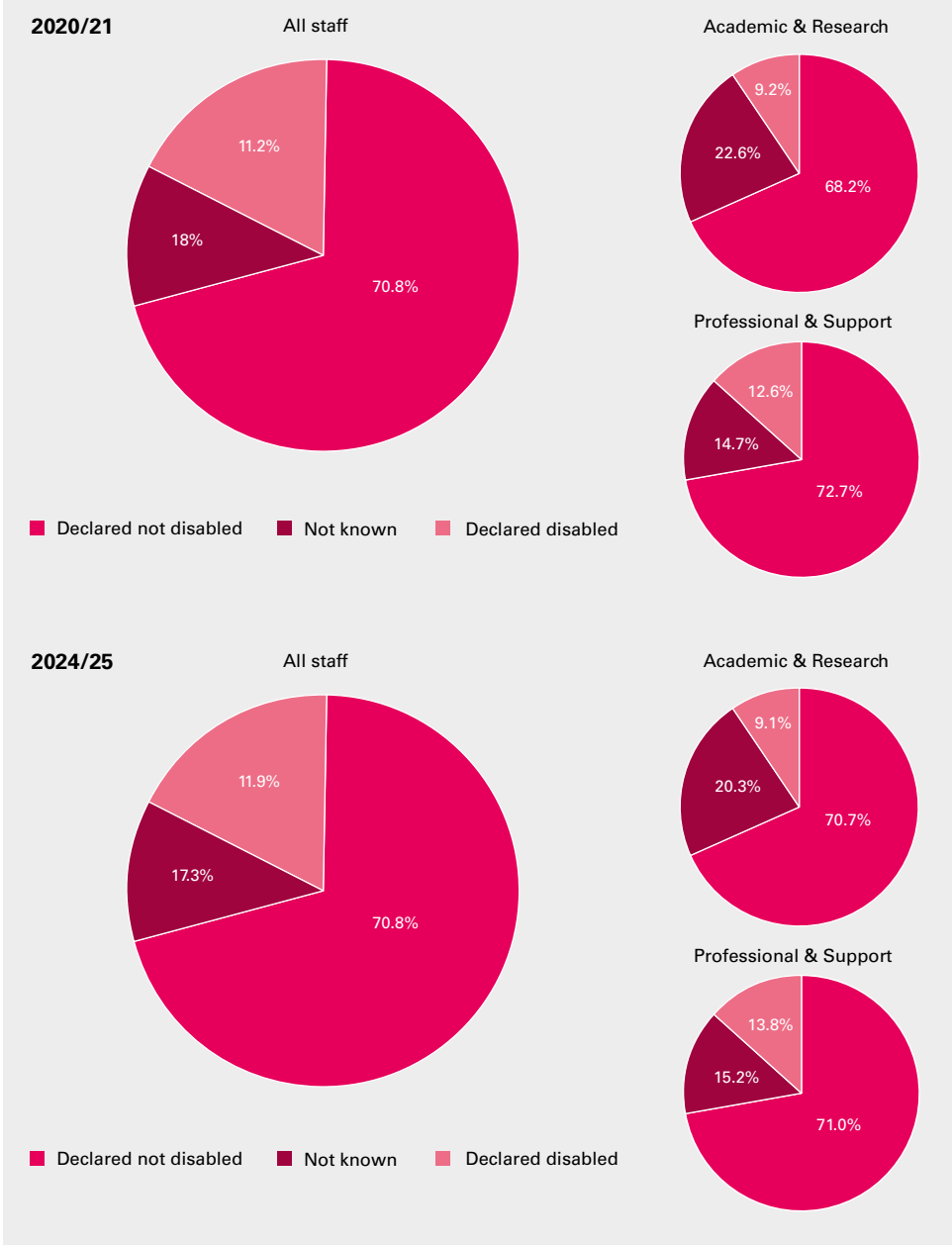


Table 3: Staff declared disability – number - 2020/21 - 2024/25

	2020/21	2021/22	2022/23	2023/24	2024/25
Academic & Research	1776	1860	1928	1893	1779
Declared Not Disabled	1211	1304	1389	1370	1264
Not known	402	386	371	366	353
Declared Disabled	163	170	168	157	162
Professional Services	2470	2656	2685	2600	2560
Declared Not Disabled	1795	1960	1980	1929	1817
Not known	364	357	366	336	389
Declared Disabled	311	339	339	335	354

Age

Looking at age bands, the University shows a generally stable trend across the last five years overall but with drops in the under 24 age bracket of -2 percentage points.

For those in the Academic and Research group, over the five-year period, there is a fall in the youngest reported age group versus other age groups. Staff aged between 25-34 reduced by -2.8 percentage points compared with -1.9 percentage points for those in 35-44 age bracket and a growth of 3.8 percentage points in those aged 45-54. There was less than 1 percentage point change for those aged 24 or under, 55-64 and 65-74.

Looking at the Professional and Support group, over the five-year period, there are very small changes in percentage points, with the exception of those 24 or under who have seen a fall of -3.7% over the five years, and the 55-64 age group who have seen an increase of 2.4 percentage points.

Figure 5: Staff group by age group – % – 2020/21 v 2024/25

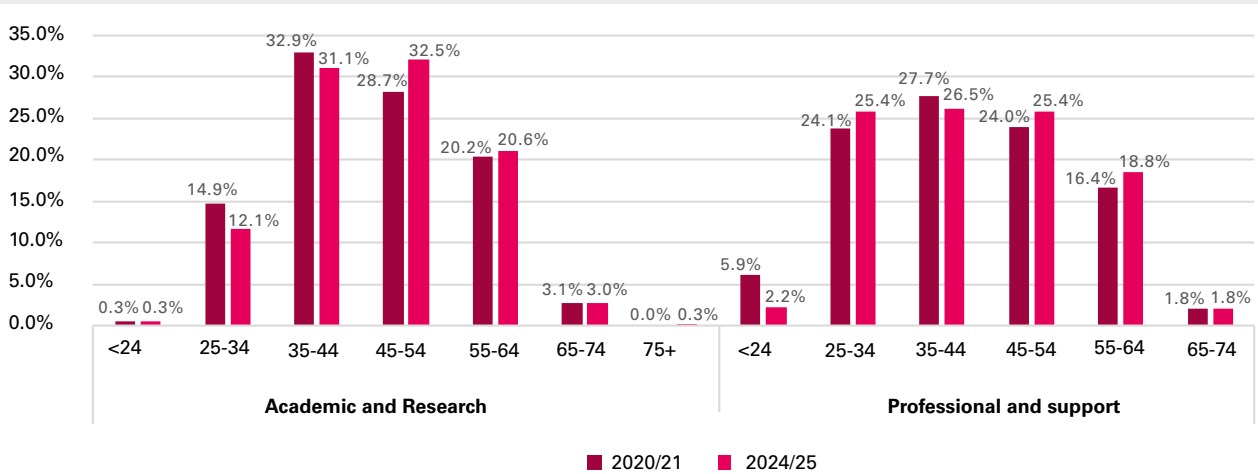


Table 4: Staff group by age group – number – 2020/21 - 2024/25

		2020/21	2021/22	2022/23	2023/24	2024/25
Academic & Research		1776	1860	1928	1893	1746
	24 or less	5	8	16	10	6
	25-34	264	279	281	254	216
	35-44	585	595	611	590	553
	45-54	509	542	572	570	579
	55-64	358	379	384	400	367
	65-74	55	55	59	64	53
75+	0	2	5	5	5	
Professional and support		2470	2656	2685	2600	2478
	24 or less	145	155	137	93	57
	25-34	596	668	677	680	649
	35-44	684	721	715	681	678
	45-54	594	612	631	637	650
	55-64	406	446	468	463	480
	65-74	45	54	57	46	46
All staff		4246	4516	4613	4493	4224



Ethnicity

The proportion of ethnic minority staff at NTU has increased by 3.4 percentage points from 15.7% in 2020/21 to 19.1% in 2024/25.

Over the five-year period since 2020/21, there has been an increase of 2.4 percentage points in our staff from ethnic minority backgrounds who are in Academic and Research roles (2020/21 n= 345, 19.4%; 2024/25 n=388, 21.8%). Over the same time period an increase of 4.2 percentage points in those who are in Professional and Support roles (2020/21 n=321, 13%; 2024/25 n=440, 17.2%) was seen.

The university’s work to improve disclosure rates has seen an improvement, illustrated by non-disclosure rates reducing. The proportion of staff choosing not to disclose their ethnicity status decreasing from 2% in 2019/20 to 1.7% overall, and when looking at both Academic and Research staff and Professional and Support staff separately.

Figure 6: All staff by ethnicity grouping - % - 2020/21 v 2024/25

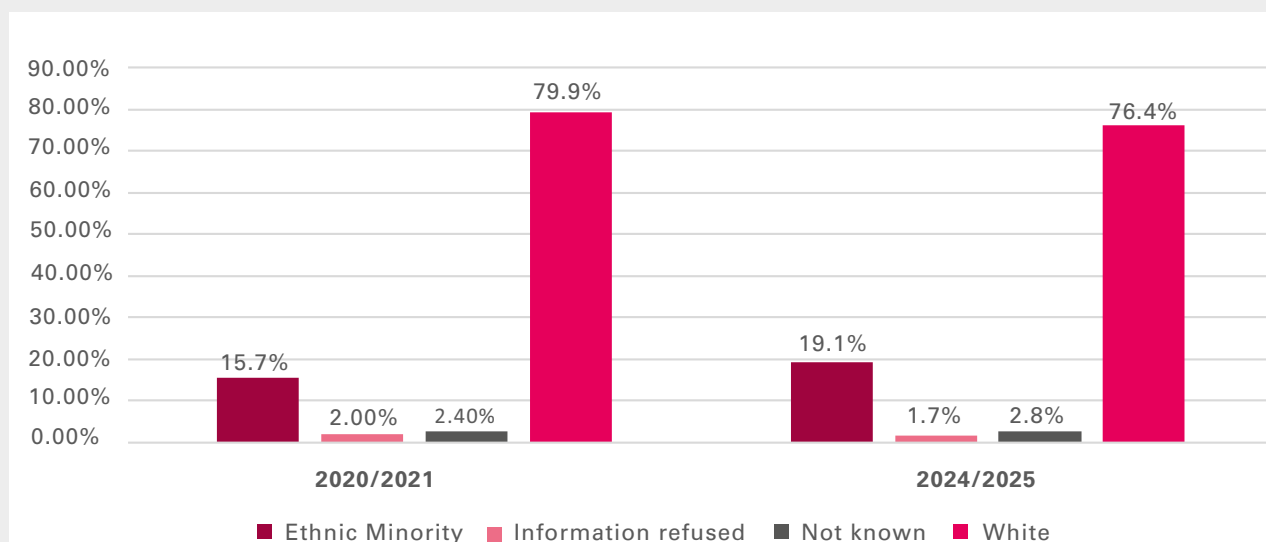


Figure 6.1: Staff group by ethnicity grouping - % - 2020/21 v 2024/25

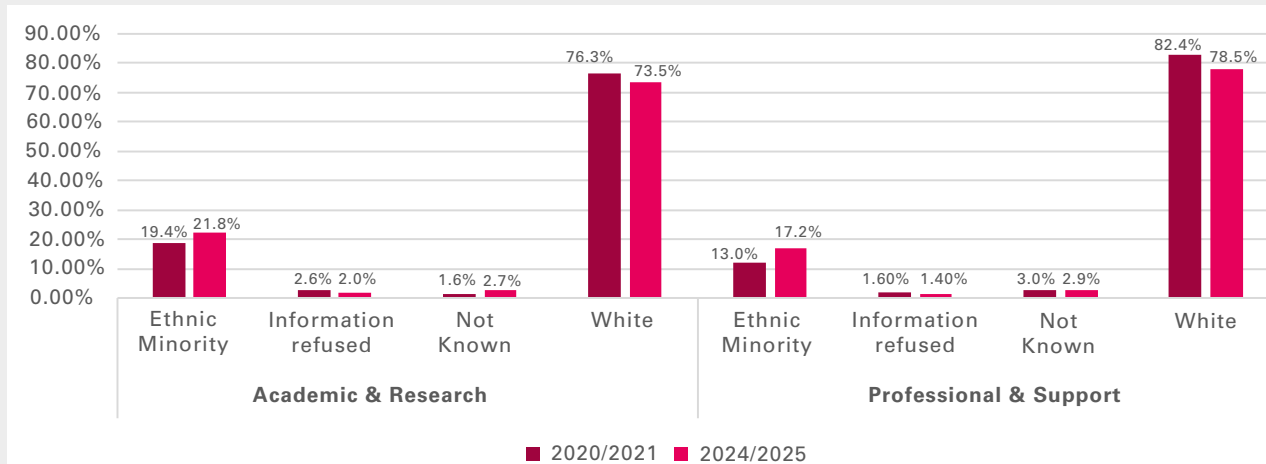


Table 5: Staff group by ethnicity grouping – number – 2020/21 to 2024/25

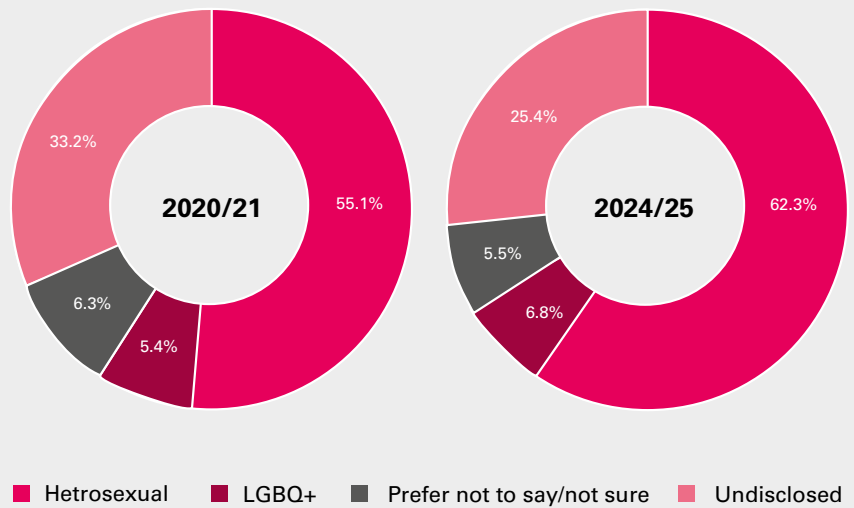
	All Staff				Academic & Research				Professional & Support			
	Ethnic Minority	Information refused	Not known	White	Ethnic Minority	Information refused	Not known	White	Ethnic Minority	Information refused	Not known	White
2020/21	666	86	103	3,391	345	47	29	1,355	321	39	74	2,036
2021/22	766	94	134	3,522	377	54	38	1,391	389	40	96	2,131
2022/23	836	92	138	3,547	415	47	45	1,421	421	45	93	2,126
2023/24	870	78	128	3,417	424	42	55	1,372	446	36	73	2,045
2024/25	828	72	123	3,316	388	36	48	1,307	440	36	75	2,009

Sexual Orientation

In 2024 6.8% of NTU staff declared themselves as LGBTQ+, an increase of 1.4 percentage points in the five-year period from 2020/21 (5.42%) to 2024/25 (6.78%). We also see a small change (-0.8%) in the percentage of those who preferred not to say when declaring their sexuality.

Work to improve disclosure rates has seen some benefits, with a significant decrease in non-disclosures of sexual orientation showing a difference of -7.7 percentage points (2020/21 = 33.2%; 2024/25 = 25.4%). However, this remains one of the protected characteristics with the highest number of staff preferring not to disclose their information and therefore continues to be an area where we need to improve as we move forward in ensuring that our work environments are both as supportive and inclusive to our staff community as possible.

Figure 7: Staff by sexual orientation - % - 2020/21 v 2024/25



Note: LGBTQ+, includes Asexual, Bisexual, Gay Man, Gay Woman/ Lesbian, In another way, & Queer

Table 6: Staff by sexual orientation – number – 2020/21 to 2024/25

	Asexual	Bi-sexual	Gay man	Gay woman/ lesbian	Hetero-sexual	In another way	Not known	Not sure/ questioning	Prefer not to say	Queer
2020/21	7	82	58	41	2,340	34	1,409	1	265	8
2021/22	7	100	68	45	2,634	37	1,313	1	301	9
2022/23	8	108	76	46	2,778	40	1,297	1	248	10
2023/24	10	117	72	52	2,752	34	1,206	3	238	18
2024/25	11	116	66	48	2,705	36	1,103	4	233	17

Religion/Belief

The proportion of NTU staff who declare 'No Religion' has increased over the past five years, from 43% to 44.5%, while there has been a small decrease in the proportion of staff selecting 'Prefer Not to Say' (7% to 5.6%).

Proportions of colleagues identifying within each of the seven identified religious groups has remained largely consistent over the past five years. Those of notable difference is the proportion of Muslim staff increasing from 2.7% to 3.6% between 2020/21 and 2024/25, and whilst Christian remains the highest proportion of religion, it has reduced by 1 percentage point over the five years to 28%.

Figure 8: Staff group by religion - % -2020/21 v 2024/25

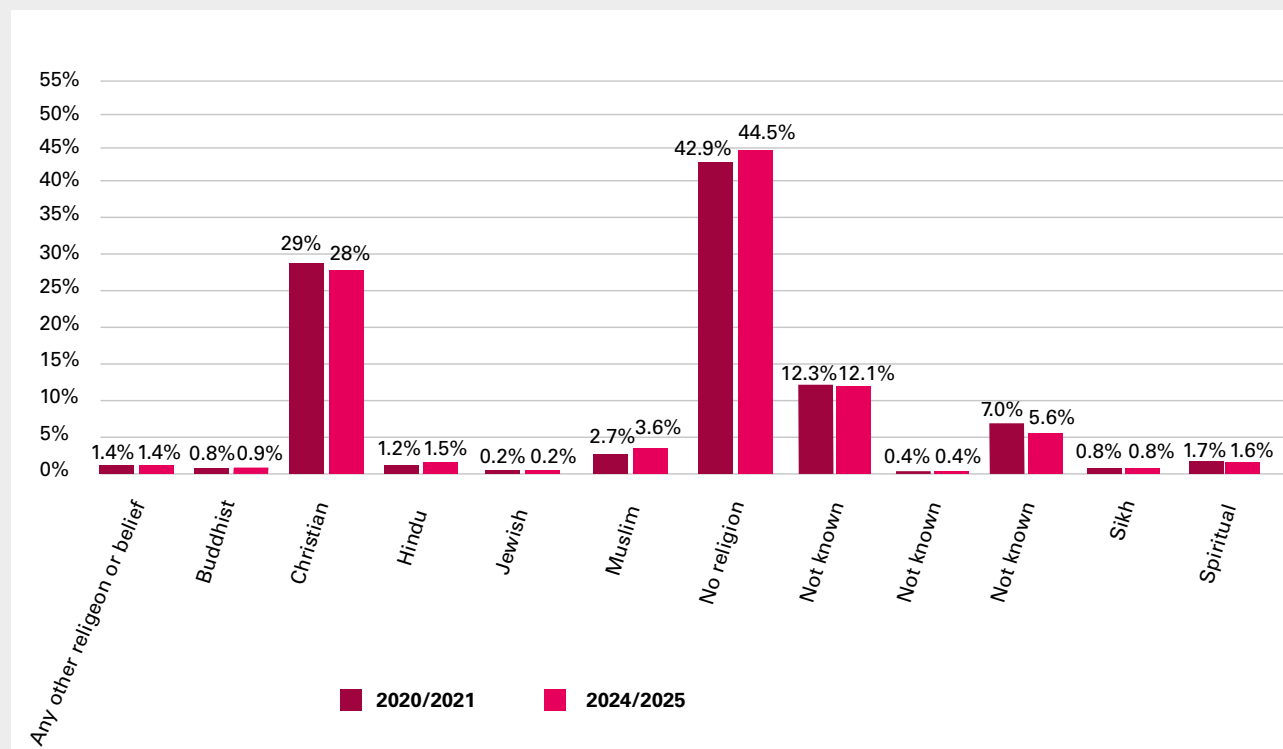


Table 7: Staff group by religious grouping – number – 2020/21 to 2024/25

	Any other religion or belief	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Not known	Pagan	Prefer not to say	Sikh	Spiritual
2020/21	59	34	1,232	51	9	113	1820	522	15	296	35	59
2021/22	69	35	1,302	65	10	133	1,977	497	16	313	37	61
2022/23	67	42	1,327	59	10	153	2043	505	14	285	37	70
2023/24	65	43	1,286	70	10	177	2,007	469	17	262	35	61
2024/25	61	39	1,213	64	10	156	1,930	523	16	240	34	55

Student EDI Profiles

All data used within this section reflect the student body of Nottingham Trent University in July 2025, home and international, compared to 2020/21. The datasets represented here are exclusively based on students attending courses on our UK campuses, and no international partnerships, distance learning programmes, or franchised courses are included. Data may be separated by Further Education (FE), Undergraduate (UG), Post Graduate Taught (PGT) and Post Graduate Research (PGR).

Gender

Gender data are representative of students' legal sex, as reported to the institution, rather than Gender Identity, with any unknown values removed from reporting figures.

Since 2020/21, the University's female/male breakdown has remained balanced at 54% female, 45% male split, with only slight variances over the past five years.

Figure 9: Student grouping by study level and gender - % - 2020/21 v 2024/25

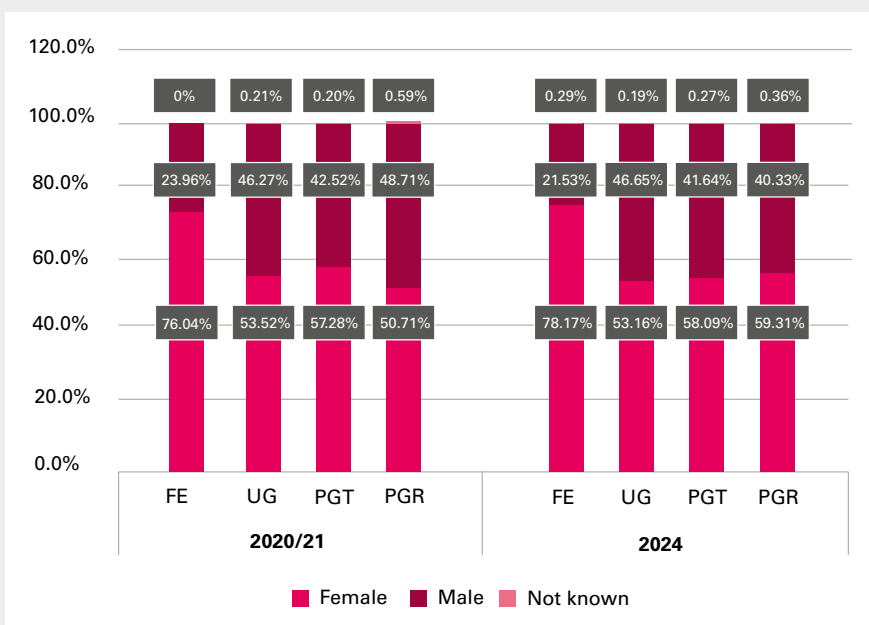


Table 8: Student group by study level and gender – numbers – 2020/21 v 2024/25

	2020/21			2021/22			2022/23			2023/24			2024/25		
	F	M	N/K	F	M	N/K	F	M	N/K	F	M	N/K	F	M	N/K
FE	238	75	0	223	92	0	201	92	1	215	70	1	265	73	1
UG	17080	14768	66	17873	15425	78	17682	15139	106	16848	14710	64	16042	14078	56
PGT	3401	2523	12	3869	2813	19	4301	2930	27	4075	2835	14	2847	2041	13
PGR	431	414	5	475	405	5	482	378	4	482	375	4	500	340	3
Grand Total	21150	17782	83	22440	18735	102	22666	18539	138	21620	17990	83	19654	16532	73
% of Total	54.2%	45.6%	0.2%	54.4%	45.4%	0.2%	54.8%	44.8%	0.3%	54.5%	45.3%	0.2%	54.5%	45.6%	0.2%

Key: F = Female; M = Male; N/K = not known.

Disability

In 2024/25, the University was supporting 3,267 (+9%) more students with a declared disability, comprising 26.91% of our total student population, compared to 2020/21 (16.6% of total student population). This is against a reduction in student numbers across the same period (with the exception of FE, which saw an 8% increase in student numbers during that period).

The proportion of students with declared disabilities in each study group has increased in the past five years, with 36.04 percentage point increase in FE students, 10.76 percentage points increase in UG students, 4.82 percentage point increase in PGT students, and 10.92 percentage point increase in PGR students with declared disabilities, when compared to figures from 2020/21.

Figure 10: Students grouped by declared disability - % - 2020/21 v 2024/25

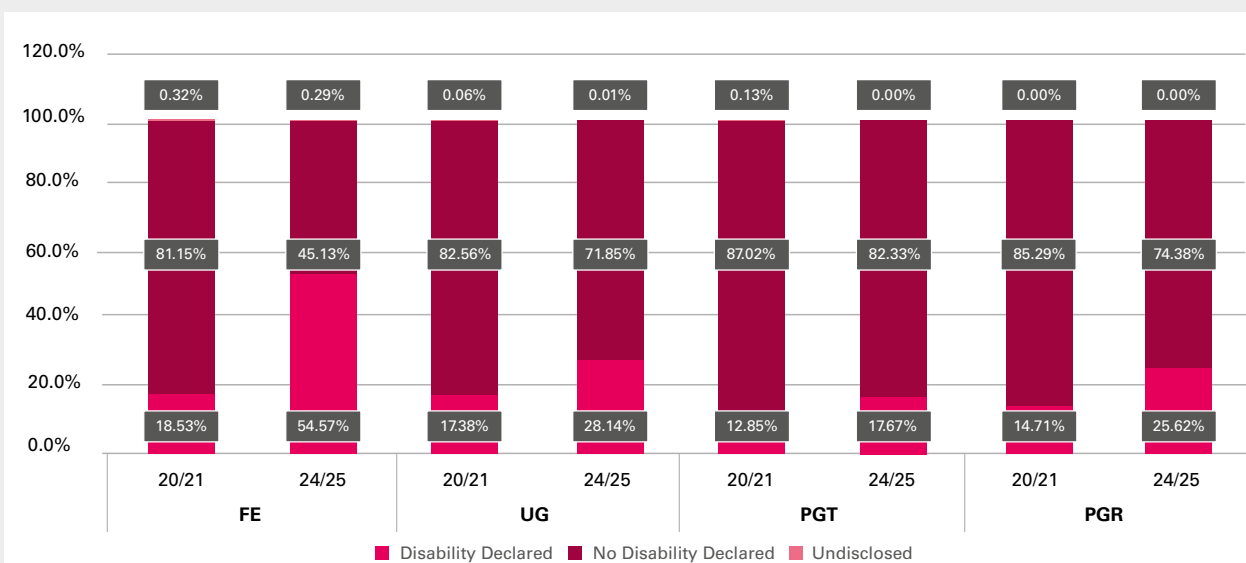


Table 9: students grouped by declared disability – number 2020/21 v 2024/25

	FE		UG		PGT		PGR		ALL	
	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25
Disability Declared	58	185	5546	8492	763	866	125	216	6492	9759
No Disability Declared	254	153	26349	21681	5167	4035	725	627	32495	26496
Undisclosed	1	1	19	3	8	0	0	0	28	4
Total	313	339	31914	30176	5938	4901	850	843	39015	36259

Age

The age demographic of our Undergraduate (UG) students remains relatively consistent over the last 5 years.

There was a small decrease of students aged 18-20 years at start of studies (86% in 2020/21 v 84% in 2024/25) reflecting trends across the HE sector for this age range not entering straight into university. It is likely that the COVID effect from 2020 also impacts this.

A slight increase in over 25-year-olds starting study is also being seen. Under 18's and those in age ranges of 21-25 have remained steady.

When exploring Postgraduate Taught (PGT) students, we saw an increase in 21-25 year old age range and a decrease in the percentage of those over 25 years of age. 56.99% of PGT students were in the 21-25 age range in 2024/25 compared to 55.29% in 2020/21.

Figure 11: Student group by age grouping – % – 2020/21 to 2024/25

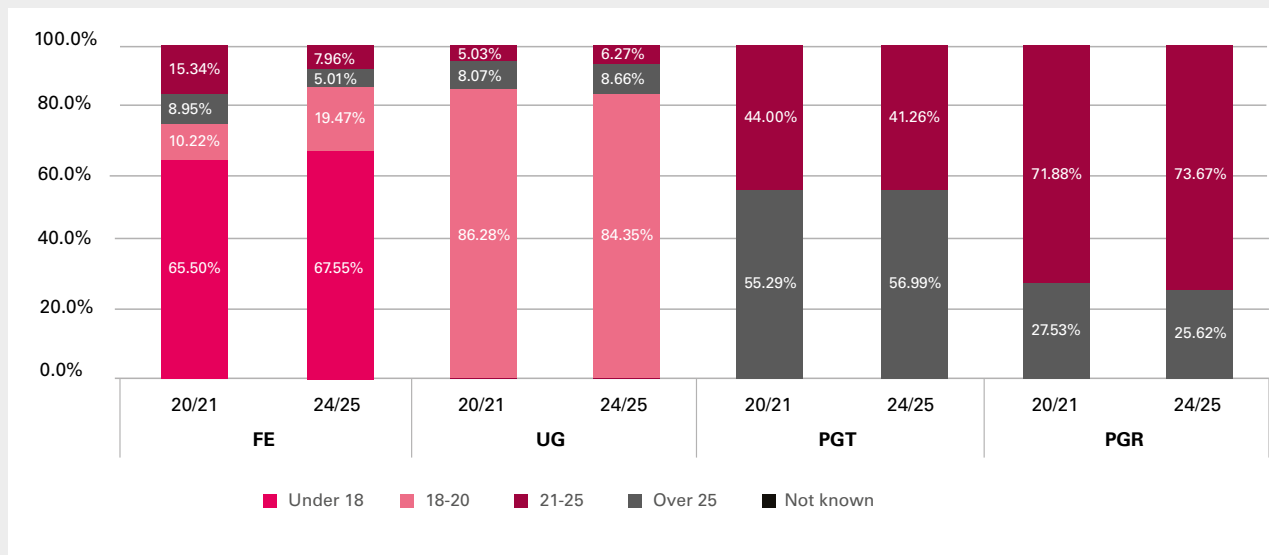


Table 10: Student group by age grouping – number – 2020/21 to 2024/25

	FE					UG					PGT					PGR				
	2020/21	2021/22	2022/23	2023/24	2024/25	2020/21	2021/22	2022/23	2023/24	2024/25	2020/21	2021/22	2022/23	2023/24	2024/25	2020/21	2021/22	2022/23	2023/24	2024/25
Under 18	205	200	193	198	229	195	205	201	212	217	0	0	0	0	0	0	0	0	0	0
18-20	32	39	44	52	66	27542	28801	28193	26876	25454	42	55	60	85	85	0	0	0	0	0
21-25	28	22	20	10	17	2578	2695	2615	2678	2613	3283	3701	3760	3525	2793	234	242	242	239	216
Over 25	48	54	37	26	27	1599	1678	1933	1904	1892	2613	2954	3451	3438	2022	611	637	622	641	621
Not Known	0	0	0	0	0	0	0	0	0	0	10	0	2	7	1	5	6	6	6	6

Ethnicity

Since 2020/21, we have seen a decrease in the proportion of white students in datasets for FE (-3.37 percentage points), UG (-10.68 percentage points), and PGT (-14.03 percentage points). By contrast, our PGR data set has seen a very small increase in proportion of white students of +1.28 percentage points (54.71% in 2020/21 compared to 55.99% in 2023/24).

Overall, the total population of white students at NTU is now 56.67%, a decrease of 10.44 percentage points since 2020/21.

The overall proportion of ethnic minority students (41.8%) has grown over the past five years (+10.3 percentage points), during a period when overall student headcount has decreased by 7% (2020/21 n= 39,015, 2024/25 n = 36,259).

Figure 12: Students grouped by ethnicity – % – 2020/21 v 2024/25

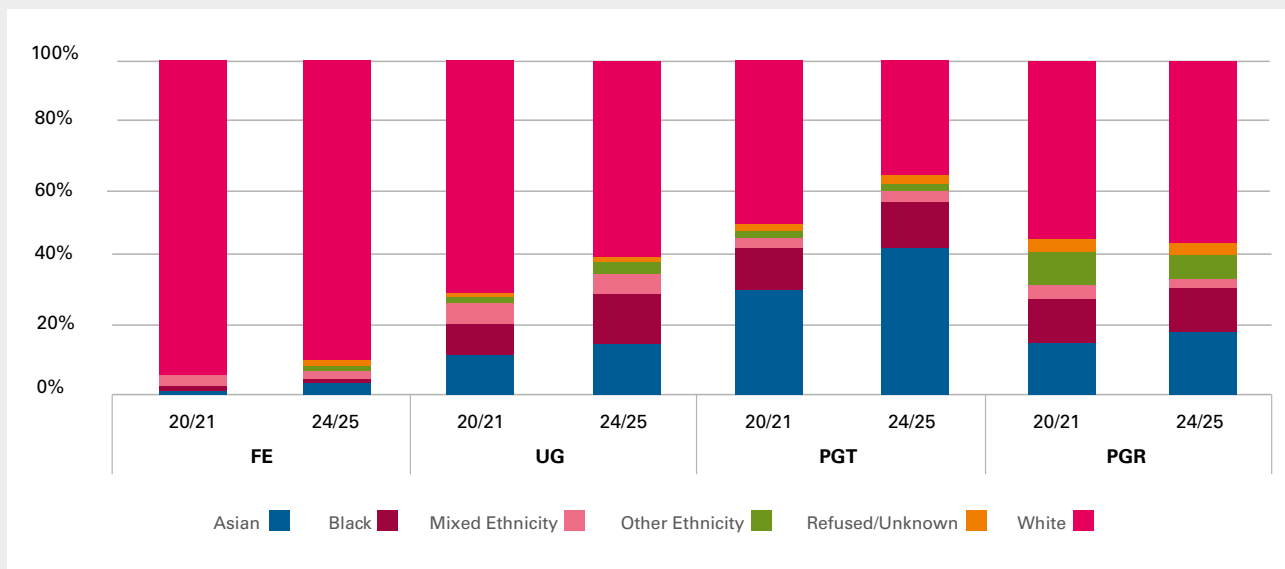


Table 11.1: Students grouped by ethnicity – % – 2020/21 v 2024/25

	FE		UG		PGT		PGR		ALL	
	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25
Asian	1.28%	3.24%	11.54%	14.79%	30.60%	43.28%	15.41%	18.51%	14.44%	18.62%
Black	1.60%	1.18%	9.27%	14.69%	11.91%	12.98%	12.59%	12.57%	9.68%	14.28%
Mixed Ethnicity	3.19%	2.95%	5.54%	6.18%	3.45%	3.14%	4.12%	2.73%	5.17%	5.66%
Other Ethnicity	0.00%	0.88%	2.02%	3.31%	2.54%	2.35%	9.65%	7.24%	2.25%	3.25%
Refused/Unknown	0.00%	1.18%	1.31%	1.40%	1.25%	2.04%	3.53%	2.97%	1.34%	1.52%
White	93.93%	90.56%	70.32%	59.64%	50.25%	36.22%	54.71%	55.99%	67.11%	56.68%

Table 11.2: Students grouped by ethnicity – number – 2020/21 v 2024/25

	FE		UG		PGT		PGR	
	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25
Asian	4	11	3683	4462	1817	2121	131	156
Black	5	4	2958	4432	707	636	107	106
Mixed Ethnicity	10	10	1767	1865	205	154	35	23
Other Ethnicity	0	3	649	1000	151	115	82	61
Refused/ Unknown	0	4	419	421	74	100	30	25
White	294	307	22441	17996	2984	1775	465	472

Sexual Orientation

The campaign to improve disclosures across all characteristics has seen changes in the non-disclosure rates overall including those for sexual orientation. There has been an upwards trend in the percentage of students recording their sexual orientation as heterosexual or straight since 2020/21 (2020/21 = 82.91%, 2024/25 = 83.56%), an increase in the those recording their orientation as bisexual (+1.30 percentage points) and a slight decrease (-0.74 percentage points) in those preferring not to say and Not Known (-0.85 percentage points).

Figure 13: Students grouped by sexual orientation - % - 2020/21 v 2024/25

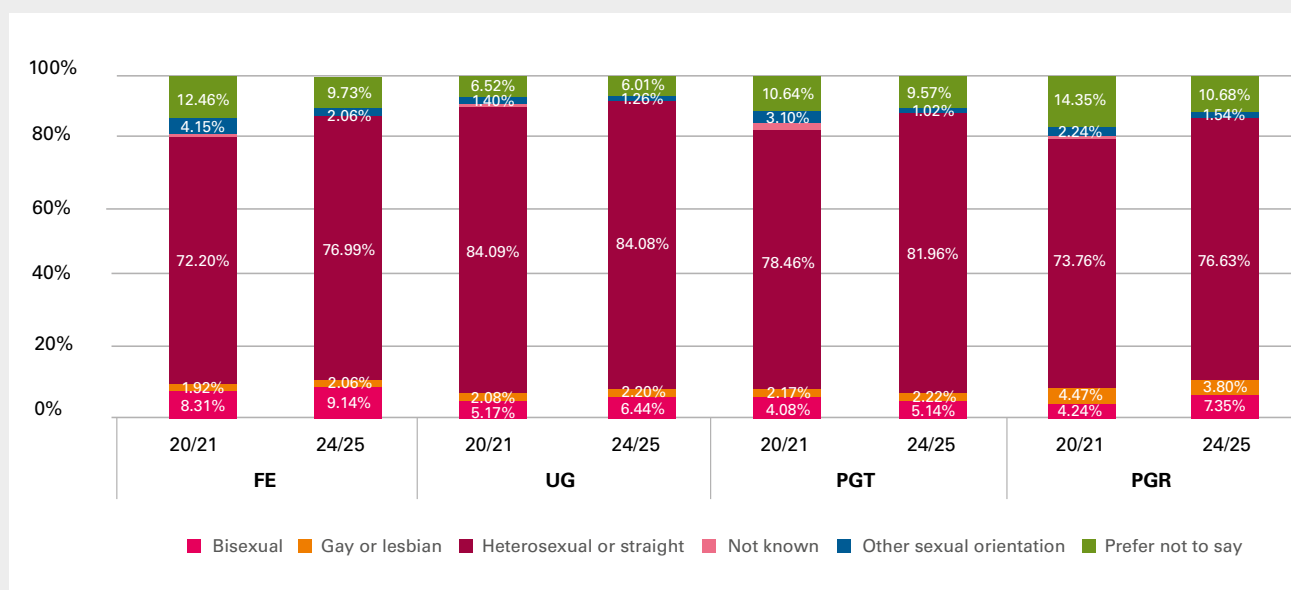


Table 12.1: Students grouped by sexual orientation - % - 2020/21 v 2024/25

	FE		UG		PGT		PGR	
	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25
Bisexual	8.31%	9.14%	5.17%	6.44%	4.08%	5.14%	4.24%	7.35%
Gay or lesbian	1.92%	2.06%	2.08%	2.20%	2.17%	2.22%	4.47%	3.80%
Heterosexual or straight	72.20%	76.99%	84.09%	84.08%	78.46%	81.96%	73.76%	76.63%
Not known	0.96%	0.00%	0.74%	0.00%	1.55%	0.08%	0.94%	0.00%
Other sexual orientation	4.15%	2.06%	1.40%	1.26%	3.10%	1.02%	2.24%	1.54%
Prefer not to say	12.46%	9.73%	6.52%	6.01%	10.64%	9.57%	14.35%	10.68%

Table 12.2: Student grouped by sexual orientation – number – 2020/21 v 2024/25

	FE		UG		PGT		PGR	
	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25	2020/21	2024/25
Bisexual	26	31	1650	1943	242	252	36	62
Gay or lesbian	6	7	665	665	129	109	38	32
Heterosexual or straight	226	261	26836	25373	4659	4017	627	646
Not known	3	0	235	1	92	4	8	0
Other sexual orientation	13	7	446	381	184	50	19	13
Prefer not to say	39	33	2082	1813	632	469	122	90

Religion / Belief

The proportion of students by religion has altered minimally from 2020/21 to 2024/25. Slightly larger increases are only seen in students who identify their religion/belief as Muslim (+3.2% points) and Hindu (+1.7% points). Christian remains the largest group indicating a religion (28%), with the largest groups of overall students indicating no religion at 46% (-5.2% v 2020/21).

Table 12.2: Students grouped by religion/belief – number – 2020/21 v 2024/25

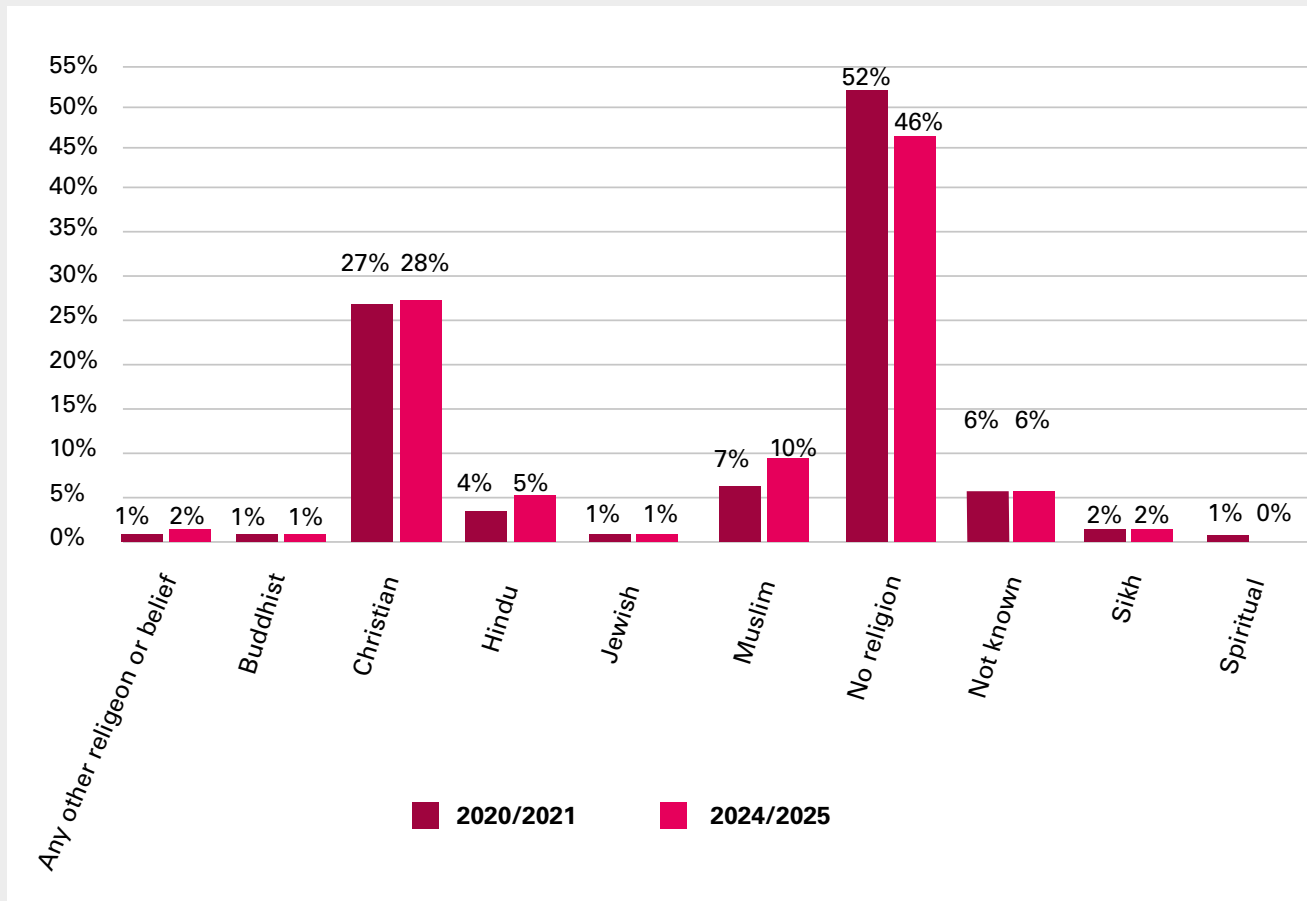


Table 13.1 – Number of students by religion/belief, 2020/21 v 2024/25

	2020/21					2024/25				
	FE	UG	PGT	PGR	TOTAL	FE	UG	PGT	PGR	TOTAL
Any other religion or belief	3	397	59	12	471	6	472	67	27	572
Buddhist	0	162	67	14	243	0	203	106	16	325
Christian	68	8514	1821	254	10657	80	8430	1287	228	10025
Hindu	1	684	715	22	1422	0	949	956	34	1939
Jewish	0	272	18	1	291	0	259	8	1	268
Muslim	2	1887	520	136	2545	1	2772	650	113	3536
No religion	218	17402	2207	305	20132	218	14786	1487	323	16828
Not known	20	1891	372	97	2380	20	1742	271	97	2128
Sikh	0	505	79	5	589	0	545	69	4	620
Spiritual	1	200	80	4	285	1	18	0	0	18

Table 13.2 - % of students by religion/belief, 2020/21 v 2024/25

	2020/21					2024/25					% pt Difference
	FE	UG	PGT	PGR	TOTAL	FE	UG	PGT	PGR	TOTAL	
Any other religion or belief	1%	1%	1%	1%	1%	2%	2%	1%	3%	2%	0.4%
Buddhist	0%	1%	1%	2%	1%	0%	1%	2%	2%	1%	0.3%
Christian	22%	27%	31%	30%	27%	24%	28%	26%	27%	28%	0.3%
Hindu	0%	2%	12%	3%	4%	0%	3%	20%	4%	5%	1.7%
Jewish	0%	1%	0%	0%	1%	0%	1%	0%	0%	1%	0.0%
Muslim	1%	6%	9%	16%	7%	0%	9%	13%	13%	10%	3.2%
No religion	70%	55%	37%	36%	52%	68%	49%	30%	38%	46%	-5.2%
Not known	6%	6%	6%	11%	6%	5%	6%	6%	12%	6%	-0.2%
Sikh	0%	2%	1%	1%	2%	1%	2%	1%	0%	2%	0.2%
Spiritual	0%	1%	1%	0%	1%	0%	0%	0%	0%	0%	-0.7%



Future and Ongoing Plans

Our strategic focus, through our institutional EDI plan, continues to be on embedding equality, equity, diversity and inclusion within all our systems, policies, processes, and work.

Our plans and actions will continue be informed by ongoing themes emerging from our colleague and student EDI networks, from EDI data analysis of our colleagues and students, as well as other EDI activities/work including within our academic schools and professional services.

We will:

Roll-out and support the use of the revised University Equality Impact Assessment (EIA).

Complete the mid-award review of our Race Equality Action Plan, enacting the actions emerging from this, and continue to deliver our action plan, focusing on our EDI culture, academic career pipeline, and our professional services colleague progression, taking an intersectional and holistic approach.

Write and implement our institutional Disability Equality Action Plan, focusing on colleagues and students.

Write and implement our institutional LGBTQIA+ (Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Aro(/)Ace) Equality Action Plan, focusing on colleagues and students.

Expand on the actions to improve the opportunities of Ethnic minority colleagues to be represented appropriately in NTU's leadership.

Continue work to further integrate religion or belief into intersectional work and our future EDI priorities.

Continue to adopt and embed current and emerging good practice in the recruitment and promotion of staff and wider EDI work across the University.

Continue to improve the representation of ethnic minority and disabled colleagues in roles that are in the upper middle and upper pay quarters. These include professors, associate professors, heads of area and heads of service, as well as highly skilled and technical roles in professional services.

Continue the provision of EDI training webinars and events to complement NTU's existing EDI essential learning.

Continue to support and promote our NTU EDI Staff Networks as part of our Equality Staff Networks Framework.

Continue to encourage and increase colleague protected characteristic declaration rates, specifically for ethnicity, disability, sexual orientation and religion/belief.

Implement and evaluate our revised celebration and recognition plan.

Progress the action plan from the Institutional Athena SWAN Silver award.



Nottingham Trent
University

For further information
please visit ntu.ac.uk/equality
or email edi@ntu.ac.uk