Nottingham Trent University

School of Science and Technology: Department of Engineering

Athena SWAN Bronze Application

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Athena Swan Bronze application form for departments

Applicant information

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Contact name	Dr Rebecca Margetts
Contact email	rebecca.margetts@ntu.ac.uk
Contact telephone	0115 848 6395

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Table of Contents

Section 1: An overview of the department and its approach to gender equality 3

1. Letter of endorsement from the head of the department 3
2. Description of the department 4
3. Governance and recognition of equality, diversity and inclusion work 4
4. Development, evaluation and effectiveness of policies 6
5. Athena Swan self-assessment process 6

Section 2: An assessment of the department's gender equality context 11

1. Culture, inclusion and belonging 11
2. Key priorities for future action 18

Section 3: Future action plan 19

1. Action plan 19

References 27

Appendix 1: Culture survey data 28

1. Qualitative data from Athena Swan staff survey 28
2. Quantitative Data – Staff Culture Survey 31
3. Student Culture Survey 42

Appendix 2: Data tables 55

1. Mandatory Data Tables 55
2. Additional Datasets 84

Appendix 3: Glossary 100

Section 1: An overview of the department and its approach to gender equality

1. Letter of endorsement from the head of the department

Nottingham Trent University
School of Science and Technology

Department of Engineering
Nottingham Trent University
Clifton Lane, Clifton, NG11 8NS

Dear Athena SWAN assessment team,

I am proud to confirm my support for our department application and associated action plan for an Athena SWAN Bronze Award.

Engineers play a pivotal role in shaping society and its future. From developing, building and maintaining key infrastructures that improve our quality of life to applying the latest science and technology to innovatively tackle today's most difficult problems. In this environment, equality, diversity and inclusiveness really do matter. I have witnessed first-hand how having an inclusive and equitable workplace can motivate staff and drive performance. I have also seen how a diverse leadership team naturally develops more innovative solutions that directly impact educational outcomes. The benefits for the university, the community and the individual are unquestionably impactful.

The Athena SWAN self-assessment and application process has been a revealing process. It has confirmed that there is a great deal of proactive support within the department for the Athena SWAN agenda and that a range of good practice already exists. It pleases me that the culture is perceived to be supportive and inclusive. This is evidenced in the surveys and in the relatively high number of women employees. However, I recognise we face several ongoing challenges both in our department and in the wider engineering community. The Athena SWAN survey showed that there may be barriers for women to progress to senior academic positions within the department. Furthermore, staff have expressed concern that women are disproportionately assigned administrative tasks. We have also discovered that there is a lack of understanding of EDI principles and benefits among our student population (>1400 students). Another concern is that despite several positive initiatives over the past two decades, there is still a lot of misconceptions over what a career in engineering may be like for a woman. For example, at open days, I have witnessed parents trying to persuade their daughters to not do engineering. This observation is supported by the still disappointingly low number of female students applying to study engineering at university.

I am a proud member of our committed SAT team and will personally take a leadership role in many of the actions recorded in the action plan. I am particularly committed to the continued recruitment and development of women into future leadership roles. The SAT team will seek to uncover any hidden barriers to promotion and tear them down. Furthermore, I am leading an initiative to encourage more girls to proudly seek a career in engineering. This will be done through the development of an inspirational social media campaign to demystify what a career in engineering is really like.

My team and I are committed to deliver this action plan that is aligned to our strategic priorities and ensure that the department meets all the Athena SWAN principles.

Yours sincerely



Dr Ben Simpson
Head of Department (Engineering)

School of Science and Technology
Clifton Lane, Nottingham NG11 8NS
+44 (0)115 941 8418
www.ntu.ac.uk/sat

2. Description of the department

Nottingham Trent University's Department of Engineering was set up in 2016, as part of the School of Science and Technology, and comprises 50 staff and 963 currently enrolled students on the Clifton campus. It also encompasses NTU in Mansfield, who offer HNC, HND and top-up courses in Engineering, and a new Automated Distribution and Manufacturing Centre (ADMC) in Ashfield due to open in March 2026.

The department occupies a purpose-built Engineering Hub on the Clifton Campus. This facility offers BEng and MEng degrees in Mechanical, Electrical & Electronic, Aerospace, Biomedical and Sport Engineering. Undergraduate degrees can include a Foundation Year (with shared across the School of Science and Technology) and a placement year in industry. MScs are offered in Electrical Communications, Medical, and Sustainable Engineering, and Engineering Management. All taught courses are recognised by CDIO and accredited with the IET (barring Aerospace, which is a new course awaiting a graduate cohort before it can be accredited). Mechanical Engineering is additionally accredited with the IMechE from 2024, pending an action plan. An Engineering Advisory Board of industry partners informs the curriculum and activities.

The Engineering Hub hosts research in the same broad fields as the taught courses, some of it in partnership with MTIF (Medical Technologies Innovation Facility). PhD's are offered with support from the Doctoral School.

Note that a Civil Engineering department exists separately within the School of Architecture, Design and the Built Environment. They are not considered as part of this submission.

3. Governance and recognition of equality, diversity and inclusion work

Within the Department, there is an EDI lead who is tasked with forming a committee subsequent to this Athena Swan committee. In setting up the department, EDI was a consideration – with women in key positions in leadership and the outreach team - but the department needed to reach a point of stability before progressing an EDI group in earnest. This occurred in 2024 with accreditation activities, a Periodic Course Review, and the latest courses having being launched.

The EDI Lead – who was nominated as the SAT Lead for this first Bronze application – was selected by the past and present Heads of Department because she is a Practice-pathway academic, with experience as both a woman in the mechanical engineering industry and a Union equalities rep. This meant that she had witnessed the ways discrimination and harassment can occur in engineering workplaces, and had formal training in EDI and related employment law. It was important to recognise the many forms discrimination can take, and identify any poor practice before it takes root. Once the Athena Swan submission is complete, it will evolve into a more general EDI committee building on the tools, lessons learned, and vision of the SAT.

This will be chaired by the EDI lead and this role, along with membership, can be rotated as a developmental opportunity for other staff.

Membership of the SAT has a workload allocation of 30 hours per year and a commitment to recognise this work in appraisals, sanctioned by the Deputy Dean of the School. In addition, the department has three existing obligations detailed in Appendix 2 and summarised here:

1) The Deputy Dean noted the gender imbalance in Engineering's 2024 Periodic Course Review and set the undergraduate course teams an action to increase the proportion of women students, especially in Mechanical Engineering.

2) The course accreditation activities with the IMechE and IET in late 2024 used the 'AHEP' Accreditation of Higher Education Programmes framework, published by ECUK (The Engineering Council UK, who are the UK regulatory body for the engineering profession). This contains a new Diversity & Inclusion competency, and an expectation for departments to "promote equality, diversity and inclusion in line with applicable national regulatory frameworks, as well as embedding inclusive design within the curriculum where relevant" (Engineering Council, 2020).

3) As part of the accreditations, staff are encouraged to become Chartered Engineers. This places individual responsibility on them to meet the UK Standard for Professional Engineering Competence and Commitment (UK-SPEC), also defined by ECUK and necessitating awareness of diversity and inclusion issues. Chartered Engineers are members of one or more engineering institutions, which typically also have EDI commitments.

4) ECUK have separately collaborated with the Equal Opportunities Commission to create WISE (Women in Science and Engineering), and have committed to a goal of women being 30% of the UK STEM workforce by 2030 (WISE, 2023). There is no explicit obligation for NTU to support this goal, but it could be implied by the accreditations.

Every member of academic staff in the department has a proportion of their workload (nominally 20%) devoted to Administration & Leadership. All of these admin roles – which include EDI Lead - are distributed between colleagues and reviewed annually by the leadership team. All department staff have an appraisal goal to "support student progression, improve attainment gaps, and employability through initiatives such as student visits, external masterclasses, diversity in delivery of teaching, directed support for particular student cohorts, decolonising the curriculum, etc. To support students of all backgrounds to achieve their potential."

The School of Science and Technology has a wider EDI team who support Athena Swan and Race Equality Charter applications, and run events and 'cafes' on campus.

NTU has an Institutional EDI Plan - Inclusion in Action - and EDI team. New colleagues have mandatory training on EDI, and there is a repository of information and webinars on EDI topics. There are also staff networks which are run by

volunteers and supported by the EDI team. This includes the Women's network, LGBTQ+, parents and carers, Disability, and Race, Ethnicity and Cultural Heritage (REACH). In addition, at School level EDI runs a neurodivergent cafe, menopause awareness sessions, International Women Breakfast, and Women in Science celebration events.

4. Development, evaluation and effectiveness of policies

The policy used in the department is flowed down from the University and School. The department has representatives on the school-level committees, and they will feed back to the department (leadership team, teaching/research committees, and school meetings) as appropriate. Note that the university already has an institutional Athena Swan bronze award, an active EDI team, and Equality, diversity and inclusion policy. NTU annually publishes a Gender Pay Gap report. An institutional EDI plan is published every two years.

Feedback from staff is generally collated through line managers (e.g. during appraisals) and brought to a weekly leadership team meeting. From there, issues can be escalated to the School Executive Team if required.

Students have opportunities to feedback via the Course Representatives. They attend three Course Committees a year, and separately meet with Course Leaders for any sensitive matters unsuitable for the committee. There are opportunities for them to provide feedback at School level. Individual students can also raise any matters direct with their personal tutors or course leaders, or via an online ‘Question Box’ run by the Head of Department.

5. Athena Swan self-assessment process

The SAT Lead was the incumbent EDI Lead, tasked with setting up the team and progressing this application. She was deliberately selected for her industry experience and training. However, these experiences are negative in places. She was keen to avoid generating an ineffective plan, or the SAT becoming a “poison chalice” rotated between unwilling colleagues. She therefore deliberately trialled a strategy that leveraged the department’s strengths – demonstrating the advantages of diversity in doing so, applying engineering good practice, and motivating colleagues to volunteer. The initial concept was an Agile-style team with an overarching Mission to ensure good practice and an inclusive environment with respect to gender. These were largely based on ‘Deming’s 14 Points’ (The W. Edwards Deming Institute, 2025) adapted for EDI to promote workmanship, drive out fear, and move away from slogans and metrics in favour of Continuous Improvement. In the spirit of working efficiently to prevent an undue load on the SAT, and treating this as a developmental opportunity, new ways of working like OneNote minutes, scheduling tools, and modelling training were implemented. She was also keen to brand the SAT as an earnest force for change: we ‘do things differently’ at

NTU by valuing practice equal to research, and recognise that Universities have a unique role in the community to drive societal change.

In addition to providing a workload allocation, the University explicitly recognises Practice and Scholarship. This means that SAT members could align this work with any action research or community impact work, and be confident that it would be valued along with regular scientific research outputs. Departmental Athena Swan awards were supported at School level by the nomination of a School Athena Swan Champion, which was a consequence of the Institutional work towards Bronze award. All School Champion roles are 0.2FTE.

NTU Engineering's current Athena Swan Champion was nominated in 2021 as part of a wider EDI role in the department. As a relatively new department we were still in a period of introducing new courses, recruiting staff, establishing research activities, reviewing data from initial graduating cohorts, and accrediting courses with the IET and IMechE. The role therefore included initial conversations around EDI definitions and good practice with the leadership team, and supporting University-wide activities for Black History Month and Pride. Athena Swan was identified as a priority for the School in 2024, with addressing the gender imbalance in engineering an action from the Periodic Course Review in May 2024.

The current staff SAT was assembled in May 2024, and is shown in Table 1. The Champion and a member of the administration team were nominated, and all others joined on a voluntary basis. Student members joined later in November 2024 after being advertised the opportunity, since it was inappropriate for them to access the raw staff data and comments. The team encompassed a good cross-section of the department, with a range of job types and profiles. 73% are women and 27% men, all cisgender. 40% have school- or pre-school age children, and 7% have other caring responsibilities. 27% are people from ethnic minority backgrounds.

The SAT also encompasses a range of backgrounds and experiences, with 20% having worked in engineering roles outside academia, and 47% having previously studied a non-engineering degree. This is also representative of the department, which was created to be industry-relevant and forward-looking to address the engineering challenges of the future.

Data collection began in Spring/Summer 2024. The Staff Culture Survey was distributed by the Dean of the School of Science and Technology in March 2024, and kept open – with prompting from the Head of Department - until 19th April 2024 to maximise response rate. On distributing this survey, all staff were invited (by email and at a Department meeting) to express interest in the SAT.

Concurrently, the Course Managers prepared some gender-related student data as part of a Periodic Course Review in May 2024. The Student Culture Survey was provided for distribution in May-June 2024 but, since term had ended for undergraduates, response rate was low and the SAT resolved to redistribute it in Autumn. The Culture survey results were processed by the School Athena Swan Champion and released to the department, along with current staff data from HR, in July-August 2024.

The SAT took a summer break due to several members taking leave, and an accreditation exercise scheduled for early October.

The Student Culture Survey was released distributed again in early November, promoted by email, virtual posters around the engineering building, and slides in selected lectures: the response rate was low, but this is typical. Regular monthly meetings were scheduled from October, with staff empowering themselves to approach the data analysis according to their own skillsets, and obtain further data from their individual activities (e.g. outreach activities and a resilience study) in an Agile-inspired manner. Data, along with any ideas, attendance at EDI events, interesting literature, and recent reports were shared on a Teams site.

During this process, the team identified that the Culture Surveys had not been sent to Postgraduate Researchers due to PhD students being part of the Doctoral School rather than the department, and an out-of-date mailing list for post-doctoral research staff. The student survey was distributed again via the PhD students' rep., and PGR staff were invited to meet with the lead for a meeting / focus group utilising the same questions (no respondents).

Finally, a Brainstorming session was organised for February 2025 with the Student members, to review the data, identify priorities, and draft an action plan. A timeline of these activities is shown in Table 2.

Athena Swan Champion is part of an EDI leadership role, which is one of the department roles allocated each year. This is done on an ad-hoc basis annually when the Dept. leadership team review workloading, and staff generally keep a role for 2-3 years.

The leadership team will review the action plan annually. Furthermore, student data will be reviewed and evaluated as part of the Interim Course Reviews annually, and during re-accreditation activities.

Table 1: Membership of the Self-Assessment Team (SAT)

Name	Job Title	Profile	Role in SAT and EDI work
Ben Simpson	Head of Department of Engineering.	Teaching & Scholarship	SAT Member
Rebecca Margetts	Principal Lecturer	Teaching & Practice	SAT Chair, Athena Swan Champion for Engineering
Katy Griggs	Principal Lecturer.	Teaching & Research	SAT – provision of University data.
Zak Mansouri	Senior Lecturer.	Teaching & Research	SAT Member
Daphiny Vicente Pottmaier	Senior Lecturer.	Teaching & Research	SAT – literature
Nuh Erdogan	Senior Lecturer.	Teaching & Research	SAT – data presentation
Hannah Manley	Lecturer.	Teaching & Research	SAT – qualitative data
Jessica Stanley	Research Fellow.	Research	SAT – quantitative data & literature. Consultation with LGBT+ Staff Network.
Jarede Mayers	Technical Specialist.	n/a	SAT – quantitative data.
Esme Butcher	Senior Technician.	n/a	SAT – quantitative data
Pan Hu	Administrator.	n/a	SAT member
Marta Broniszewska	Student, Course Rep.	n/a	SAT student member.
Fatima Ali	Student, Course Rep.	n/a	SAT student member.
Valeria Puddu	Senior Lecturer (Chemistry).	-	School Athena Swan Champion 2024-25 maternity leave cover.
Anika Leslie-Walker	Senior Lecturer (Sport)	-	School Athena Swan Champion (maternity leave).

Table 2: Data collection activities

Date	Activity	Participation
March-April 2024	Staff Culture Survey sent to staff in the department.	69% Response rate (68% men, 22% women, 10% not disclosed or other gender identity)
May 2024	Periodic Course Review including some gender-related student data analysis.	n/a
June 2024	Student Culture Survey sent to all Undergraduate and PGT students.	0% Response rate
July-August 2024	Current staff data from HR and Staff Culture Survey results released.	n/a
October 2024	Remaining student data obtained from the 'Power BI' system. Extra data from outreach events, a resilience study, etc. was explored.	n/a
November 2024	Student Culture Survey sent to all Undergraduate and PGT students.	3% Response rate (48% female, 47% male, 5% not disclosed)
December 2024	Student Culture Survey sent to all PGR students, with invitation to PGR staff to respond to questions.	0% Response rate
January 2025	Student Culture Survey results released.	n/a

Section 2: An assessment of the department's gender equality context

1. Culture, inclusion and belonging

We consider the data in appendices 1 and 2 in turn. First the data in Appendix 2 provides a portrait of the department, and then the survey data in Appendix 1 adds context.

1.1 Mandatory Staff Data

Note that most of this data has been collected for sex, rather than gender. It therefore does not properly represent the experience of transgender staff, including non-binary identities, who represent a small minority in the department, but whose inclusion is important. While there were no transgender members of the SAT, several colleagues in the department and in the university's LGBT+ staff network reviewed and gave advice on this document. This is in accordance with Athena Swan being about inclusion for all genders, not just women, and in line with the university's EDI policies around trans inclusion.

Throughout this document, there is some conflation of the terms sex and gender, i.e. talking about men and women (which are genders) when data has been collected on sex (i.e. male and female) and vice versa. There are several reasons for this, most of which are due to university or HESA policy on what data is collected, and are not within the department's control. The SAT process has at least identified that this is an issue which can be addressed in future. Where possible we have used gender terms, but some figures and tables use sex terms as that is the data that was available. The proportion of women academic staff has remained at roughly 29% for Academic Staff since 2019, while the proportion of women Professional Services staff has increased from 0 to 25% (Table 3). These both compare favourably to the national percentage of women working in engineering and technology occupations, which dropped from 16.5% in 2022 to 15.7% in 2023 (Engineering UK, 2024).

The majority of Academic staff are on a Teaching & Research profile. 67% Lecturers and 26% Senior Lecturers on this profile are women, but there are no Associate Professors or Professors (Table 4). This is likely due to being a relatively new department and small overall numbers at those grades. I.e. the total of Associate Professors or Professors has just reached seven, so statistically we would only expect one to be a woman. As the department matures, this number needs monitoring to ensure women colleagues have an open pipeline to promotion.

All Teaching & Scholarship staff are men at the time of survey, and all Teaching & Practice staff are women (Table 4). They are small numbers, and this is likely coincidence. One of the T&P women has a background in industry and experienced the 'leaky pipeline:' a metaphor to visualise the concept that women 'disappear' from the career ladder at key points due to biases and barriers. A nice aspect of NTU valuing practice is that we can provide an alternative career path for women engineers with this kind of experience.

There is a higher proportion of women on fixed-term contracts, compared to permanent ones (Table 5). Again, this is a small number and it is unclear if this is pattern or coincidence. Several of these staff have been hired out of the PhD students with Biomedical, Product Design and Sport backgrounds, which have less of a gender imbalance than Engineering.

In academic job applications, women appear to consistently have a higher likelihood of being shortlisted. The proportion of applicants in 2022/23 was 15.84% (consistent with the national percentage of women in engineering and technology), but 20% shortlisted candidates were women and 20% offers were made to women (Table 8). Looking at academic recruitment by grade (Table 9), this pattern varies but shows no concerning trends. This appears to be the case in PTO recruitment too (Table 6 and Table 7), but the lower numbers do not reveal a distinct trend. The department does not employ any positive discrimination or preferential hiring techniques, but it is possible that gendered experiences are favoured slightly, or the department culture attracts some strong women candidates.

1.2 Additional Staff Data

Advance HE Aurora programme

Five members of staff have undertaken the Advance HE Aurora programme (Table 26), equating to 39% of the women academic staff. Four of the staff members undertook the programme whilst working at the Department and their places were funded by the department/School.

1.3 Staff Culture Survey

The following observations – and the data they are drawn from in Appendix 2 – focus on responses against gender. Due to the gender disparity in the department, including staff roles in the same dataset would have made individuals identifiable.

A second dataset of responses against role (but not gender) was prepared, but offers no significant trends due to most roles having 2-3 respondents only (Figure 11 - Figure 12).

Caring Responsibilities

Almost half of the respondents have childcare responsibilities, with minimal difference between men and women (Figure 2). Fewer respondents have elderly care responsibilities. Caring is not currently a gendered activity in the Engineering dept.

Belonging and Inclusion

There's a good feeling of belonging and representation (specifically gender), evidenced in both the quantitative results (Figure 3) and comments. The data suggests women seem to be more positive in all aspects apart from regarding departmental communication. There is a small but concerning number of men and people who did not disclose gender who do not feel valued or included.

The comments revealed a big push for improved social activities, team-building, and away days. A small number of staff indicated that caring responsibilities were not being taken into account with meetings, social events, and a potential issue around flexible working and caring leave. These responses are not gendered, but nonetheless should be taken into account.

'Wellbeing' responses are the most statistically concerning, with a significant minority indicating that they did not feel their mental health and wellbeing were being supported by the department (Figure 5 and Figure 8). This appears due in part to workload. The comments also suggest a need for training in inclusive practice, management, and recruitment, and training for disability accessibility.

Reponses around 'Bullying and Harassment' (Figure 6) indicate that some has occurred, and has not always been dealt with satisfactorily. The comments clarify that there was no reported bullying, hate, threats, or violence among staff. Instead, issues arise with students that require attention and training / support for staff to deal with.

Other comments expressed a desire to share good news stories and recognise hard work, and an appetite for collaboration (in general, and with technicians).

Leadership & Progression

The overarching feedback here was that staff would appreciate more dialogue in decision-making (particularly Lecturer-level), and autonomy in distribution of responsibilities. The feeling was that Decision-making and distribution of responsibilities is top-down. Responses to 'Career Development' suggest some concern over the fairness of deciding appointments, promotions, and opportunities, mainly among men and people who did not disclose their gender.

Further comments suggested that leadership roles should be distributed by meritocracy, and a desire for flexible progression e.g. Technicians should have the ability to progress closer to teaching roles

In addition, there was a request to ensure all staff receive one-to-one meetings with line managers, in addition to a mentoring approach to leadership / line management / progression.

Work and Workload

Responses around ‘Work-Life Balance’ were largely positive or neutral, but a number of staff disagreed that workloads were allocated fairly. There was a clear message that staff feel overloaded with administrative abilities, and that timetabling and other operational tasks hinder workload. There was also a suggestion that staff need workload transparency and role clarity, and that they would value support staff with (return to) research, across all pathways.

The responses were not clearly gendered, but comments suggested that women staff members may be disproportionately overloaded with administrative responsibilities.

Responses regarding ‘Gender Equality’ (Figure 4) were generally positive but indicated concerns around EDI work being included in work loading and promotions.

Finally, a small number of staff indicated that caring responsibilities were not being taken into account with meetings, and suggested a potential issue around flexible working and caring leave. These responses are not gendered, but are nonetheless concerning. The comments outlined a need to provide opportunities for genuine work flexibility, taking timetabling issues into account, workload variations across the year, and childcare and other responsibilities.

Athena Swan

The responses around Athena Swan (Figure 9) were surprising, as staff had been sent communications and there were activities elsewhere in the University. At the time of the survey, the SAT had not yet been assembled and there had been few department activities - these responses may be more positive if run again now.

1.4 Mandatory Student Data

The total taught student body in the department comprises 80.5% men, 19.2% women, and 0.3% gender not provided / known (Table 12). This is under the national average institutional opening headcount of accepted engineering applicants (HECOS) in 2023/24, which indicated 23.4% engineering students are women (Table 15).

The undergraduate cohort comprises only 17.1% women (Table 12). However, according to Engineering UK (EngineeringUK, 2023) the national average for women undergraduates in Engineering is 18.5%. This figure is much closer, and the difference equates to roughly 13 students at NTU Engineering. The proportion of women undergraduates has been increasing year on year, and may well meet or exceed national averages in the near future.

Representation is nationally higher on postgraduate courses: 25.8% of students on taught courses and 27.8% on research courses were women (EngineeringUK,

2023). We are well above this figure on Postgraduate taught courses, at 33.3% women (Table 12). Postgraduate research students are managed by the Doctoral School, so there is no data collected centrally for Engineering. However, we know that 7 out of the 24 PGR students in the department (29%) are women. Again, this is above the national average.

In terms of courses, the gender imbalance persists in all Undergraduate courses apart from Biomedical Engineering (Table 14). Much has been made of this in the UK Engineering sector, with suggestions that girls are attracted to caring or 'personally fulfilling' work. Our course representatives have suggested that some students have taken the course with the intention of accessing alternative careers in medicine. Hence, it is attractive to a wider range of candidates. This is anecdotal, but indicates it would be useful to understand more about the motivations of Biomedical Engineering students.

In contrast, Mechanical Engineering has the lowest proportion of women: 6% on the BEng with Foundation Year, 9% on the BEng, and 17% on the full-time MEng (an integrated Masters' degree with higher entrance requirements). This suggests that the women who do study Mechanical Engineering tend to enter the course with higher grades. Other courses are relatively small and it is challenging to establish trends. Overall, the proportion of women on Mechanical Engineering degrees is 8.4%, which is under the national average of 11.6% on Mechanical Engineering undergraduate programmes (EngineeringUK, 2023).

The Undergraduate applications data (Table 17) shows that there is a gender imbalance in initial applications. However, once they have applied, women are far more likely to be made an offer. This is true for all courses apart from Biomedical Engineering, where applications and offers remain roughly 50:50. The Postgraduate Taught courses application data (Table 22) does not show a clear trend.

Around 9% undergraduate students join the course from other schemes, primarily the Foundation Year (with occasional direct entries from elsewhere). These students comprise only 14.1% women (Table 13). Entrants through UCAS comprise a higher proportion of women (17.3%) plus 0.2% gender not known / provided.

A slightly higher proportion of women undergraduates obtain a 'Good Degree' (87.5%) compared to men (climbing from 67% to 85% over the last three years), shown in Table 18.

A higher proportion of Black, Asian, and 'other' ethnicity students are women, compared to White and Mixed-race students (Table 19). This is consistent with national findings (EngineeringUK, 2023).

The taught courses do not have a part-time or distance learning equivalent. 'Full-time' or 'FT' is used to describe courses that do not contain a recognised placement ("sandwich") year, and those that do are referred to as 'Sandwich' or 'SW' courses. The courses are otherwise identical. At postgraduate level, there is a higher proportion of men (11%) than women (3%) on the Sandwich versions of the courses Table 20). There are part-time courses available in other departments, and

University-wide data is provided showing that these options are generally more popular with women.

1.5 Additional Student Data

The University routinely carries out Periodic Course Reviews, with the last in 2024. Data from this relating to the Engineering courses is provided in Appendix 2. It raises some interesting additional points. Namely, women students show a greater probability in achieving 1st class degree compared to men across all disciplines (Figure 28 and Figure 31). This is consistent with the observation that there's a higher proportion of women students on the integrated Masters' courses, compared to BEng and especially the variants with Foundation Year (Mechanical Engineering), and also the observation that they are more likely to secure a 'Good Degree.' The data does indicate some intersectionality: a greater proportion of white students achieve a 1st class degree than ethnic minority students (Figure 32). Many ethnic minority students have come from BTEC/Foundation routes, linked to performing less well (Figure 33).

The department run 'Experience Engineering' days, advertised locally and nationally, for year 12 students. They are not aimed at a specific demographic, but offer an opportunity to capture demographic data pre-application, and track the impact on applicants.

For the past two years, staff within the department have undertaken a study investigating the resilience of year 1 and 2 students before and after a 'Grand Challenge' engineering design activity (Figure 34 - Figure 36). It indicates no significant differences between sexes, ethnicities or educational background or over time for resilience (all $p > 0.05$). 75% of the women participants considered themselves to have high resilience pre-activity and 60% post-activity.

1.6 Student Culture Survey

Caring responsibilities and work-life balance

Most students have no caring responsibilities, and reported being happy with their work life balance. However, there was a significant minority of carers who were all women (Figure 16).

Culture

Responses are not strongly gendered, and are generally positive. A worrying minority do not feel comfortable speaking up, sharing opinions, or that their voice is heard (Figure 17 - Figure 19). Some of the most negative responses came from students who preferred not to state their sex (due to the wording of the survey, which listed sex categories rather than gender, these may be students with a different gender identity to those given). There was also a lukewarm response to feeling

encouraged in career and personal development. A small number did not feel respected in lectures, and some women suggested students were not demonstrating behaviours consistent with the RESPECT agenda.

Gender specific and intersectional data

Responses were overwhelmingly positive (Figure 20 - Figure 24). A small minority report being treated unfavourably because of their gender or other protected characteristics, or believing that others are. This appears occasional for the women who reported, and it was men / students who didn't state their sex who reported frequent instances. Several students suggested that they would feel uncomfortable reporting instances of unfavourable treatment, or didn't know how.

It's interesting to note that students who didn't state their sex suggested that not all genders are promoted as visible role models, and they did not have sufficient opportunity to engage with role models they identified with. Due to the erroneous wording of the gender question, these students may be referring to a lack of role models from the full range of gender identities.

Student Suggestions

These were something of a mixed bag, with no clear trends evident. It may be that a workshop, promoting role models, etc. would be beneficial to some students. There were few comments, but they were thoughtful. These included careers advice with a focus on ensuring the environment is safe and comfortable for everybody, and promoting women who have made significant contributions and who are currently leading in key areas of research and innovation.

2. Key priorities for future action

A set of priorities were identified at an SAT Brainstorming event, along with associated points (Table 27). At the event, the SAT were divided into groups and given prompts. Each group was then given a set of data (staff and student, survey responses and data) to discuss. This allowed SAT members to clarify and interpret some of the points in the data and comments. They were then used to elicit key priorities and the subsequent Action Plan.

Priority 1: Staff

There were clear concerns over how opportunities and workload were allocated, with some indication it was gendered and affecting staff mental health. Some staff also reported a need for supporting staff with reintegration after maternity leave.

Priority 2: General Department Culture

There was a huge amount of positivity around culture, and a suggestion to hold more social activities and share good news. There is a need from both students and staff to take caring responsibilities into account when arranging meetings and events, timetabling, etc., and to make sure everyone is included.

Priority 3: Students

There was a wealth of ideas and proposed actions here, including making EDI more visible within the department and bringing it into teaching, providing a support network, and having an inclusive approach to Employability activities. There was some discussion around possible indirect issues, such as confidence in exams and maths. Finally, the student culture survey asked for gender but only gave binary options of sex: this must be addressed going forwards as some survey responses may indicate nonbinary students feel unsupported. This represents a wider issue, where sex and gender terms are used inconsistently or interchangeably. As an interim measure, actions should remain inclusive of all genders e.g. using nonbinary role models if possible.

Priority 4: Representation

This is kept separate and distinct from student outreach because it has a wider impact on the community. It contains outreach and recruitment, but with suggested actions to collaborate with the community in ways that raise the profile of engineering. There was a strong desire to increase visibility of a diverse range of engineers, which can be achieved through University panel events and department webpages. Finally, there is duty to challenge stereotypes in our external-facing activities, such as potentially harmful ideas around what girls and boys are interested in. Long term, there will be opportunities to engage in activism.

Section 3: Future action plan

1. Action plan

Ref	Action	Rationale	Timescale	Person(s) Responsible	Success Criteria / Outcome Measure
1. Staff: Support Careers at all Stages					
1.1	Maintain proportion of women staff in excess of UK engineering workforce, and progress in line with an anticipated national increase using good practice.	The department has a higher proportion of women staff than in the wider UK engineering workforce (16.5% in 2022). WiSE have set a target of 30% women by 2030 (WISE, 2023). We are keen to avoid undue focus on metrics, and include all genders. Hence, we will achieve this by eliminating any bias in recruitment and promotions, and by understanding what diverse staff want / need. N.b. NTU do run training in unconscious bias, but it could be enhanced to address common engineering issues, or cover indirect discrimination, past employment trauma, disability masking, etc.	SAT focus for April-Aug 2025 ahead of next hiring round. Review annually until 2030.	HoD with SAT	Review of recruitment and support for promotions, to ensure they are inclusive and free from bias.
1.2	Check for any potential barriers to progression, and implement remedial actions if needed.	Staff on part-time contracts are largely women. There are women Principal Lecturers but no Associate Professors (same pay grade). There are no women Professors. This is likely an inherited problem as a new department, but it may signify a barrier. Possible explanations are: unconscious biases around assigning admin tasks, a propensity to take on “academic housework”	SAT to evaluate over 2025-26. Implement Jan 2027.	EDIL, RGL	Review of appraisal outcomes by end 2026.

		or “glue-work,” caring responsibilities impacting research outputs, biased student attitudes, discrimination in the global research community e.g. by reviewers.			
1.3	Develop a method for equitable and transparent allocation of admin tasks, and recognition of them.	Staff identified a concern that women were disproportionately given admin tasks. Currently they are assigned by the leadership team every Autumn based on line management conversations and workloading figures. This is open to unconscious bias and may not accurately capture time spent. Using expressions of interest, skills matrices, etc. may alleviate this. N.b. the spreadsheet has been made available to staff as of 2025. Some admin roles realistically exceed 20-30% academic time (impacting research, good teaching, and/or personal life) or impact summer holidays: we need to explore appropriate recognition and rewards.	Pilot Oct. 2025. Review annually from August 2025.	EALT	Roles spreadsheet has been made available to staff, review of workloads and allocation
1.4	Improve maternity provision by supporting return to work and re-integration. Create opportunities to have input to the following year e.g. timetabling requests, and a guaranteed line manager meeting to catch up with changes.	Staff who have taken maternity leave have provided this feedback. This could require keeping a log of key changes and a calendar of key dates to facilitate scheduling ‘keeping in touch days.’ Can be implemented with parental, adoption, and other long-term leave. There is a new University-wide Maternity mentoring scheme. There are staff currently on and about to take maternity leave, hence the immediate deadline.	EALT with relevant committee reps.	Pilot over 2025-26 maternity leaves. Review ad-hoc with each leave.	Schedule re-entry meeting with EDIL / line manager, incl. promotion of Maternity Mentoring scheme (as required)
2. General Department Culture					

2.1	Solicit ideas for social activities and team building, and explore appointing a lead	The department originally had some social activities such as coffee mornings, a department picnic, and Christmas party. These provide opportunities for informal feedback and ideas, as well as creating a welcoming, safe, and inclusive environment. It's also a forum to celebrate achievements.	Solicit ideas June 2025. Review annually from 2026.	EALT, with social lead.	Social lead to be appointed Oct. 2025.
2.2	Ensure all relevant mailing lists are used, and quickly updated throughout the year.	The 'academics' mailing list does not include postgraduate and postdoctoral researchers working as hourly-paid lecturers, or technicians who support activities. Staff to be made aware on induction. Mailing lists to be updated with new hires as a priority, including PGRs who are technically based in the Doctoral School and not the department.	Review annually starting July 2025 (end of appraisal cycle)	EMA	Mailing lists updated. Guidance added to induction packs ahead of summer 2025 recruitment. Line managers to report success / issues to EALT.
2.3	Explore ways to celebrate achievements (staff and students) and share best practice	The department has a number of strengths to be maintained, and good news to share. Suggest exploring more ways to share this e.g. a bi-weekly newsletter, prizegiving, utilise seminar series.	Discuss at 2025 'Away Day.' Identify an annual forum/event starting 2026.	HoD with CMs, RGL.	Agenda item at 'Away Day,' subsequent mechanisms / dates to be communicated at next departmental meeting.
2.4	Create a support network with focus groups (chaired by staff and students) to discuss general issues. Activities to include: • signpost support	This could take the form of a Women's society, aligned with the school WiSE society, womens' staff network, student parent & carer society, mentoring for women on maternity leave, and external bodies like WES (Women's Engineering Society). Alternatively, it could take the form of a wider Inclusion in Engineering Society to provide	Create for 2025, review annually.	EDIL with Course Reps, Outreach Team.	Society in place on Virtual Learning Environment for start of Term 1 2025, and promoted during Welcome Week.

	• offer outreach activities aimed at women and diverse groups • represent NTU at the WES conferences and other institution activities • challenge stereotypes through public activities.	support to all genders and people with other protected characteristics. In addition to support, individuals could attend events (e.g. the annual WES student conference) and it could be a vehicle for student volunteering / outreach. This would be in collaboration with the existing outreach team, marketing, SU and NTU volunteering, and could utilise schemes like STEM Ambassadors, STEMAZING, etc.			
3. Students: Support diverse students and embed EDI in the curriculum					
3.1	Have a visible commitment to EDI by introducing it in inductions / Welcome Week and other department events, bring events into the department, and promoting awareness of the 'Respect' policy.	There was feedback that EDI events through the Student Union felt removed from the department. It is additionally a requirement of our accreditation that EDI be promoted. An EDI workshop has been added to the 'Grand Challenge' for 2025 to inform both staff and students (1st and 2nd years).	Pilot Sept 2025, review annually.	CMs, with CLs, WWL, EWL & TL	Presentations at Welcome Week. Appropriate slides in the event presentations on NOW.
3.3	Targeted employability support, to include trips and 'single issue' events, a teaching	Engineering is an industry well-known for lacking in diversity, and students will encounter some difficult environments during placements and graduate work for the	Initiative with JLR underway from 2025.	EDIL with PO & Employability	Develop plan for the coming academic year, to

	resource for embedding this in the curriculum, and acknowledge women's opportunities worldwide.	foreseeable future. Biases, harassment ("banter"), and being the only women in the room are still commonplace. It is also international, with opportunities in locations that may be unsafe or prohibit women working in certain roles. Students need support to navigate this and make informed career decisions.	Meet with Employability prior to Sept. 2025.		be reviewed annually.
3.4	Increase visibility of women in teaching activities, i.e. using diverse examples and case studies, and encourage women staff to introduce their research and experience.	Concerns over lecturers and coursework groupmates having biases. Lack of knowledge of women's contributions, and a student perception that women staff were largely Biomedical engineers. We also have a commitment to showcase women role models (WiSE). This aligns with current decolonisation activities.	Pilot from year start Sept. 2025. Review annually.	All staff	Add to staff appraisals (as part of an existing EDI in teaching goal).
3.5	Embedded teaching on EDI – principles, inclusive design, issues around AI – to be introduced to the curriculum and assessed up to the highest level of study.	As part of the accreditation action plans, the courses need reviewing to bring them in line with AHEP4 including assessing EDI competency. Embedding EDI across the curriculum reinforces its importance, and allows it to be viewed through the lenses of good management, legal considerations, and inclusive design. It also poses issues and opportunities around topics like Artificial Intelligence.	EDI Workshop March 2025 (debrief April 2025). Mech Eng review Jan 2027. Sept 2025	GC Lead and team CM with CLs AI Rep to advise ETC	Course Rep feedback. Re-accreditation.
3.6	Investigate whether teaching & learning is having an unforeseen impact on women and other groups. To include:	There has been significant discussion about why there has been lower student engagement in recent years, and to what extent a documented "confidence gap" between boys and girls is impacting our	Ongoing: "deep dive" around groupwork in 2024-25,	ETC, CLs	Implement as an action in coming ICRs (all courses), which already review

	measures to improve student engagement, reviewing whether Disability and Inclusion provision is appropriate, improving confidence and support around maths and exams, and exploring a [non-accredited] exam-free course.	courses. Some of our Postdocs have a Product Design background, which is a coursework-only degree: this was suggested, although it conflicts with engineering accreditation requirements. There are concerns over whether lecture capture and providing notes are the best ways to help students. The current situation needs better understanding, with input from experts at TiLT and Student Support Services.	other issues to be explored in subsequent years.		student recruitment, progression and attainment figures, annually. Progress to be reviewed at next PCR.
4. Representation: Update perceptions of engineering and visibility of women in the wider community					
4.1	Update course webpages and other external-facing media to make more genders visible, and present a compelling, up-to-date image of engineering	The department is committed to actively encourage women students into Engineering courses (PCR) and encourage more women into STEM by showcasing women role models (WiSE). The SAT noted that other Universities had diverse figures on the course pages, and it made the department look attractive and welcoming. Stereotypical workshop images can cause confusion over what a professional engineer does, and can lead to applicant concerns over needing physical strength, etc. There is a planned rewrite of all UG course pages by the Copywriting team with CLs, Marketing and web team, PG to follow.	UG starting Spring 2025, end Autumn 2026. PG tbc.	CLs with SAT	Course pages rewritten. This action to be shared with the Marketing and web team so that we can form a common vision for representing engineering.
4.2	Avoid all-men events e.g. ‘manels.’	Student- and external-facing events send a message over who belongs and succeeds in engineering. E.g. a recent Engineering alumni panel event was all men. While it can	Immediate start.	SAT with alumni and outreach	Review student- and external-facing events as a

		be challenging to find diverse figures due to a general gender imbalance in the sector, we propose ensuring women are featured wherever possible.		teams, marketing.	standing agenda item in the SAT.
4.3	Explore ways to make ourselves visible to students from non-traditional backgrounds, e.g. combining outreach activities with colleges offering BTECs, corporate sponsorship schemes, to improve equality in the pipeline.	We recruit from BTEC and other vocational backgrounds (and are proud to do so), but these students are largely men. A combined approach to outreach could open up this pipeline to an engineering degree, to attract women students who are seeking a more practical route and/or career advancement.	Start 2027	EDIL with CL's and Outreach team	Review recruitment figures annually in the ICR and feed back to SAT.
5. Actions outside the control of Engineering Dept.					
5.1	Documentation relating to the following actions to be passed to the SSTL, with an explanatory meeting. 1. Use of student ratings e.g. MySay in appraisals and promotions 2. Timetabling flexibility for people with childcare, caring	Changes to University-wide policies or procedures potentially affect other departments. These can be incorporated into University-wide EDI work including institutional Athena Swan. • Research suggests student ratings are biased against women and minorities (Flaherty, 2022). Anecdotal evidence suggests a case of 'punishing' a [woman] lecturer for low coursework grades. 2. Lectures can be any time 8am - 8pm. Staff and students with young children either incur high expenses or simply can't attend early or evening lectures.	May 2025	EDIL	Minuted discussion in future School / Institutional Athena Swan meetings.

	responsibilities, etc. (both students and staff)	Women are disproportionately impacted due to tending to take on caring responsibilities, and this impacts students from non-typical backgrounds (Mature, Success-for-all) who we aim to support.			
	3. Request diverse representation in events / materials organised outside the department	3. Some events organised outside the department reflect on the department, e.g. the Researchers Revealed series, press release photographs. We ask central university functions to consciously feature women and other diverse voices where possible and appropriate.			

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Appendix 1: Culture survey data

1. Qualitative data from Athena Swan staff survey

Qualitative data was analysed by inductive thematic analysis using QSR NVivo 14 by two researchers. They met once to code some responses together, then coded independently before meeting again to confirm themes and subthemes.

Overview

The data falls into three main themes: belonging and inclusion, leadership, and work and workload. The most prevalent themes are highlighted in yellow.

Belonging and Inclusion

-There's a pretty good feeling of belonging and representation (specifically gender) - intersectionality unknown

-We should have training for inclusive practice, management, and recruitment, and training for disability accessibility

-No reported issues with bullying, hate, threats, or violence among staff, but issues arise with students that require attention and training / support for staff to deal with

Subtheme: Workplace Culture

-There's a big push for improved social activities, team-building, and away days

-Please share good news stories and recognise hard work

-There should be more collaboration in general, and collaboration with Technicians

Leadership

-Leadership roles should be distributed by meritocracy

-Decision-making and distribution of responsibilities is top-down. Staff would appreciate more dialogue in decision-making (particularly Lecturer-level), and autonomy in distribution of responsibilities

-Please ensure all staff receive one-to-one meetings with line managers; in addition to a mentoring approach to leadership/ line management / progression

-Flexible progression - e.g Technicians should have the ability to progress closer to teaching roles

Work and Workload

-Staff need workload transparency and role clarity

-Staff feel overloaded with administrative responsibilities

-Women are disproportionately overloaded with administrative responsibilities

-When staff don't undertake quality work / contribute to department (including administrative responsibilities), they should be held to account

-Timetabling and other operational tasks hinder workload

-Please provide opportunities for genuine work flexibility, taking timetabling issues into account, workload variations across the year, and childcare and other responsibilities

-Please support staff with (return to) research, across all pathways

Data Analysis

Themes and subthemes:

Belonging and Inclusion

Addressing Intersectionality and Diverse Representation

Discrimination

Having a Voice & Autonomy

Having a Voice - Hierarchical Inequality

Inclusive Practices and Accessibility Training

Inequality

Representation

Workplace Culture

Celebrate

Recognition of Excellence

Share Good News

Co-Location of Teams

Hate, Threats, and Violence

Social Activities

Leadership Vision and Strategic Guidance

Accountability and Performance Management

Feedback and Accountability Mechanisms

Criteria for Leadership Roles

Effective Leadership Practices

Mentoring

Top-Down Decision-Making

Work and Workload

(Un)Fairness and (In)Equity in Workload Distribution

Administrative Overload

Flexibility

Workplace Flexibility for Parents

Promotion and Progression

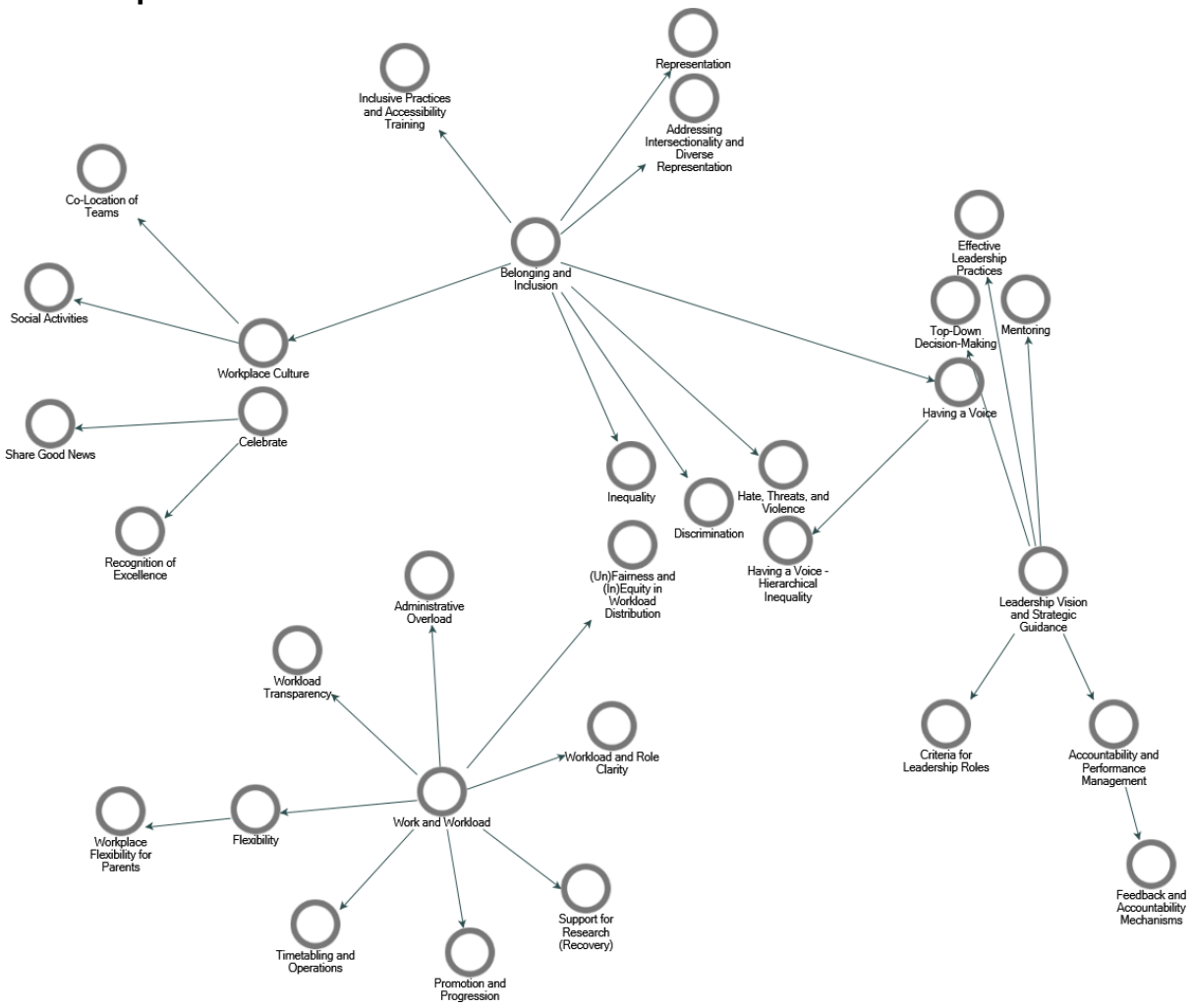
Support for Research (Recovery)

Timetabling and Operations

Workload and Role Clarity

Workload Transparency

Code Map



2. Quantitative Data – Staff Culture Survey

The following are all the results from the Athena Swan Staff Culture Survey

Gender breakdown

41 members of staff responded to the survey. 28 identified as men, and 9 as women. 1 responded ‘prefer to self-describe', and 3 responded ‘prefer not to say’.

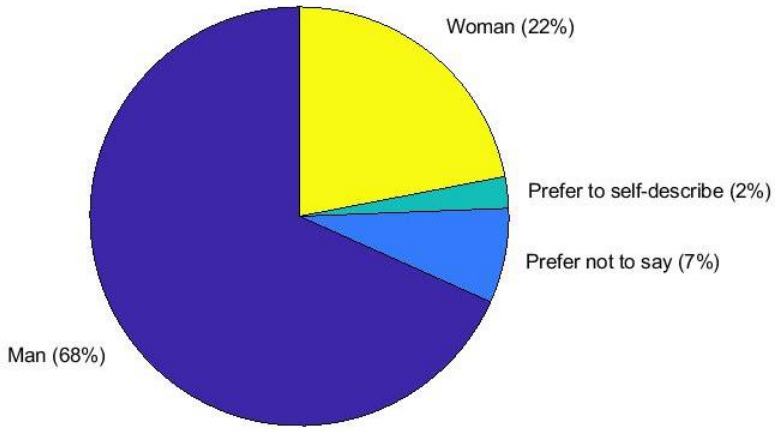


Figure 1: Staff Gender Breakdown

For the purposes of analysis, the ‘prefer to self-describe' and ‘prefer not to say’ categories were combined. This was done to protect the anonymity of the person who responded ‘prefer to self-describe'. This data should therefore not be taken to represent the views of all genders within the department, as there was not a large enough sample of people with non-binary identities.

In the following graphs, the data are presented in terms of number of responses, rather than percentages.

Care responsibilities

Almost half of the respondents have childcare responsibilities, with minimal difference between men and women. Fewer respondents have elderly care responsibilities.

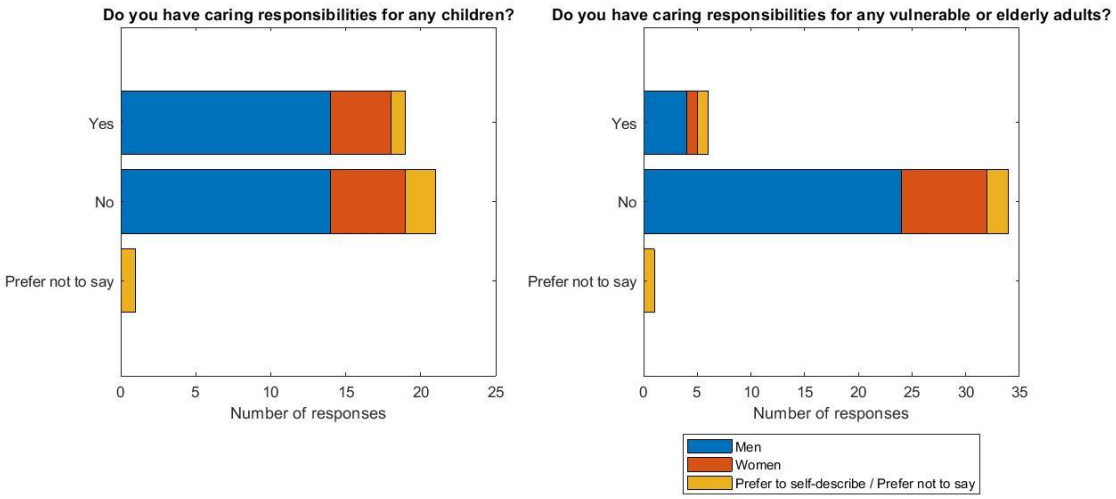


Figure 2: Staff Care Responsibilities

Belonging and inclusion

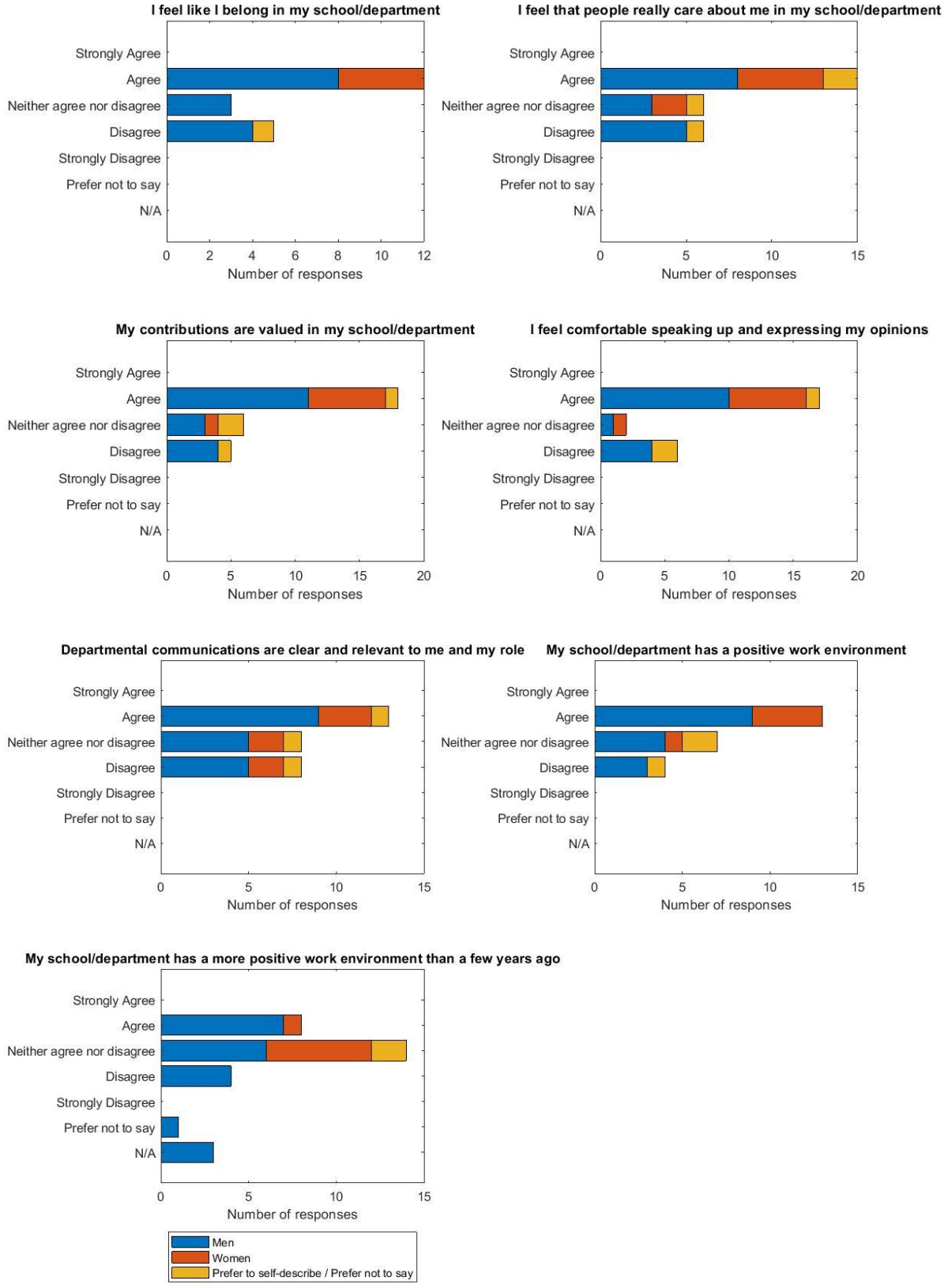


Figure 3: Staff Belonging & Inclusion

Gender equality

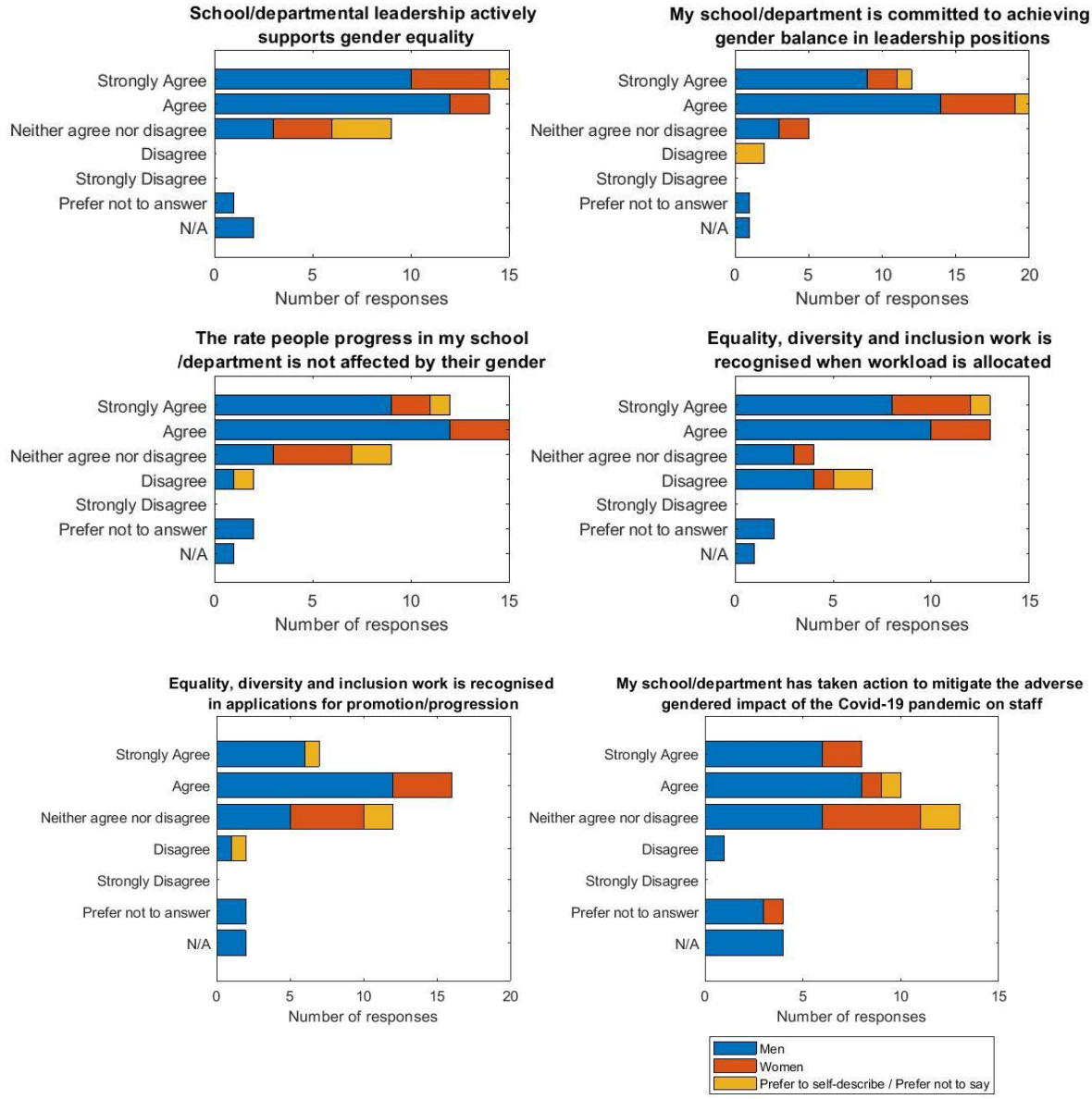


Figure 4: Staff Gender Equality

Work-life balance

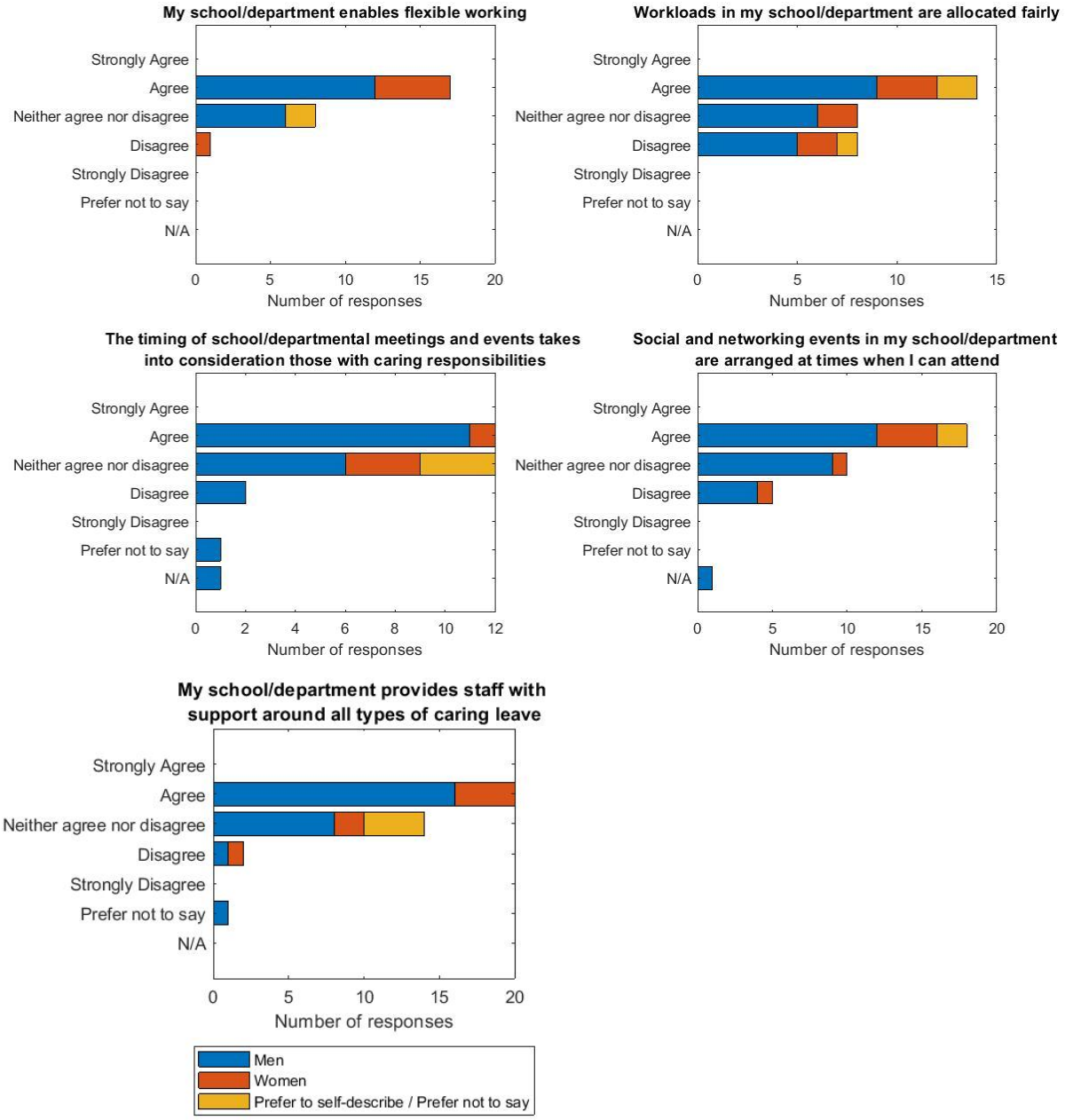


Figure 5: Staff Work Life Balance

Bullying and harassment

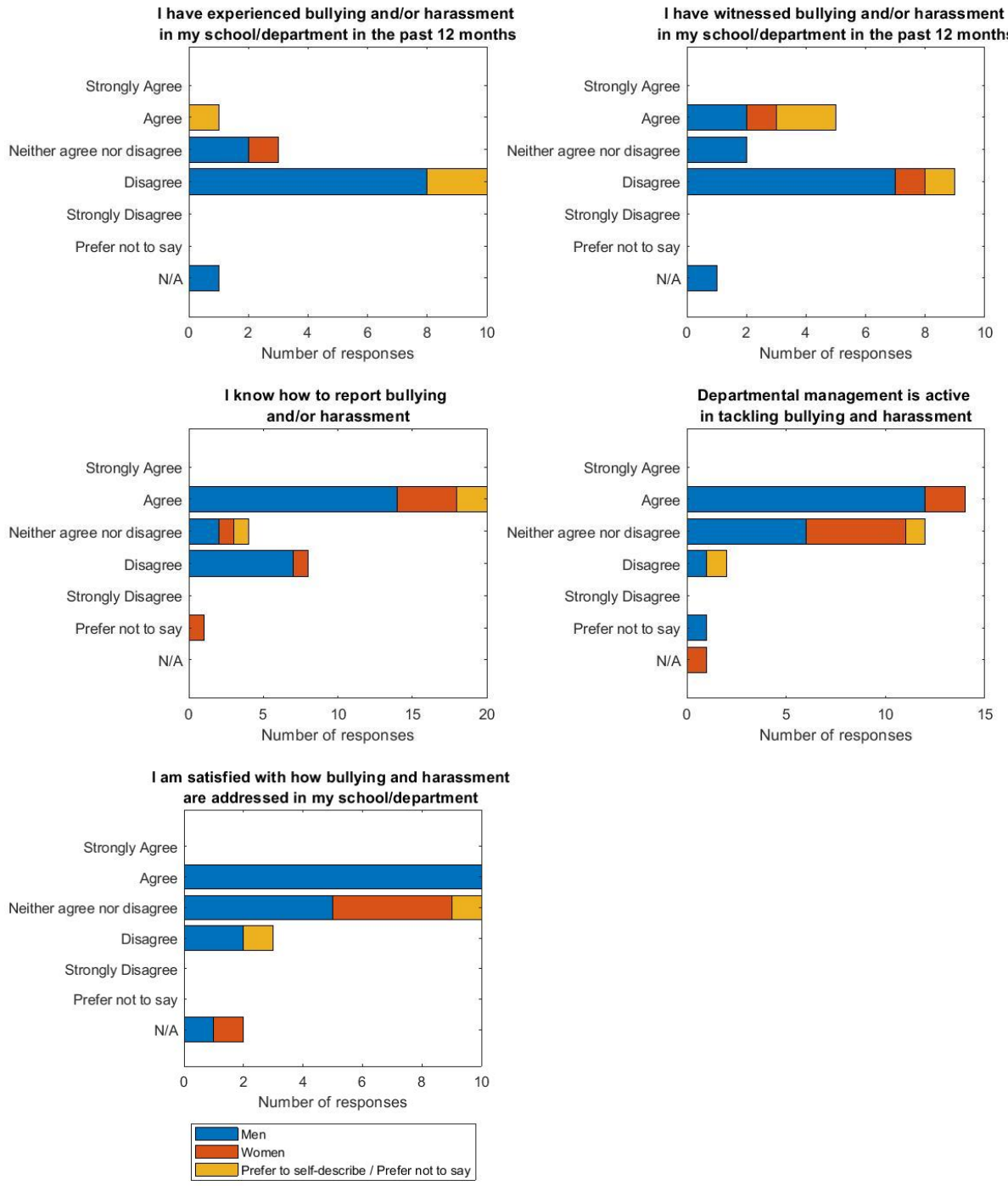


Figure 6: Staff Bullying & Harrassment

Career development

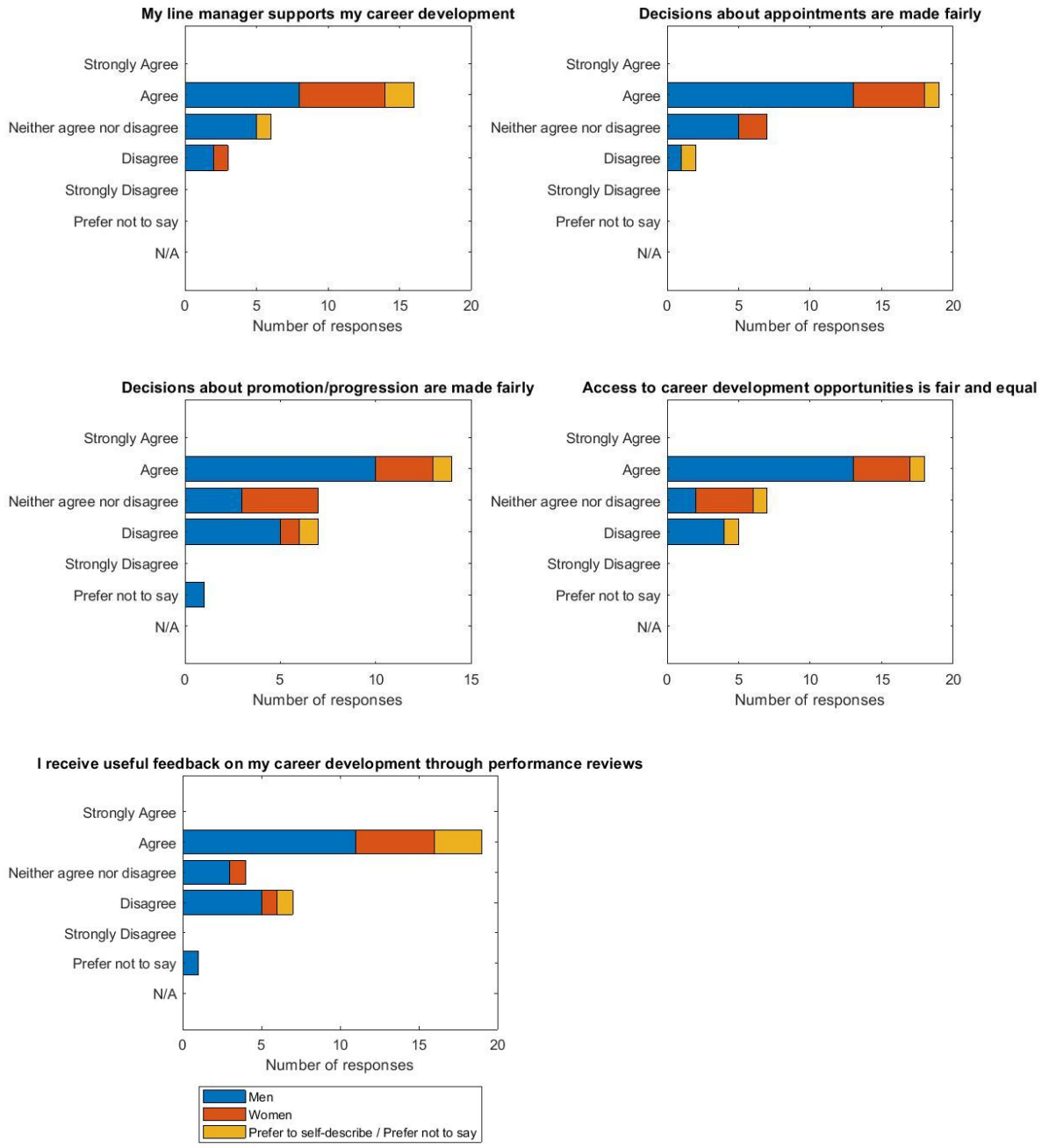


Figure 7: Staff Career Development

Wellbeing

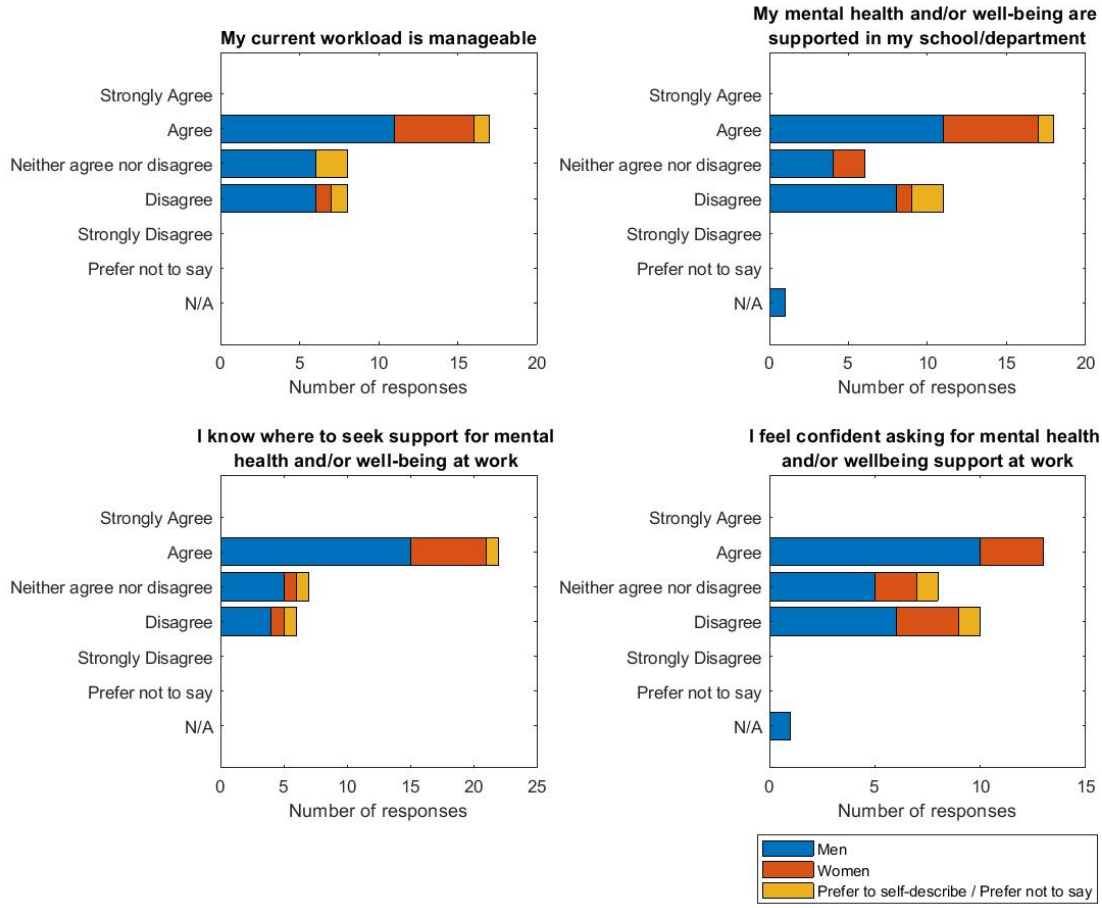


Figure 8: Staff Wellbeing

Athena Swan

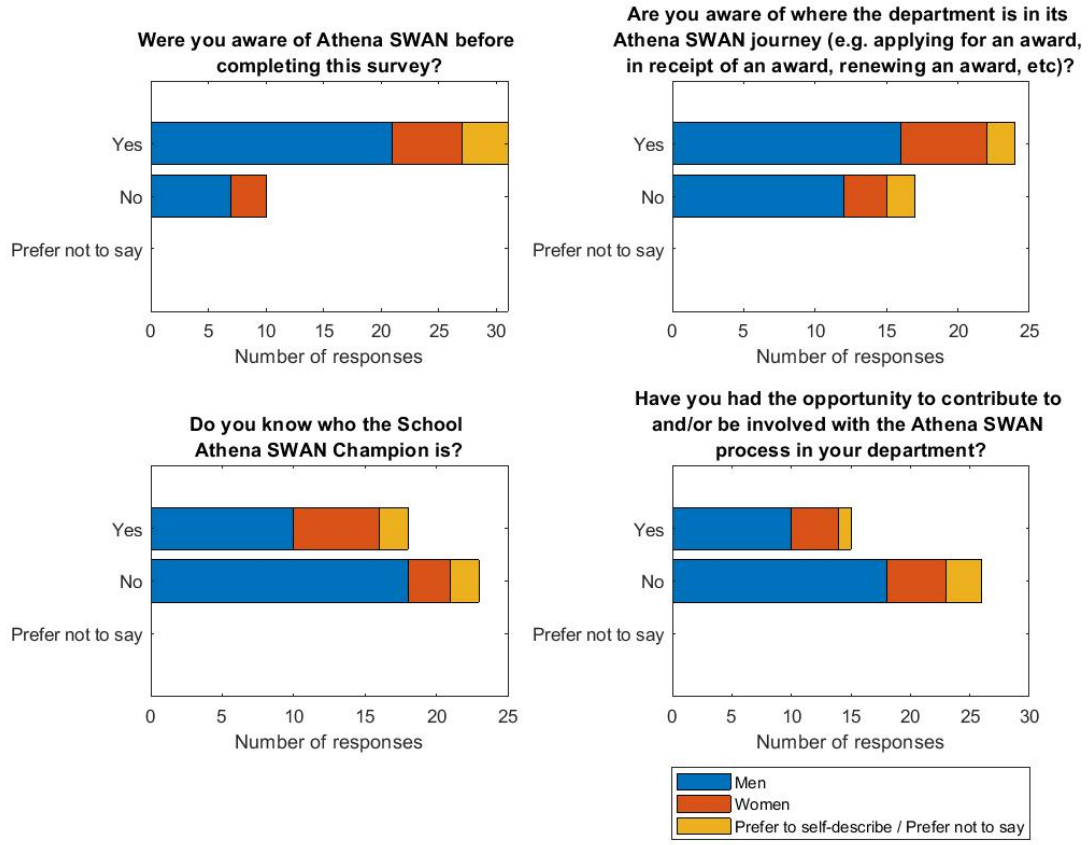


Figure 9: Staff Athena Swan knowledge

Complete the following statement ‘Athena Swan has...’

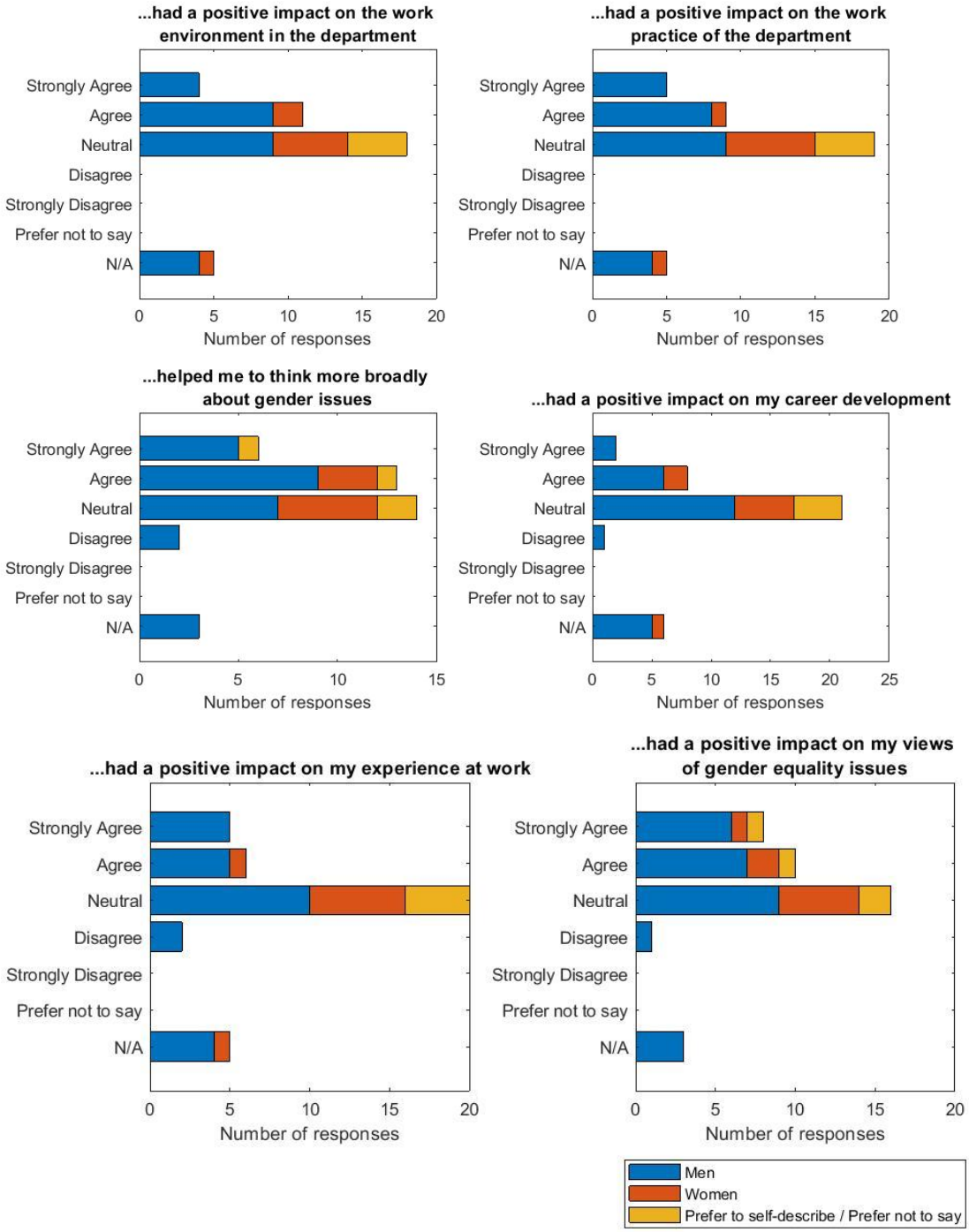


Figure 10: Staff Athena Swan attitudes

Role breakdown

Out of the 41 members of staff who responded to the survey, 18 were Senior Lecturers, and 9 were technicians. Other roles had 2-3 respondents which meant that, combined with the gender disparity, some individuals would be identifiable from their responses. The data therefore could not be presented in a manner that included both role and gender.

Presenting a separate analysis with respect to role does not allow trends to be identified, due to the low number of respondents for most roles.

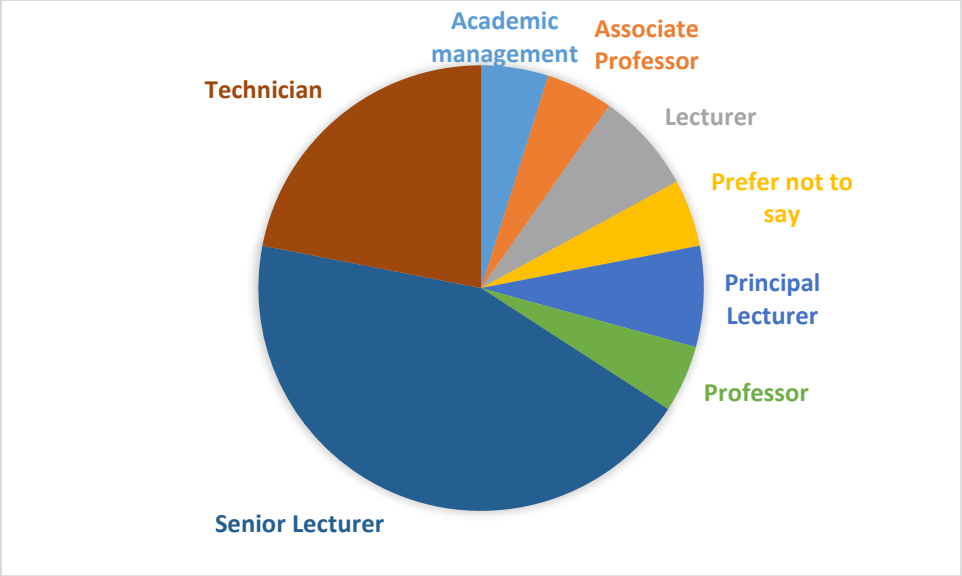


Figure 11: Staff Role Breakdown

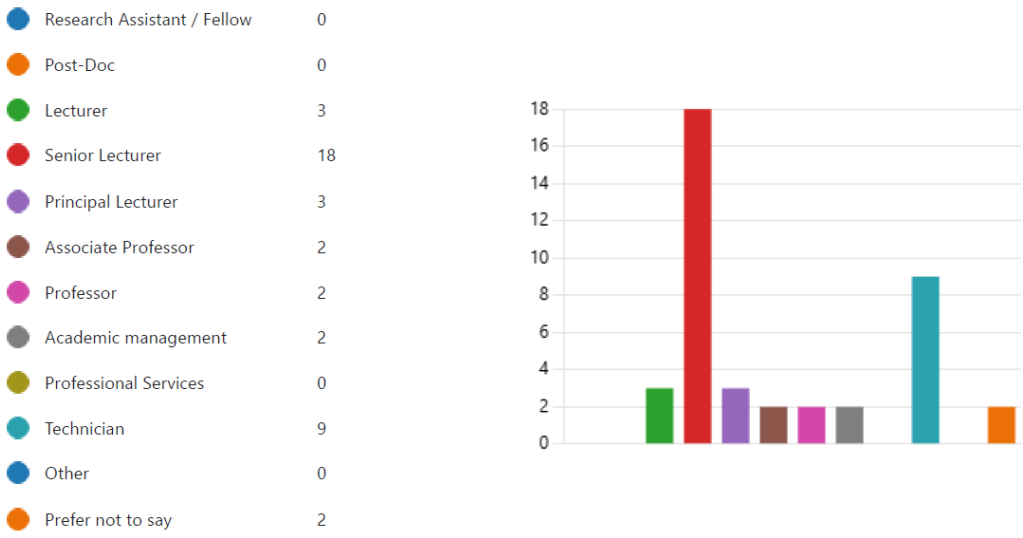


Figure 12: Staff Role Breakdown, detailed.

3. Student Culture Survey

A similar survey was distributed to students, including BEng, MEng, MSc and PhD. No PhD students responded to the survey, therefore their views are not represented here. However, two members of the self-assessment team are recent PhD graduates.

Demographics

Equal numbers of male and female students responded to the survey. Please note that a slight error was made in the phrasing of this question, which asks ‘What is your gender?’, but gave the options of ‘Male’ and ‘Female’ which are sexes, not genders. A total of 40 students responded to the survey, with the majority being undergraduate students (BEng or MEng).

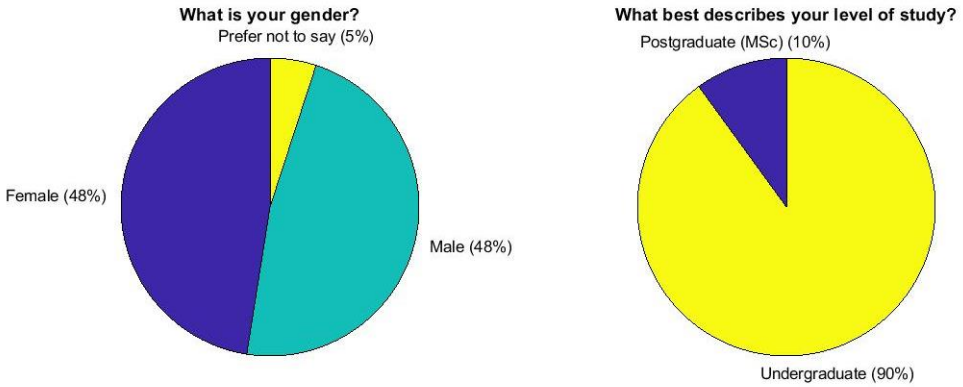


Figure 13: Gender & Level of Study of Surveyed Students

Respondents were spread across almost all Engineering courses, with higher representation from Mechanical Engineering, which has the highest student numbers.

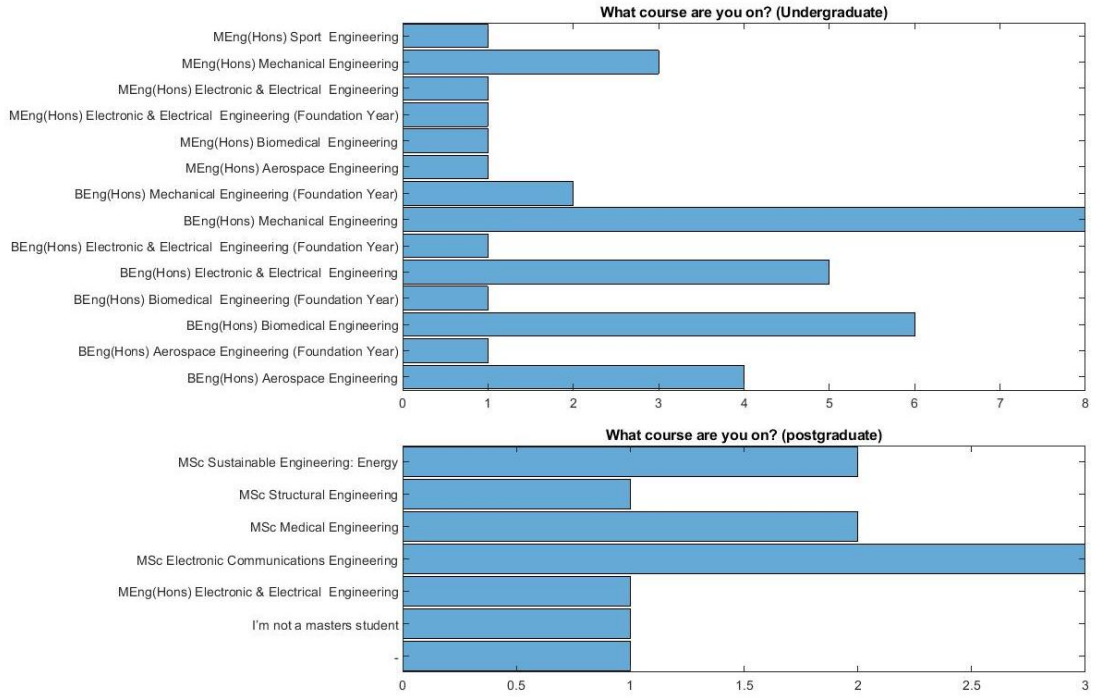


Figure 14: Courses of Student Respondents

Respondents were split across multiple years of study, with the majority being full-time students.

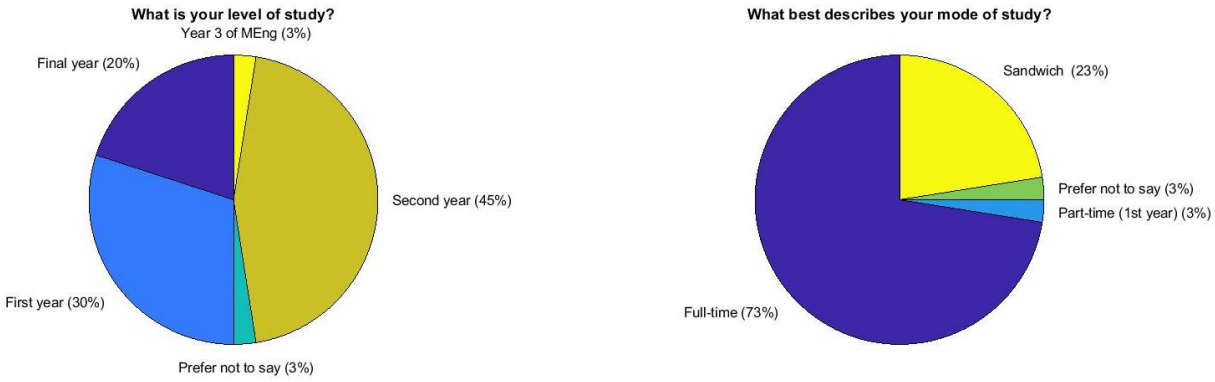


Figure 15: Level and Mode of Study of Student Respondents

Caring responsibilities and work-life balance

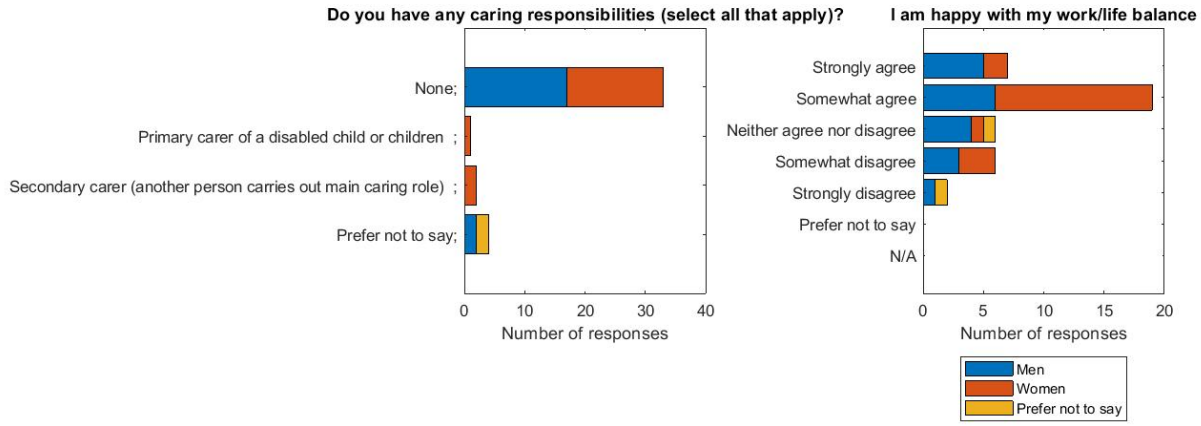


Figure 16: Student Caring Responsibilities

Culture

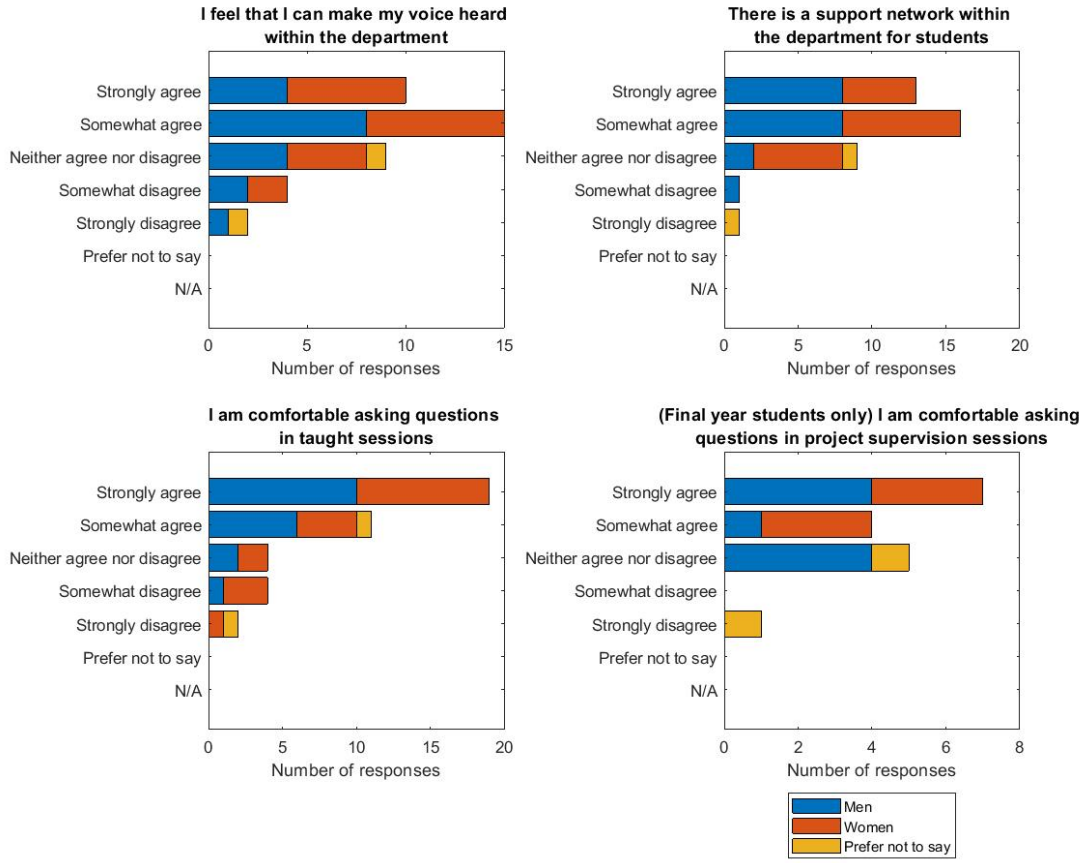


Figure 17: Student Culture (part 1)

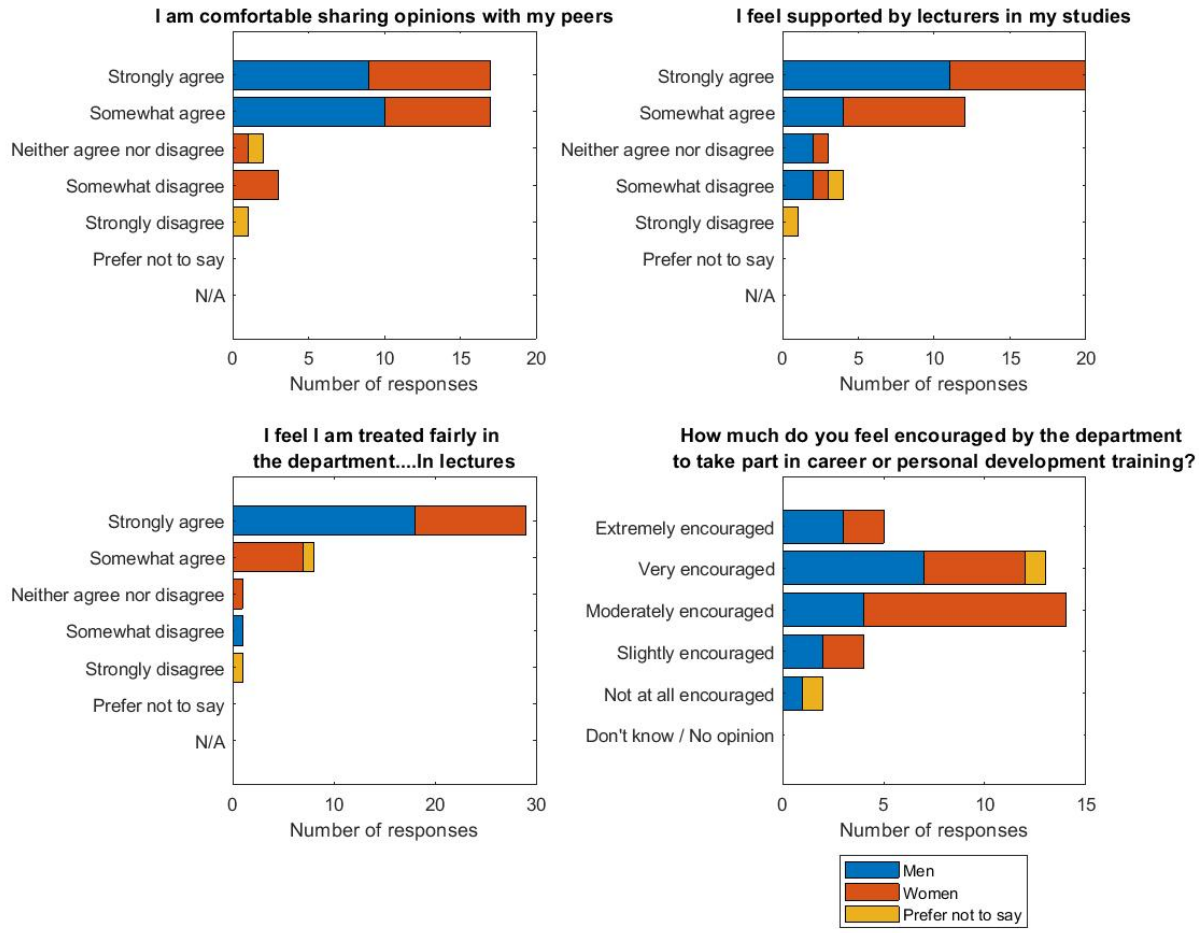


Figure 18: Student Culture (part 2)

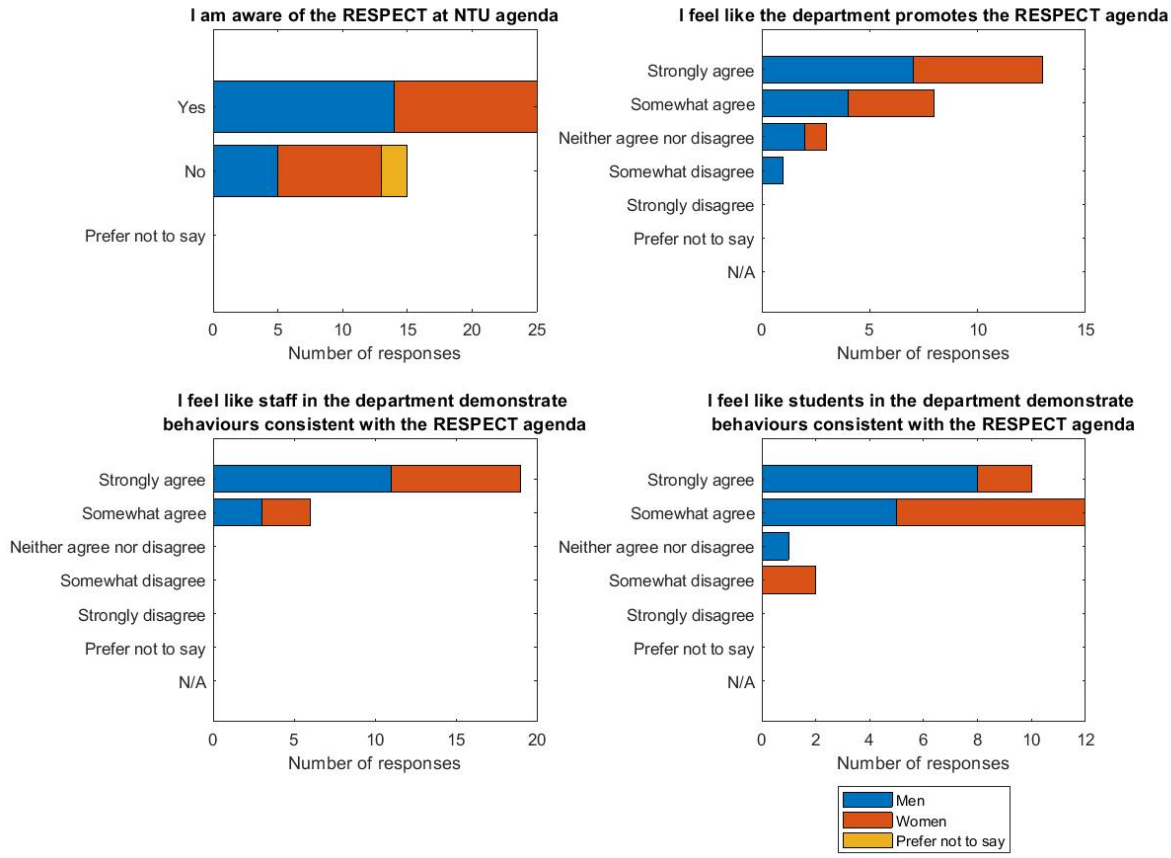


Figure 19: Student Awareness of RESPECT

Gender specific and intersectional data

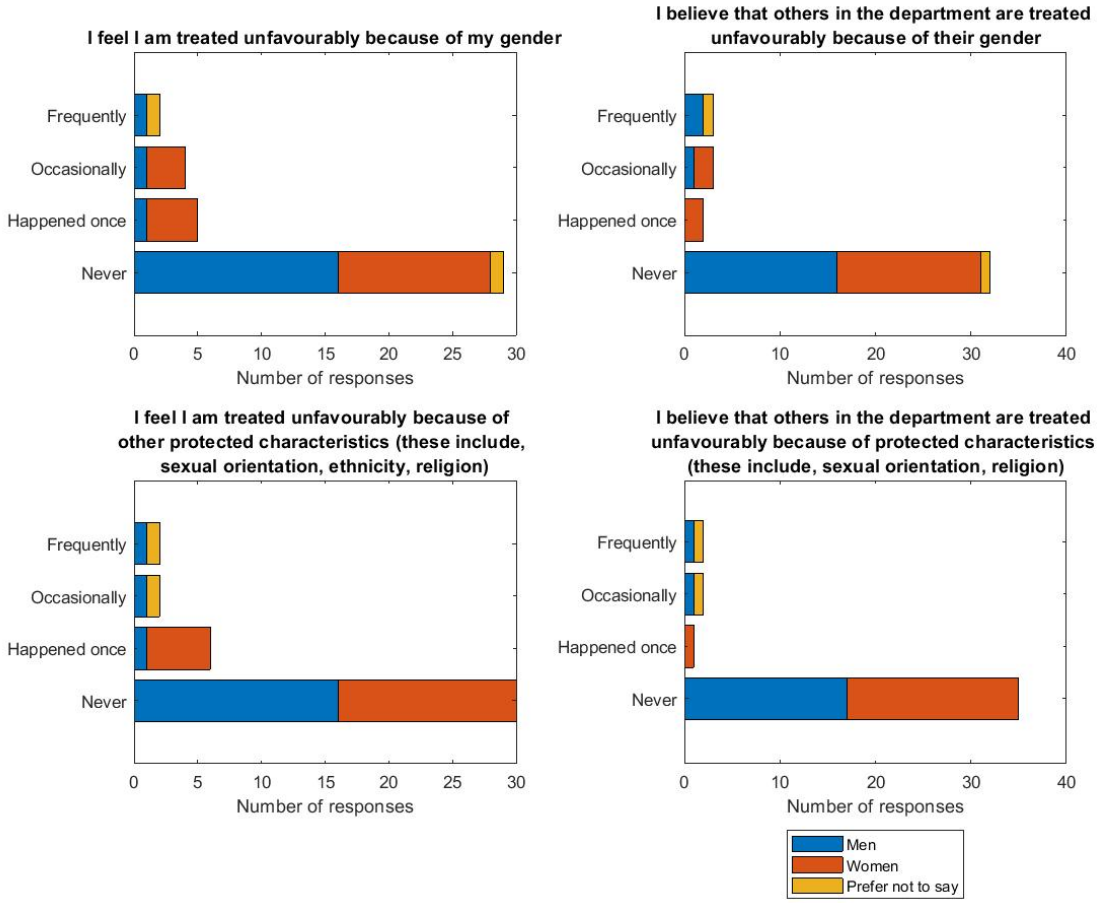


Figure 20: Student Gender Specific and Intersectional Data (part 1)

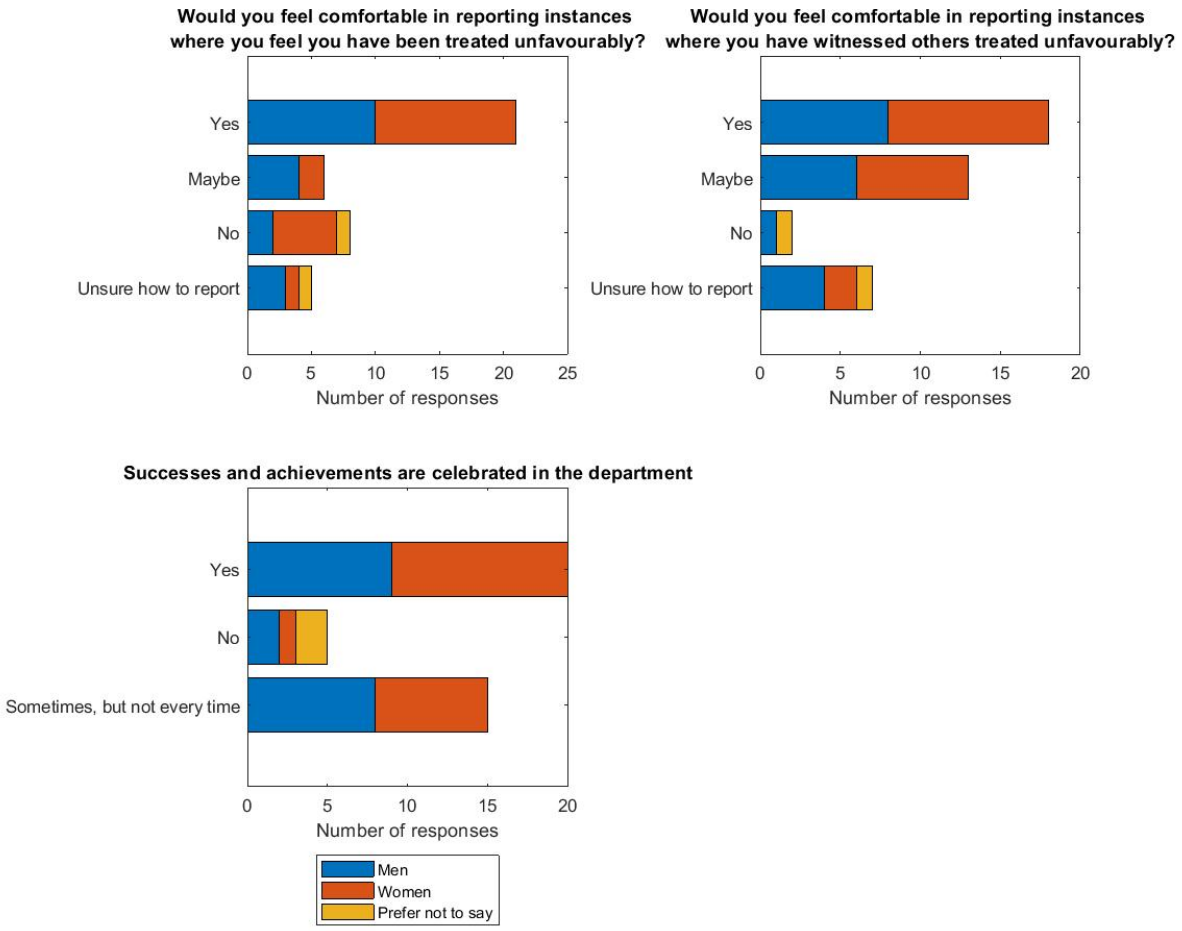


Figure 21: Student Gender Specific and Intersectional Data (part 2)

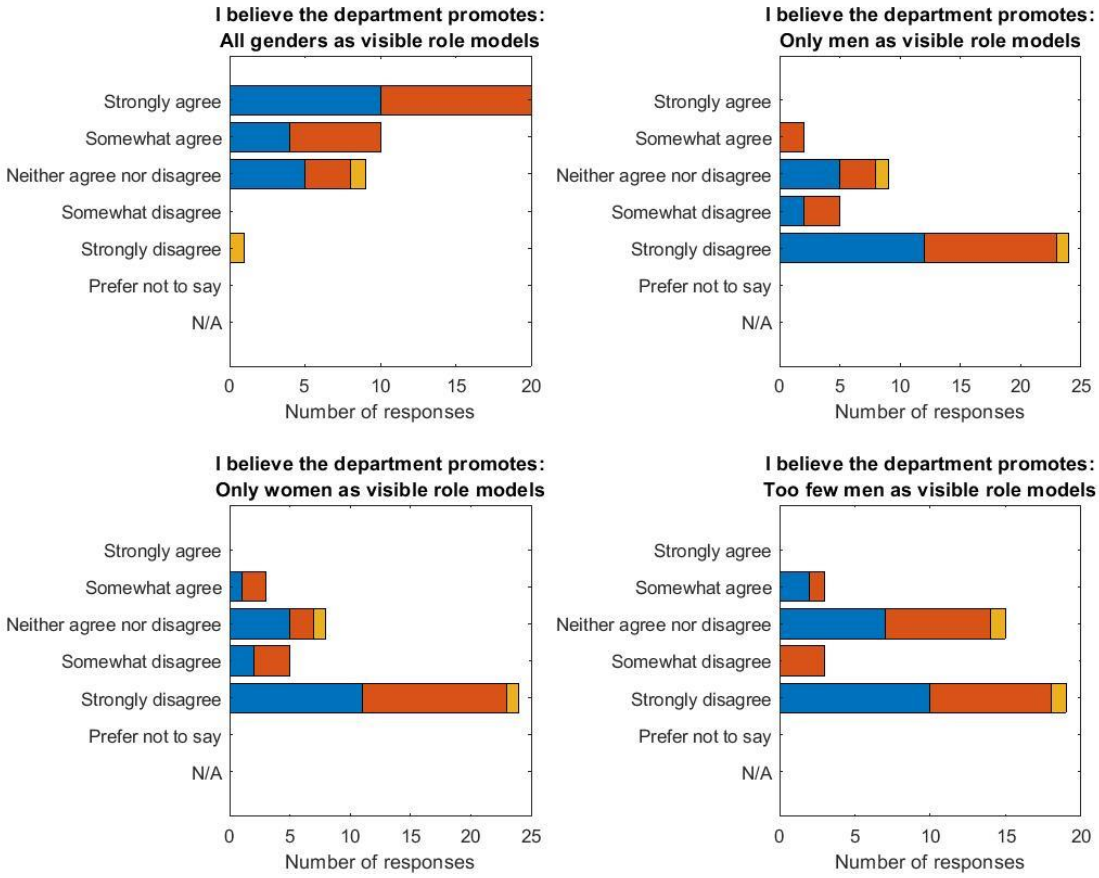


Figure 22: Student Gender Specific and Intersectional Data (part 3)

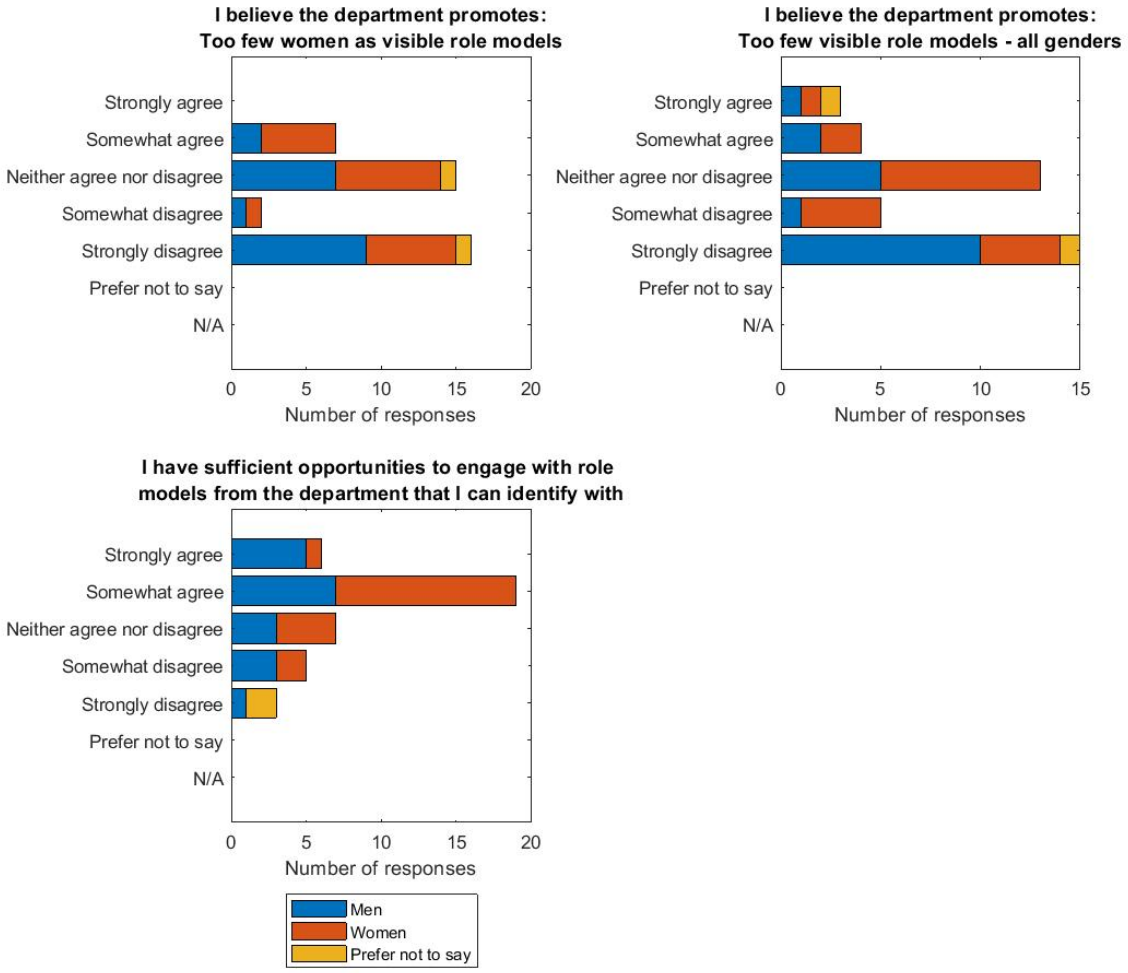


Figure 23: Student Gender Specific and Intersectional Data (part 4)

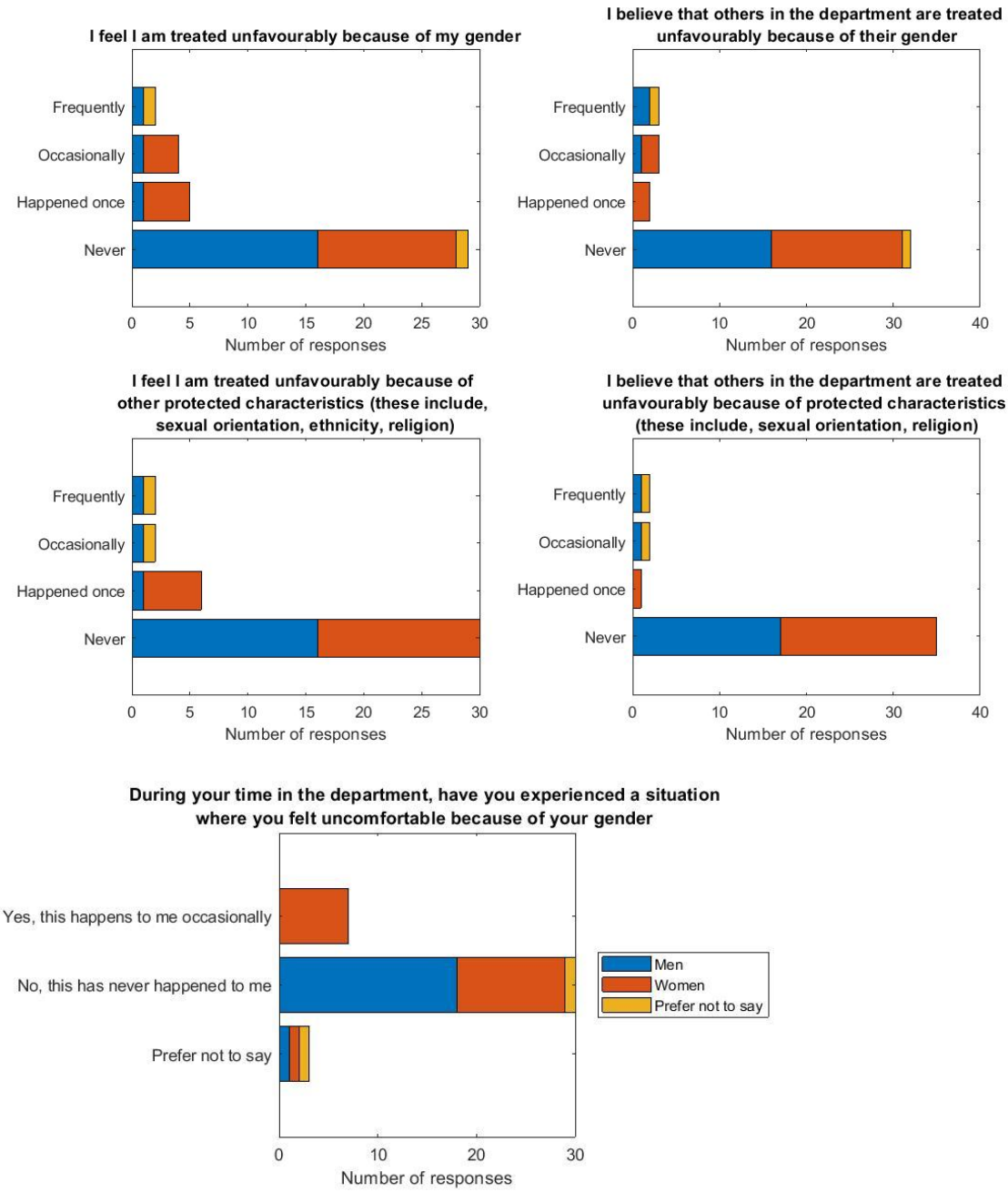


Figure 24: Student Gender Specific and Intersectional Data (part 5)

Student suggestions

Please indicate how helpful you would find the following for redressing unconscious bias:

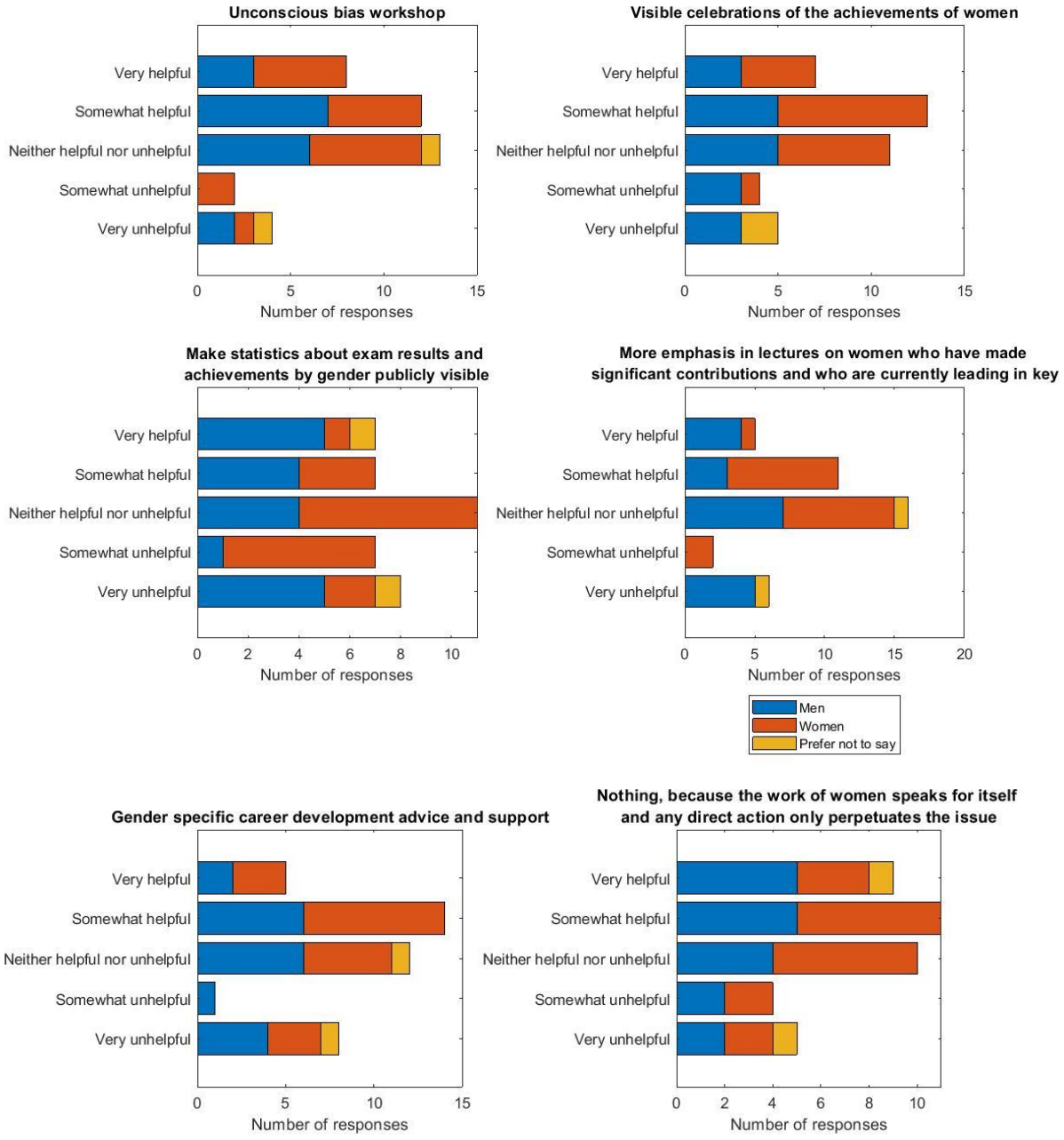


Figure 25: Student Suggestions

Student comments:

- I think we have a lot woman in department and achievements are equally celebrated for all genders

- A) I am incredibly glad the "nothing, and direct action perpetuates the issue" option was included b) while I completely agree with that statement, I do feel as though some gender-based career development advice may be beneficial, but not in the sense "men get this advice, women get this advice, etc etc" perhaps more instruction on how we, as engineers in the workplace, can ensure that the environment is safe and comfortable for everybody most effectively, i.e. teaching everyone to stand up for everyone (worker solidarity, woohoo))

- The department/faculty is quite fair, to be fair. In terms of RESPECT, not sure it was really driven into our ears, I just got to know more about that as I did some part time work some time ago for NTU. I think more emphasis on women who have made significant contributions and who are currently leading in key areas of research and innovation will be key and will drive the advancement of gender equality in higher education.

Appendix 2: Data tables

1. Mandatory Data Tables

Table 3: Staff Overview

Academic year	Post type	Female	Male
2019/2020	Academic & Research	10	21
	Professional Services		6
2020/2021	Academic & Research	8	23
	Professional Services		7
2021/2022	Academic & Research	11	27
	Professional Services	1	6
2022/2023	Academic & Research	14	37
	Professional Services	2	6

Table 4: Staff Academic Grade & Profile

			Female		Male	
Career pathway	**Job group**	**Academic year**	**%**	**No.**	**%**	**No.**
Teaching and Practice	**Lecturer**	2022/2023	100.00%	1	0.00%	
	Principal Lecturer	2021/2022	100.00%	1	0.00%	
		2022/2023	100.00%	1	0.00%	
Teaching and Research	**Associate Professor**	2020/2021	0.00%		100.00%	1
		2022/2023	0.00%		100.00%	2
	Lecturer	2019/2020	27.27%	3	72.73%	8
		2020/2021	0.00%		100.00%	1
		2021/2022	50.00%	1	50.00%	1
		2022/2023	66.67%	2	33.33%	1
	Professor	2019/2020	0.00%		100.00%	2
		2020/2021	0.00%		100.00%	2
		2021/2022	0.00%		100.00%	3
		2022/2023	0.00%		100.00%	5
	Research Assistant/Associate	2019/2020	100.00%	1	0.00%	
	Senior Lecturer	2019/2020	33.33%	1	66.67%	2
		2020/2021	26.67%	4	73.33%	11
		2021/2022	26.32%	5	73.68%	14
		2022/2023	26.32%	5	73.68%	14
Teaching and Scholarship	**Academic & Research Senior**	2022/2023	0.00%		100.00%	1
	Lecturer	2019/2020	0.00%		100.00%	1
		2021/2022	0.00%		100.00%	1
		2022/2023	0.00%		100.00%	4
	Principal Lecturer	2019/2020	0.00%		100.00%	1
		2020/2021	0.00%		100.00%	2
		2021/2022	0.00%		100.00%	2
		2022/2023	0.00%		100.00%	2
	Research Assistant/Associate	2021/2022	100.00%	1	0.00%	
		2022/2023	100.00%	1	0.00%	
	Senior Lecturer	2020/2021	0.00%		100.00%	1
		2021/2022	0.00%		100.00%	1
		2022/2023	0.00%		100.00%	1

Table 5: Academic Contract Type

Academic year	Sex	Contract type	% of Sex	Headcount
2019/2020	Female	Fixed-term	50.00%	5
	Female	Permanent	50.00%	5
	Male	Fixed-term	23.81%	5
	Male	Permanent	76.19%	16
2020/2021	Female	Fixed-term	25.00%	2
	Female	Permanent	75.00%	6
	Male	Fixed-term	8.70%	2
	Male	Permanent	91.30%	21
2021/2022	Female	Fixed-term	27.27%	3
	Female	Permanent	72.73%	8
	Male	Fixed-term	11.11%	3
	Male	Permanent	88.89%	24
2022/2023	Female	Fixed-term	28.57%	4
	Female	Permanent	71.43%	10
	Male	Fixed-term	10.81%	4
	Male	Permanent	89.19%	33

Table 6: PTO by Grade - Job Family (School level data)

		Female		Male	
Grade	Academic year	%	No.	%	No.
Support Grade A	2019/2020	60.00%	3	40.00%	2
	2020/2021	66.67%	2	33.33%	1
	2021/2022	50.00%	1	50.00%	1
	2022/2023	100.00%	1	0.00%	
Support Grade C	2019/2020	80.00%	4	20.00%	1
	2020/2021	60.00%	3	40.00%	2
	2021/2022	20.00%	1	80.00%	4
	2022/2023	0.00%		100.00%	5
Support Grade D	2019/2020	60.00%	6	40.00%	4
	2020/2021	57.14%	8	42.86%	6
	2021/2022	77.78%	7	22.22%	2
	2022/2023		3	50.00%	3
Support Grade E	2019/2020	70.59%	24	29.41%	10
	2020/2021	70.73%	29	29.27%	12
	2021/2022	82.35%	28	17.65%	6
	2022/2023	72.73%	32	27.27%	12
Support Grade F	2019/2020	80.00%	8	20.00%	2
	2020/2021	56.25%	9	43.75%	7
	2021/2022	54.17%	13	45.83%	11
	2022/2023	65.63%	21	34.38%	11
Support Grade G	2019/2020	31.25%	10	68.75%	22
	2020/2021	37.21%	16	62.79%	27
	2021/2022	30.19%	16	69.81%	37
	2022/2023	35.71%	20	64.29%	36
Support Grade H	2019/2020	18.18%	2	81.82%	9
	2020/2021	18.18%	2	81.82%	9

	2021/2022	16.67%	2	83.33%	10
	2022/2023	18.18%	2	81.82%	9
Support Grade I	2019/2020	20.00%	1	80.00%	4
	2020/2021	16.67%	1	83.33%	5
	2021/2022	20.00%	1	80.00%	4
	2022/2023	20.00%	1	80.00%	4

Table 7: PTO by Contract Type (School level data)

Academic year	Sex	Contract type	% of Sex	No.
2019/2020	Female	Fixed-term	25.00%	38
	Female	Permanent	75.00%	114
	Male	Fixed-term	17.74%	44
	Male	Permanent	82.26%	204
2020/2021	Female	Fixed-term	22.49%	38
	Female	Permanent	77.51%	131
	Male	Fixed-term	17.58%	48
	Male	Permanent	82.42%	225
2021/2022	Female	Fixed-term	23.12%	40
	Female	Permanent	76.88%	133
	Male	Fixed-term	18.60%	56
	Male	Permanent	81.40%	245
2022/2023	Female	Fixed-term	23.12%	46
	Female	Permanent	76.88%	153
	Male	Fixed-term	18.83%	61
	Male	Permanent	81.17%	263

Table 8: Academic Recruitment

Academic year	End stage	Female		Male		Other	
19/20	Application submitted	14.67%	49	85.03%	284	0.30%	1
	Offers	50.00%	5	50.00%	5	0.00%	0
	Shortlisted	26.32%	10	71.05%	27	2.63%	1
20/21	Application submitted	14.11%	46	85.58%	279	0.31%	1
	Offers	14.29%	2	85.71%	12	0.00%	0
	Shortlisted	25.00%	12	75.00%	36	0.00%	0
21/22	Application submitted	11.45%	19	88.55%	147	0.00%	0
	Offers	0.00%	0	100.00%	5	0.00%	0
	Shortlisted	13.04%	3	86.96%	20	0.00%	0
22/23	Application submitted	15.84%	64	84.16%	340	0.00%	0
	Offers	20.00%	4	80.00%	16	0.00%	0
	Shortlisted	20.00%	11	80.00%	44	0.00%	0

Table 9: Academic Recruitment by Grade

Job group	End stage	Female		Male		Other	
Lecturer	Application submitted	11.70%	113	88.10%	851	0.21%	2
Lecturer	Offers	11.54%	3	88.46%	23	0.00%	0
Lecturer	Shortlisted	17.43%	19	81.65%	89	0.92%	1
Principal Lecturer	Application submitted	8.00%	4	92.00%	46	0.00%	0
Principal Lecturer	Offers	50.00%	1	50.00%	1	0.00%	0
Principal Lecturer	Shortlisted	33.33%	2	66.67%	4	0.00%	0
Research Assistant/Associate	Application submitted	44.58%	37	55.42%	46	0.00%	0
Research Assistant/Associate	Offers	38.46%	5	61.54%	8	0.00%	0
Research Assistant/Associate	Shortlisted	43.48%	10	56.52%	13	0.00%	0
Research Fellow	Application submitted	18.32%	24	81.68%	107	0.00%	0
Research Fellow	Offers	25.00%	2	75.00%	6	0.00%	0
Research Fellow	Shortlisted	19.23%	5	80.77%	21	0.00%	0

Table 10: PTO Recruitment

Academic year	End stage	Female		Male		Other	
19/20	Application submitted	32.86%	23	65.71%	46	1.43%	1
	Offers	0.00%	0	100.00%	4	0.00%	0
	Shortlisted	10.00%	2	85.00%	17	5.00%	1
20/21	Application submitted	18.03%	11	81.97%	50	0.00%	0
	Offers	0.00%	0	100.00%	5	0.00%	0
	Shortlisted	21.43%	3	78.57%	11	0.00%	0
21/22	Application submitted	25.00%	3	75.00%	9	0.00%	0
	Offers	100.00%	1	0.00%	0	0.00%	0
	Shortlisted	25.00%	1	75.00%	3	0.00%	0
22/23	Application submitted	23.81%	5	76.19%	16	0.00%	0
	Offers	25.00%	1	75.00%	3	0.00%	0
	Shortlisted	18.18%	2	81.82%	9	0.00%	0

Table 11: PTO Recruitment by Grade

Job group	End stage	Female		Male		Other	
Grade C	Application submitted	66.67%	2	33.33%	1	0.00%	0
Grade C	Shortlisted	0.00%	0	100.00%	1	0.00%	0
Grade D	Application submitted	63.16%	12	36.84%	7	0.00%	0
Grade D	Offers	0.00%	0	100.00%	1	0.00%	0
Grade D	Shortlisted	0.00%	0	100.00%	1	0.00%	0
Grade E	Application submitted	26.92%	14	73.08%	38	0.00%	0
Grade E	Offers	20.00%	1	80.00%	4	0.00%	0
Grade E	Shortlisted	15.38%	2	84.62%	11	0.00%	0
Grade F	Application submitted	37.50%	3	62.50%	5	0.00%	0
Grade F	Offers	33.33%	1	66.67%	2	0.00%	0
Grade F	Shortlisted	28.57%	2	71.43%	5	0.00%	0
Grade G	Application submitted	20.69%	18	78.16%	68	1.15%	1
Grade G	Offers	0.00%	0	100.00%	5	0.00%	0
Grade G	Shortlisted	14.81%	4	81.48%	22	3.70%	1

Table 12: Student departmental profile by gender (PG/UG)

Engineering Courses Opening Headcount by Gender					
Academic Year			2021/22	2022/23	2023/24
Metric	Course Level	Sex			
Opening Headcount	Total		751	1035	1097
	Postgraduate	Total	52	165	147
		Female	17	54	49
		Male	35	111	97
		Not Provided	0	0	1
	Undergraduate	Total	699	870	950
		Female	106	140	162
		Male	592	727	786
		Not Known	0	1	1
		Not Provided	1	2	1
Total			751	1035	1097

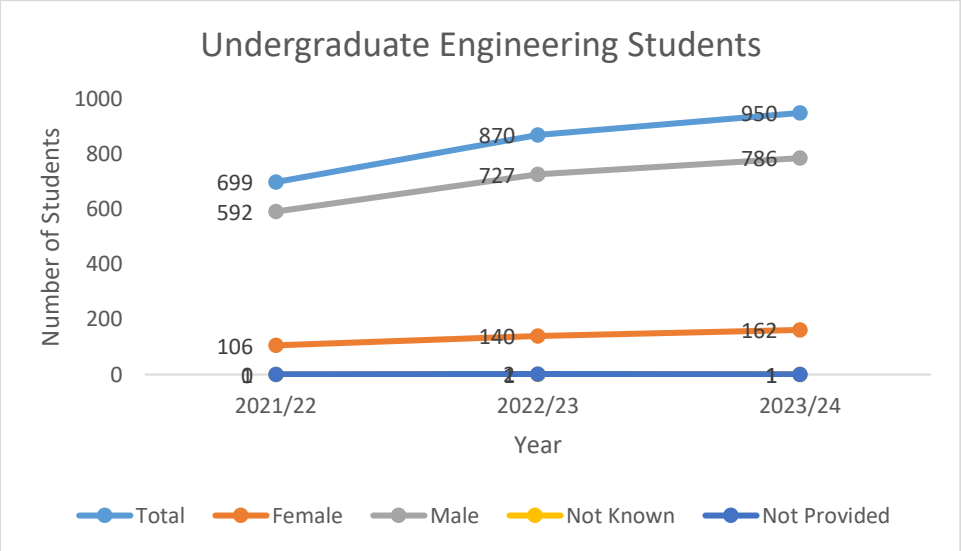


Figure 26: Gender of Undergraduate Engineering Students

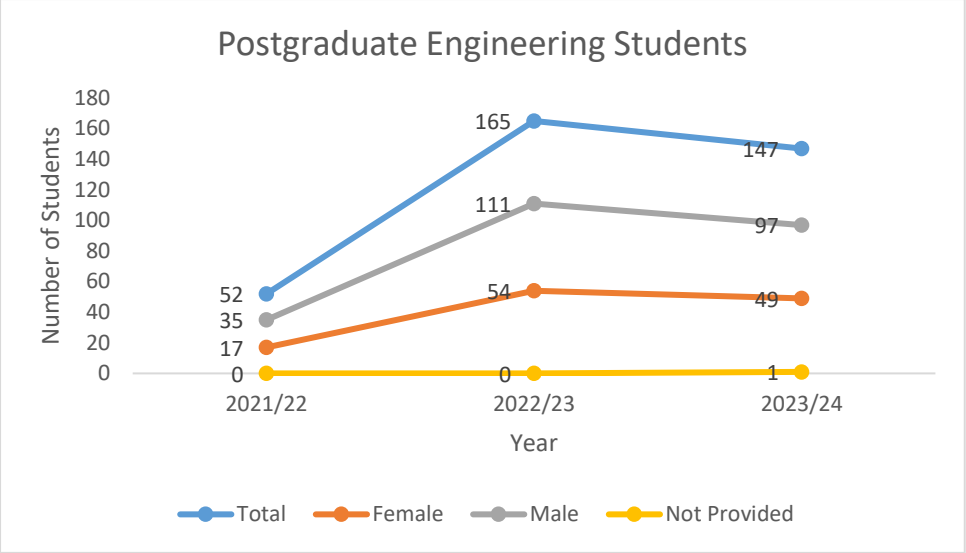


Figure 27: Gender of Postgraduate Engineering Students

Table 13: Number of men and women on access or foundation courses

Opening Headcount of Engineering Students by Course Level and Gender						
Academic Year				202122	202223	202324
Metric	UET Group	Award Category	Sex			
M0003 - All Students (Opening Headcount)	Total			751	1,035	1,097
	UG DIRECT	Total		2	85	85
		OTHER UNDERGRADUATE	Total		80	75
			Female		10	9
			Male		70	66
		Top-up Degree	Total	2		5
			Female			1
			Male	2		4
		UNDERGRADUATE COURSE WITH POSTGRADUATE ELEMENTS	Total		5	5
			Female		2	2
			Male		3	3
	UG UCAS	Total		697	785	865
		Bachelors Degree	Total	610	690	773
			Female	92	112	128
			Male	517	575	643
			Not Known		1	1
			Not Provided	1	2	1
		OTHER UNDERGRADUATE	Total			1
			Male			1
		UNDERGRADUATE COURSE WITH POSTGRADUATE ELEMENTS	Total	87	95	91
			Female	14	16	22
			Male	73	79	69
Total				751	1,035	1,097

Opening Headcount of Engineering Students by Course Level and Gender					
Award Category	Sex		202122	202223	202324
UG Direct	Total		2	85	85
	Men		100.0%	85.9%	85.9%
	Women		0.0%	14.1%	14.1%
	Not Known		0	0	0
	Not Provided		0	0	0
UG UCAS	Total		697	785	865
	Men		84.6%	83.3%	82.4%
	Women		15.2%	16.3%	17.3%
	Not Known or Provided		0.1%	0.4%	0.2%

Table 14: Number of UG students by gender (broken down by course)

Opening Headcount of UG Engineering Students by Gender and Course				
Academic Year		202122	202223	202324
Course	Sex			
Total		699	870	950
ENGG001 - BEng (Hons) Biomedical Eng FT	Total	59	73	56
	Female	26	31	24
	Male	33	41	31
	Not Known		1	1
ENGG002 - BEng (Hons) Biomedical Eng SW	Total	21	13	12
	Female	10	8	7
	Male	11	5	5
ENGG003 - MEng (Hons) Biomedical Eng FT	Total	17	19	20
	Female	5	7	8
	Male	12	12	12
ENGG004 - MEng (Hons) Biomedical Eng SW	Total	10	6	7
	Female	4	2	3
	Male	6	4	4
ENGG005 - MEng (Hons) Electronic Eng FT	Total	4	2	
	Male	4	2	
ENGG006 - MEng (Hons) Electronic Eng SW	Total	1		
	Female	1		
ENGG007 - BEng (Hons) Electronic Eng FT	Total	28	13	1
	Female	2		
	Male	26	13	1
ENGG008 - BEng (Hons) Electronic Eng SW	Total	3	2	
	Female		1	
	Male	3	1	
ENGG009 - MEng (H) Sport Engineering FT	Total	9	11	5
	Female	1	3	3
	Male	8	8	2
ENGG010 - MEng (H) Sport Engineering SW	Total	2		
	Female	1		
	Male	1		
ENGG011 - BEng (Hons) Sport Eng FT	Total	26	13	11
	Female	2		
	Male	24	13	11
ENGG012 - BEng (Hons) Sport Eng SW	Total	8	10	5
	Male	8	10	5
ENGG013 - BEng (Hons) Mechanical Eng FT	Total	146	145	145
	Female	12	9	13
	Male	134	135	132
	Not Provided		1	
ENGG014 - BEng (H) Mechanical Eng SW	Total	46	45	54
	Female	5	6	5
	Male	41	39	49
ENGG015 - MEng (H) Mechan Engineering FT	Total	29	36	29
	Female	1	2	5
	Male	28	34	24
ENGG016 - MEng (H) Mechan Engineering SW	Total	12	11	11
	Female	1	1	
	Male	11	10	11
ENGG020 - BEng (H) Biomedical Eng FY FT	Total	47	81	75
	Female	18	32	39

	Male	28	48	35
	Not Provided	1	1	1
ENGG021 - BEng (H) Biomed Eng FY SW	Total	9	1	
	Female	5		
	Male	4	1	
ENGG022 - BEng(H) Electronic Eng FY FT	Total	4	3	
	Male	4	3	
ENGG024 - BEng(H)Sport Engineering FY FT	Total	18	33	36
	Female	3	2	5
	Male	15	31	31
ENGG025 - BEng(H) SportEngineering FY SW	Total	5	3	1
	Female		1	1
	Male	5	2	
ENGG026 - BEng(H) Mechanical Eng FY FT	Total	119	146	181
	Female	2	9	11
	Male	117	137	170
ENGG027 - BEng(H) Mechanical Eng FY SW	Total	13	8	9
	Female	3	2	2
	Male	10	6	7
ENGG028 - MEng H Electron&ElectricEng FT	Total	3	7	14
	Female		1	1
	Male	3	6	13
ENGG029 - MEng Electron&ElectricEng SW	Total		3	
	Male		3	
ENGG030 - BEng H Electron&ElectriEng FT	Total	15	42	59
	Female	1	3	4
	Male	14	39	55
ENGG031 - BEng H Electron&ElectriEng SW	Total	10	7	10
	Female		1	1
	Male	10	6	9
ENGG032 - BEng H Elect&ElectricEng FY FT	Total	31	52	56
	Female	3	7	8
	Male	28	45	48
ENGG033 - BEngH Elect&ElectricEng FY SW	Total	2		2
	Female			1
	Male	2		1
ENGG046 - MEng (H) Electronic Eng FY FT	Total		1	1
	Male		1	1
ENGG048 - MEng (H) Biomedical Eng FY FT	Total		2	2
	Female		1	1
	Male		1	1
ENGG050 - MEng (H) Mechanical Eng FY FT	Total		2	2
	Female		1	1
	Male		1	1
ENGG052 - BEng(H) Aerospace Eng FT	Total			20
	Female			1
	Male			19
ENGG053 - BEng(H) Aerospace Eng SW	Total			7
	Female			1
	Male			6
ENGG054 - BEng(H) Aerospace Eng FY FT	Total			33
	Female			5
	Male			28
ENGG056 - MEng(H) Aerospace Eng FT	Total			1

	Male			1
ENGG057 - MEng(H) Aerospace Eng SW	Total			3
	Female			2
	Male			1
ENGG061 - BEng(H) EngManagement TopUp PT	Total			5
	Female			1
	Male			4
ENGG064 - MEng(H) Elec & Elec Eng FY FT	Total			1
	Male			1
ENGG206 - HNC General Engineering FT	Total			1
	Male			1
ENGG208 - HNC Elect & Elect Eng PT	Total		12	7
	Female		1	
	Male		11	7
ENGG209 - HNC Elect & Elect Eng SC PT	Total		6	3
	Male		6	3
ENGG210 - HND Elect & Elect Eng PT SEPT	Total		3	4
	Male		3	4
ENGG211 - HND Elect & Elect Eng PT APR	Total		5	5
	Female		1	1
	Male		4	4
ENGG212 - HNC Mechanical Engineering PT	Total		10	9
	Female			1
	Male		10	8
ENGG213 - HNC Mechan Engineering SC PT	Total		4	1
	Female		2	1
	Male		2	
ENGG214 - HND Mechan Engineering PT SEPT	Total		9	
	Female		1	
	Male		8	
ENGG215 - HND Mechan Engineering PT APR	Total		6	6
	Female		1	1
	Male		5	5
ENGG216 - HNC Manufact Engineering PT	Total		6	7
	Female			1
	Male		6	6
ENGG217 - HNC Manufact Engineering SC PT	Total		13	13
	Female		3	2
	Male		10	11
ENGG219 - HND ManufactEngineering PT APR	Total		6	6
	Female		1	1
	Male		5	5
ENGG232 - HND Elect & Elect Eng PT APR	Total			2
	Male			2
ENGG236 - HND Mechanical Engineer PT APR	Total			5
	Male			5
ENGG240 - HND Manufactur Engineer PT APR	Total			7
	Female			1
	Male			6
ENGG400 - BEng H Electronic Eng (Top-Up)	Total	2		
	Male	2		
		699	870	950

Table 15: Number and percentage of (department) UG and PG students compared to national average (by gender)

In 2023 - Sector UCAS accepted UG applicants for CAH10 engineering technology was 32,275, Sector total was 554,465 (5.82% of sector total). In the same year, UG Engineering students made up 3.47% (1097) of the NTU's total UG Opening Headcount.																
National Average Institutional Opening Headcount of Accepted Engineering applicants (hecos)	Academic Year															
	19/20		2019/20 Total	20/21		20/21 Total	2122		2122 Total	22/23		22/23 Total	23/24		23/24 Total	Grand Total
ıe	Female	Male		Female	Male		Female	Male		Female	Male		Female	Male		
(CAH10-01-01) engineering (non-specific)	900	3380	4280	890	3295	4185	970	3505	4475	915	3195	4110	925	3035	3960	21010
(CAH10-01-10) others in engineering	5	40	45	10	25	35	0	15	15	0	20	20	5	10	15	130
Grand Total	**905**	**3420**	**4325**	**900**	**3320**	**4220**	**970**	**3520**	**4490**	**915**	**3215**	**4130**	**930**	**3045**	**3975**	**21140**
Percentages							21.6%			22.2%			23.4%			

Engineering Courses Opening Headcount by Gender								
Academic Year			2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Metric	Course Level	Sex	No.	No.	No.	%	%	%
Opening Headcount	**Total**		**751**	**1035**	**1097**			
	Postgraduate	**Total**	**52**	**165**	**147**			
		Female	17	54	49	32.7%	32.7%	33.3%
		Male	35	111	97	67.3%	67.3%	66.0%
		Not Provided	0	0	1	0.0%	0.0%	0.7%
	Undergraduate	**Total**	**699**	**870**	**950**			
		Female	106	140	162	15.2%	16.1%	17.1%
		Male	592	727	786	84.7%	83.6%	82.7%
		Not Known	0	1	1	0.0%	0.1%	0.1%
		Not Provided	1	2	1	0.1%	0.2%	0.1%
National Average Institutional		**Total**	**4490**	**4130**	**3975**			
Opening Headcount of Accepted		Female	970	915	930	21.6%	22.2%	23.4%
Engineering applicants (HECOS)		Male	3520	3215	3045	78.4%	77.8%	76.6%

Table 16: Number and percentage of UG students, broken down by course, compared to national average (by gender)

Opening Headcount of UG Engineering Students			
Academic Year		202324	National Average
Course	Sex		
Opening Headcount Total		1097	
UG Total		950	
Total		950	
ENGG001 - BEng (Hons) Biomedical Eng FT	Proportion of Total UG	5.9%	
	Women on Course	42.9%	23.4%
	Men on Course	55.4%	
	NK on Course	1.8%	
ENGG002 - BEng (Hons) Biomedical Eng SW	Proportion of Total UG	1.3%	
	Women on Course	58.3%	23.4%
	Men on Course	41.7%	
ENGG003 - MEng (Hons) Biomedical Eng FT	Proportion of Total UG	2.1%	
	Women on Course	40.0%	23.4%
	Men on Course	60.0%	
ENGG004 - MEng (Hons) Biomedical Eng SW	Proportion of Total UG	0.7%	
	Women on Course	42.9%	23.4%
	Men on Course	57.1%	
ENGG007 - BEng (Hons) Electronic Eng FT	Proportion of Total UG	0.1%	
	Men on Course	100.0%	
ENGG009 - MEng (H) Sport Engineering FT	Proportion of Total UG	0.5%	
	Women on Course	60.0%	23.4%
	Men on Course	40.0%	
ENGG011 - BEng (Hons) Sport Eng FT	Proportion of Total UG	1.2%	
	Men on Course	100.0%	
ENGG012 - BEng (Hons) Sport Eng SW	Proportion of Total UG	0.5%	
	Men on Course	100.0%	
ENGG013 - BEng (Hons) Mechanical Eng FT	Proportion of Total UG	15.3%	
	Women on Course	9.0%	23.4%
	Men on Course	91.0%	
ENGG014 - BEng (H) Mechanical Eng SW	Proportion of Total UG	5.7%	
	Women on Course	9.3%	23.4%
	Men on Course	90.7%	
ENGG015 - MEng (H) Mechan Engineering FT	Proportion of Total UG	3.1%	
	Women on Course	17.2%	23.4%
	Men on Course	82.8%	
ENGG016 - MEng (H) Mechan Engineering SW	Proportion of Total UG	1.2%	
	Men on Course	100.0%	
ENGG020 - BEng (H) Biomedical Eng FY FT	Proportion of Total UG	7.9%	
	Women on Course	52.0%	23.4%
	Men on Course	46.7%	
	NK on Course	1.3%	
ENGG024 - BEng(H)Sport Engineering FY FT	Proportion of Total UG	3.8%	

	Women on Course	13.9%	23.4%
	Men on Course	86.1%	
ENGG025 - BEng(H) SportEngineering FY SW	Proportion of Total UG	0.1%	
	Women on Course	100.0%	23.4%
ENGG026 - BEng(H) Mechanical Eng FY FT	Proportion of Total UG	19.1%	
	Women on Course	6.1%	23.4%
	Men on Course	93.9%	
ENGG027 - BEng(H) Mechanical Eng FY SW	Proportion of Total UG	0.9%	
	Women on Course	22.2%	23.4%
	Men on Course	77.8%	
ENGG028 - MEng H Electron&ElectricEng FT	Proportion of Total UG	1.5%	
	Women on Course	7.1%	23.4%
	Men on Course	92.9%	
ENGG030 - BEng H Electron&ElectriEng FT	Proportion of Total UG	6.2%	
	Women on Course	6.8%	23.4%
	Men on Course	93.2%	
ENGG031 - BEng H Electron&ElectriEng SW	Proportion of Total UG	1.1%	
	Women on Course	10.0%	23.4%
	Men on Course	90.0%	
ENGG032 - BEng H Elect&ElectricEng FY FT	Proportion of Total UG	5.9%	
	Women on Course	14.3%	23.4%
	Men on Course	85.7%	
ENGG033 - BEngH Elect&ElectricEng FY SW	Proportion of Total UG	0.2%	
	Women on Course	50.0%	23.4%
	Men on Course	50.0%	
ENGG046 - MEng (H) Electronic Eng FY FT	Proportion of Total UG	0.1%	
	Men on Course	100.0%	
ENGG048 - MEng (H) Biomedical Eng FY FT	Proportion of Total UG	0.2%	
	Women on Course	50.0%	23.4%
	Men on Course	50.0%	
ENGG050 - MEng (H) Mechanical Eng FY FT	Proportion of Total UG	0.2%	
	Women on Course	50.0%	23.4%
	Men on Course	50.0%	
ENGG052 - BEng(H) Aerospace Eng FT	Proportion of Total UG	2.1%	
	Women on Course	5.0%	23.4%
	Men on Course	95.0%	
ENGG053 - BEng(H) Aerospace Eng SW	Proportion of Total UG	0.7%	
	Women on Course	14.3%	23.4%
	Men on Course	85.7%	
ENGG054 - BEng(H) Aerospace Eng FY FT	Proportion of Total UG	3.5%	
	Women on Course	15.2%	23.4%
	Men on Course	84.8%	
ENGG056 - MEng(H) Aerospace Eng FT	Proportion of Total UG	0.1%	
	Men on Course	100.0%	
ENGG057 - MEng(H) Aerospace Eng SW	Proportion of Total UG	0.3%	
	Women on Course	66.7%	23.4%

	Men on Course	33.3%	
ENGG061 - BEng(H) EngManagement TopUp PT	Proportion of Total UG	0.5%	
	Women on Course	20.0%	23.4%
	Men on Course	80.0%	
ENGG064 - MEng(H) Elec & Elec Eng FY FT	Proportion of Total UG	0.1%	
	Men on Course	100.0%	
ENGG206 - HNC General Engineering FT	Proportion of Total UG	0.1%	
	Men on Course	100.0%	
ENGG208 - HNC Elect & Elect Eng PT	Proportion of Total UG	0.7%	
	Men on Course	100.0%	
ENGG209 - HNC Elect & Elect Eng SC PT	Proportion of Total UG	0.3%	
	Men on Course	100.0%	
ENGG210 - HND Elect & Elect Eng PT SEPT	Proportion of Total UG	0.4%	
	Men on Course	100.0%	
ENGG211 - HND Elect & Elect Eng PT APR	Proportion of Total UG	0.5%	
	Women on Course	20.0%	23.4%
	Men on Course	80.0%	
ENGG212 - HNC Mechanical Engineering PT	Proportion of Total UG	0.9%	
	Women on Course	11.1%	23.4%
	Men on Course	88.9%	
ENGG213 - HNC Mechan Engineering SC PT	Proportion of Total UG	0.1%	
	Women on Course	100.0%	23.4%
ENGG215 - HND Mechan Engineering PT APR	Proportion of Total UG	0.6%	
	Women on Course	16.7%	23.4%
	Men on Course	83.3%	
ENGG216 - HNC Manufact Engineering PT	Proportion of Total UG	0.7%	
	Women on Course	14.3%	23.4%
	Men on Course	85.7%	
ENGG217 - HNC Manufact Engineering SC PT	Proportion of Total UG	1.4%	
	Women on Course	15.4%	23.4%
	Men on Course	84.6%	
ENGG219 - HND ManufactEngineering PT APR	Proportion of Total UG	0.6%	
	Women on Course	16.7%	23.4%
	Men on Course	83.3%	
ENGG232 - HND Elect & Elect Eng PT APR	Proportion of Total UG	0.2%	
	Men on Course	100.0%	
ENGG236 - HND Mechanical Engineer PT APR	Proportion of Total UG	0.5%	
	Men on Course	100.0%	
ENGG240 - HND Manufactur Engineer PT APR	Proportion of Total UG	0.7%	
	Women on Course	14.3%	23.4%
	Men on Course	85.7%	

Table 17: UG applications, offers and acceptances by gender

UET Groupin g	Academic Year	Course	Sex	Applications TY	Applications LY	Applications TY vs. LY	Offers TY	Offers LY	Offers TY vs. LY	Accepts TY	Accepts LY	Accepts TY vs. LY	Applications In Progress TY	Applications In Progress LY	Applications In Progress TY vs. LY	% Firm replies TY	% Firm replies LY	% Firm replies TY vs. LY	% Firm replies TY vs. LY %
UG	**Total**			**1,801**	**1542**	**259**	**1,265**	**1056**	**209**	**449**	**377**	**72**	**11**	**4**	**7**	**36.6%**	**36%**	**0.7%**	**1.8%**
UCAS	202324	**Total**		**1,801**	**1542**	**259**	**1,265**	**1056**	**209**	**449**	**377**	**72**	**11**	**4**	**7**	**36.6%**	**36%**	**0.7%**	**1.8%**
		ENGG001 - BEng (Hons) Biomedical Eng FT	**Total**	**103**	**101**	**2**	**72**	**76**	**-4**	**22**	**37**	**-15**				**33.3%**	**49%**	**-16.0%**	**-32.4%**
			Female	51	46	5	38	36	2	10	12	-2				27.8%	33%	-5.6%	-16.7%
			Male	52	55	-3	34	40	-6	12	25	-13				40.0%	64%	-24.1%	-37.6%
		ENGG002 - BEng (Hons) Biomedical Eng SW	**Total**	**26**	**25**	**1**	**25**	**19**	**6**	**7**	**3**	**4**				**28.0%**	**16%**	**12.2%**	**77.3%**
			Female	13	15	-2	13	11	2	4	3	1				30.8%	27%	3.5%	12.8%
			Male	13	10	3	12	8	4	3						25.0%			
		ENGG003 - MEng (Hons) Biomedical Eng FT	**Total**	**35**	**48**	**-13**	**17**	**24**	**-7**	**7**	**7**	**0**		**1**		**41.2%**	**29%**	**12.0%**	**41.2%**
			Female	13	20	-7	7	10	-3	3	3	0				42.9%	30%	12.9%	42.9%
			Male	22	28	-6	10	14	-4	4	4	0		1		40.0%	29%	11.4%	40.0%
		ENGG004 - MEng (Hons) Biomedical Eng SW	**Total**	**15**	**19**	**-4**	**8**	**14**	**-6**	**2**	**1**	**1**				**25.0%**	**7%**	**17.9%**	**250.0%**
			Female	8	9	-1	5	8	-3	1	1	0				20.0%	13%	7.5%	60.0%
			Male	7	10	-3	3	6	-3	1						33.3%			
		ENGG009 - MEng (H) Sport Engineering FT	**Total**	**3**	**8**	**-5**	**2**	**3**	**-1**										
			Male	3	8	-5	2	3	-1										
		ENGG010 - MEng (H) Sport Engineering SW	**Total**		**3**			**3**											
			Male		3			3											
		ENGG011 - BEng (Hons) Sport Eng FT	**Total**	**30**	**30**	**0**	**21**	**18**	**3**	**3**	**2**	**1**				**14.3%**	**11%**	**3.2%**	**28.6%**
			Female	4	1	3	4	1	3										
			Male	26	29	-3	17	17	0	3	2	1				17.6%	12%	5.9%	50.0%
		ENGG012 - BEng (Hons) Sport Eng SW	**Total**	**11**	**16**	**-5**	**9**	**14**	**-5**	**2**	**3**	**-1**				**22.2%**	**21%**	**0.8%**	**3.7%**
			Female	1	1	0	1	1	0										
			Male	10	15	-5	8	13	-5	2	3	-1				25.0%	23%	1.9%	8.3%
		ENGG013 - BEng (Hons) Mechanical Eng FT	**Total**	**367**	**280**	**87**	**279**	**210**	**69**	**89**	**70**	**19**	**2**	**1**	**1**	**33.1%**	**33%**	**-0.2%**	**-0.7%**
			Female	21	23	-2	16	20	-4	7	6	1				43.8%	30%	13.8%	45.8%
			Male	346	256	90	263	189	74	82	63	19	2	1	1	32.4%	33%	-0.9%	-2.8%
			Not Known		1			1			1						100%		
		ENGG014 - BEng (H) Mechanical Eng SW	**Total**	**103**	**93**	**10**	**86**	**82**	**4**	**29**	**27**	**2**				**33.7%**	**33%**	**0.8%**	**2.4%**
			Female	4	7	-3	3	7	-4	1	1	0				33.3%	14%	19.0%	133.3%
			Male	99	86	13	83	75	8	28	26	2				33.7%	35%	-0.9%	-2.7%
		ENGG015 - MEng (H) Mechan Engineering FT	**Total**	**78**	**77**	**1**	**48**	**43**	**5**	**12**	**12**	**0**				**25.5%**	**28%**	**-2.4%**	**-8.5%**
			Female	9	7	2	8	4	4	2	1	1				25.0%	25%	0.0%	0.0%
			Male	69	70	-1	40	39	1	10	11	-1				25.6%	28%	-2.6%	-9.1%
		ENGG016 - MEng (H) Mechan Engineering SW	**Total**	**26**	**28**	**-2**	**18**	**16**	**2**	**8**	**5**	**3**				**44.4%**	**31%**	**13.2%**	**42.2%**
			Female	1	7	-6	1	5	-4		1						20%		
			Male	25	21	4	17	11	6	8	4	4				47.1%	36%	10.7%	29.4%
		ENGG020 - BEng (H) Biomedical Eng FY FT	**Total**	**91**	**130**	**-39**	**65**	**90**	**-25**	**25**	**45**	**-20**				**39.7%**	**51%**	**-10.9%**	**-21.5%**
			Female	49	61	-12	31	44	-13	17	21	-4				56.7%	49%	7.8%	16.0%
			Male	42	69	-27	34	46	-12	8	24	-16				24.2%	52%	-27.9%	-53.5%
		ENGG024 - BEng(H)Sport Engineering FY FT	**Total**	**60**	**59**	**1**	**41**	**42**	**-1**	**18**	**19**	**-1**				**46.2%**	**45%**	**0.9%**	**2.0%**
			Female	8	6	2	7	5	2	3	1	2				50.0%	20%	30.0%	150.0%
			Male	52	53	-1	34	37	-3	15	18	-3				45.5%	49%	-3.2%	-6.6%
		ENGG026 - BEng(H) Mechanical Eng FY FT	**Total**	**265**	**254**	**11**	**187**	**179**	**8**	**67**	**61**	**6**	**1**			**36.2%**	**34%**	**2.1%**	**6.3%**
			Female	20	19	1	15	15	0	6	8	-2				40.0%	53%	-13.3%	-25.0%
			Male	245	235	10	172	164	8	61	53	8	1			35.9%	32%	3.6%	11.0%
		ENGG028 - MEng H Electron&ElectricEng FT	**Total**	**52**	**55**	**-3**	**24**	**16**	**8**	**10**	**4**	**6**	**2**			**43.5%**	**25%**	**18.5%**	**73.9%**
			Female	3	5	-2	1	3	-2		1						33%		
			Male	49	50	-1	23	13	10	10	3	7	2			45.5%	23%	22.4%	97.0%
		ENGG029 - MEng Electron&ElectricEng SW	**Total**	**11**	**14**	**-3**	**4**	**6**	**-2**		**3**		**1**				**50%**		
			Female	2	3	-1	1						1						
			Male	9	11	-2	3	6	-3		3						50%		
		ENGG030 - BEng H Electron&ElectriEng FT	**Total**	**143**	**142**	**1**	**95**	**91**	**4**	**39**	**37**	**2**	**4**	**2**	**2**	**42.9%**	**42%**	**0.8%**	**1.9%**
			Female	14	15	-1	10	9	1	3	4	-1		2		30.0%	44%	-14.4%	-32.5%
			Male	129	127	2	85	82	3	36	33	3	4			44.4%	42%	2.7%	6.4%
		ENGG031 - BEng H Electron&ElectriEng SW	**Total**	**22**	**31**	**-9**	**16**	**22**	**-6**	**8**	**6**	**2**				**50.0%**	**29%**	**21.4%**	**75.0%**
			Female	2	4	-2	1	4	-3		2						50%		
			Male	20	27	-7	15	18	-3	8	4	4				53.3%	24%	29.8%	126.7%
		ENGG032 - BEng H Elect&ElectricEng FY FT	**Total**	**124**	**127**	**-3**	**79**	**88**	**-9**	**31**	**35**	**-4**				**40.8%**	**40%**	**0.6%**	**1.4%**
			Female	9	12	-3	8	9	-1	5	4	1				62.5%	50%	12.5%	25.0%
			Male	115	115	0	71	79	-8	26	31	-5				38.2%	39%	-1.0%	-2.6%
		ENGG052 - BEng(H) Aerospace Eng FT	**Total**	**77**			**58**			**22**			**1**			**41.5%**			
			Female	18			12			2						22.2%			
			Male	59			46			20			1			45.5%			
		ENGG053 - BEng(H) Aerospace Eng SW	**Total**	**25**			**23**			**7**						**30.4%**			
			Female	4			3			1						33.3%			
			Male	21			20			6						30.0%			
		ENGG054 - BEng(H) Aerospace Eng FY FT	**Total**	**101**			**71**			**35**						**49.3%**			
			Female	8			8			6						75.0%			
			Male	93			63			29						46.0%			
		ENGG056 - MEng(H) Aerospace Eng FT	**Total**	**8**			**6**			**1**						**16.7%**			
			Female	1															
			Male	7			6			1						16.7%			
		ENGG057 - MEng(H) Aerospace Eng SW	**Total**	**6**			**4**			**3**						**75.0%**			
			Female	2			2			2						100.0%			
			Male	4			2			1						50.0%			
		ENGG206 - HNC General Engineering FT	**Total**	**13**	**2**	**11**	**5**			**2**						**40.0%**			
			Male	13	2	11	5			2						40.0%			
		ENGG207 - HND General Engineering FT	**Total**	**6**			**2**												
			Male	6			2												
UG DIREC	**Total**			**69**	**78**	**-9**	**48**	**67**	**-19**	**41**	**66**	**-25**	**1**	**3**	**-2**	**91.1%**	**100%**	**-8.9%**	**-8.9%**
	202324	**Total**		**69**	**78**	**-9**	**48**	**67**	**-19**	**41**	**66**	**-25**	**1**	**3**	**-2**	**91.1%**	**100%**	**-8.9%**	**-8.9%**
		ENGG060 - BEng(H) EngManagement TopUp FT	**Total**	**3**															
			Female	1															
			Male	2															
		ENGG061 - BEng(H) EngManagement TopUp PT	**Total**	**10**			**6**			**5**						**83.3%**			
			Female	2			1			1						100.0%			
			Male	8			5			4						80.0%			
		ENGG208 - HNC Elect & Elect Eng PT	**Total**	**13**	**13**	**0**	**9**	**12**	**-3**	**6**	**12**	**-6**	**1**			**66.7%**	**100%**	**-33.3%**	**-33.3%**
			Female		1			1			1						100%		
			Male	13	12	1	9	11	-2	6	11	-5	1			66.7%	100%	-33.3%	-33.3%
		ENGG209 - HNC Elect & Elect Eng SC PT	**Total**	**1**	**5**	**-4**	**1**	**5**	**-4**	**1**	**5**	**-4**				**100.0%**	**100%**	**0.0%**	**0.0%**
			Male	1	5	-4	1	5	-4	1	5	-4				100.0%	100%	0.0%	0.0%
		ENGG210 - HND Elect & Elect Eng PT SEPT	**Total**	**9**	**6**	**3**	**6**	**5**	**1**	**4**	**5**	**-1**				**100.0%**	**100%**	**0.0%**	**0.0%**
			Male	9	6	3	6	5	1	4	5	-1				100.0%	100%	0.0%	0.0%
		ENGG211 - HND Elect & Elect Eng PT APR	**Total**		**3**									**1**					
			Female		1									1					
			Male		2														
		ENGG212 - HNC Mechanical Engineering PT	**Total**	**8**	**12**	**-4**	**7**	**10**	**-3**	**7**	**10**	**-3**		**1**		**100.0%**	**100%**	**0.0%**	**0.0%**
			Female	2			2			2						100.0%			
			Male	6	12	-6	5	10	-5	5	10	-5		1		100.0%	100%	0.0%	0.0%
		ENGG213 - HNC Mechan Engineering SC PT	**Total**		**4**			**4**			**4**						**100%**		
			Female		2			2			2						100%		
			Male		2			2			2						100%		
		ENGG214 - HND Mechan Engineering PT SEPT	**Total**	**4**	**10**	**-6**	**2**	**10**	**-8**	**2**	**9**	**-7**				**100.0%**	**100%**	**0.0%**	**0.0%**
			Female		2			2			1						100%		
			Male	4	8	-4	2	8	-6	2	8	-6				100.0%	100%	0.0%	0.0%
		ENGG216 - HNC Manufact Engineering PT	**Total**	**6**	**8**	**-2**	**4**	**7**	**-3**	**4**	**7**	**-3**				**100.0%**	**100%**	**0.0%**	**0.0%**
			Female	1			1			1						100.0%			
			Male	5	8	-3	3	7	-4	3	7	-4				100.0%	100%	0.0%	0.0%
		ENGG217 - HNC Manufact Engineering SC PT	**Total**	**8**	**15**	**-7**	**8**	**14**	**-6**	**8**	**14**	**-6**				**100.0%**	**100%**	**0.0%**	**0.0%**
			Female		3			3			3						100%		
			Male	8	12	-4	8	11	-3	8	11	-3				100.0%	100%	0.0%	0.0%
		ENGG218 - HND ManufactEngineering PT SEP	**Total**		**1**														
			Male		1														
		ENGG220 - HND ManufactEngineering PT SEP	**Total**	**7**	**1**	**6**	**5**			**4**				**1**		**100.0%**			
			Female	1															
			Male	6	1	5	5			4				1		100.0%			
Total				**1,870**	**1620**	**250**	**1,313**	**1123**	**190**	**490**	**443**	**47**	**12**	**7**	**5**	**38.5%**	**40%**	**-1.2%**	**-3.0%**

Table 18: Percentage of UG students achieving a Good degree (2.1 or 1st) by gender

% Of Upper Degree (1st & 2:1) in Engineering UG students				
Academic Year		2021/22	2022/23	2023/24
Metric	Sex			
% UG Engineering Upper Degree (1st & 2:1)	Total	70.7%	72.5%	85.9%
	Female	88.9%	85.0%	87.5%
	Male	66.7%	70.5%	85.4%
	Not Provided			100.0%
Total		79.7%	72.5%	85.9%

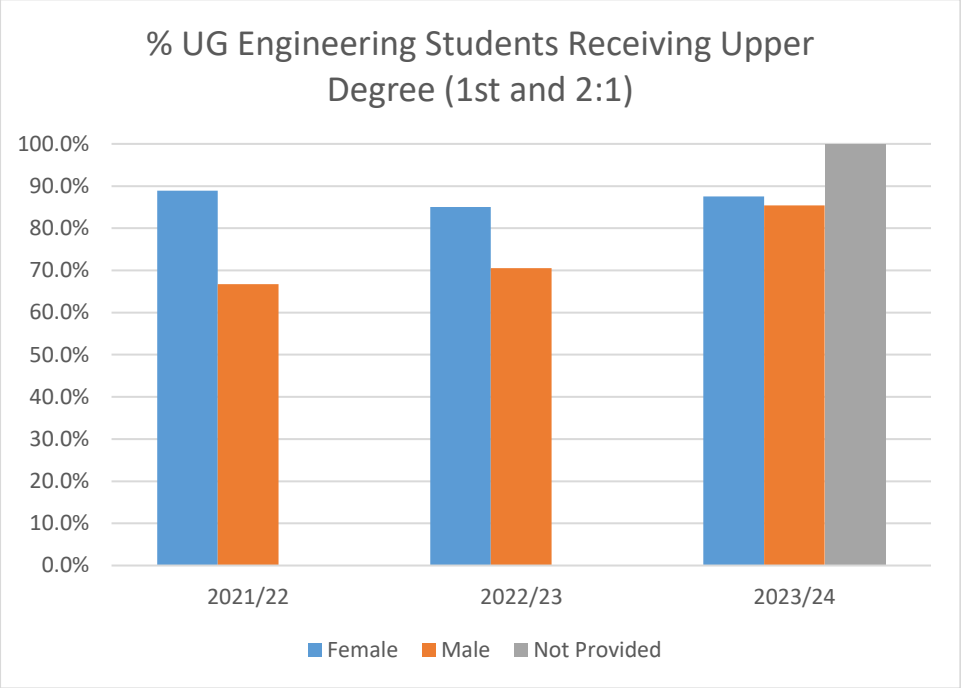
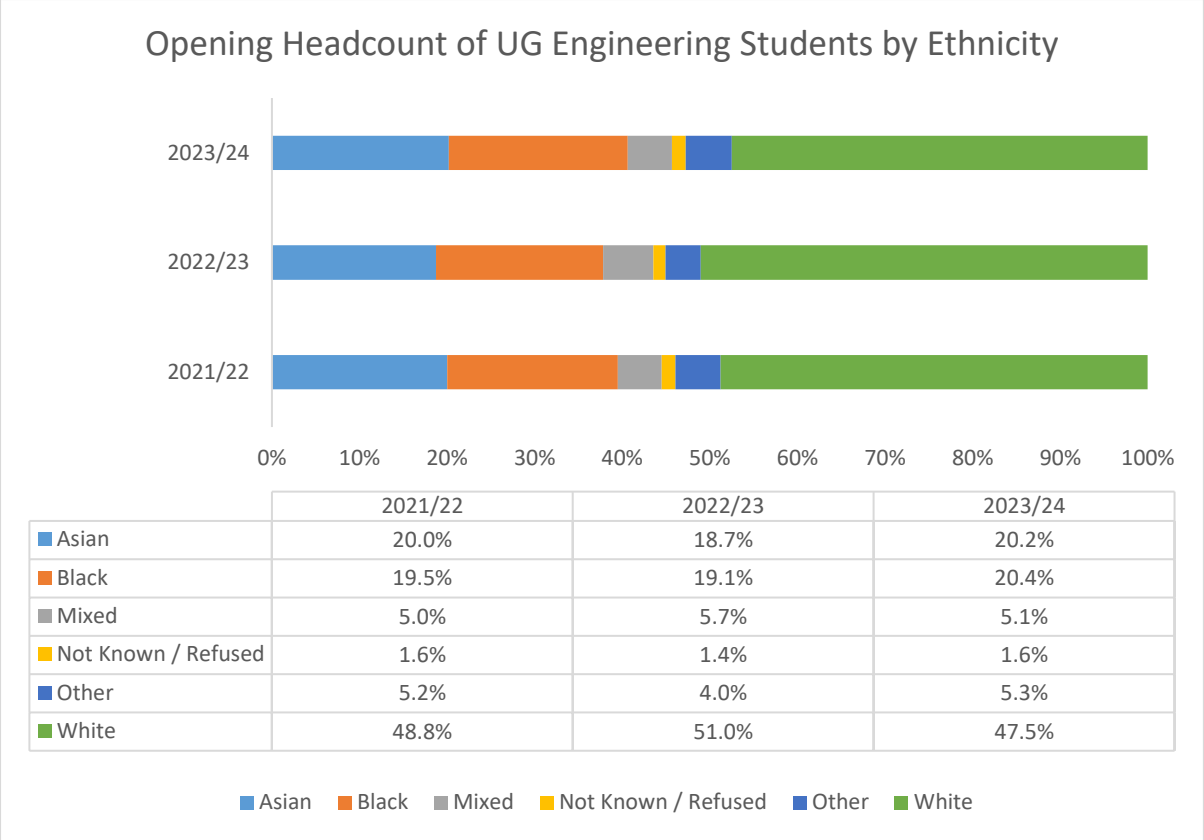


Figure 28: Percentage of UG students achieving a Good degree (2.1 or 1st) by sex

Table 19: UG Student Ethnicity % and Number

Opening Headcount of UG Engineering Students by ethnicity							
Academic Year		202122		202223		202324	
Ethnicity	Sex	Value	%	Value	%	Value	%
Total		699	100.0%	870	100.0%	950	100.0%
Asian	Total	140	20.0%	163	18.7%	192	20.2%
	Female	24	3.4%	23	2.6%	35	3.7%
	Male	116	16.6%	140	16.1%	157	16.5%
Black	Total	135	19.3%	165	19.0%	194	20.4%
	Female	30	4.3%	42	4.8%	48	5.1%
	Male	105	15.0%	123	14.1%	146	15.4%
Mixed	Total	35	5.0%	50	5.7%	48	5.1%
	Female	5	0.7%	8	0.9%	3	0.3%
	Male	30	4.3%	42	4.8%	45	4.7%
Not Known	Total	12	1.7%	13	1.5%	15	1.6%
	Female		0.0%		0.0%	1	0.1%
	Male	12	1.7%	13	1.5%	14	1.5%
Other	Total	36	5.2%	35	4.0%	50	5.3%
	Female	7	1.0%	8	0.9%	13	1.4%
	Male	29	4.1%	27	3.1%	37	3.9%
White	Total	341	48.8%	444	51.0%	451	47.5%
	Female	40	5.7%	59	6.8%	62	6.5%
	Male	300	42.9%	382	43.9%	387	40.7%
	Not Known	1	0.1%	3	0.3%	2	0.2%
Total		699	100.0%	870	100.0%	950	100.0%



	2021/22	2022/23	2023/24
Asian	20.0%	18.7%	20.2%
Black	19.5%	19.1%	20.4%
Mixed	5.0%	5.7%	5.1%
Not Known / Refused	1.6%	1.4%	1.6%
Other	5.2%	4.0%	5.3%
White	48.8%	51.0%	47.5%

Figure 29: UG Student Ethnicity

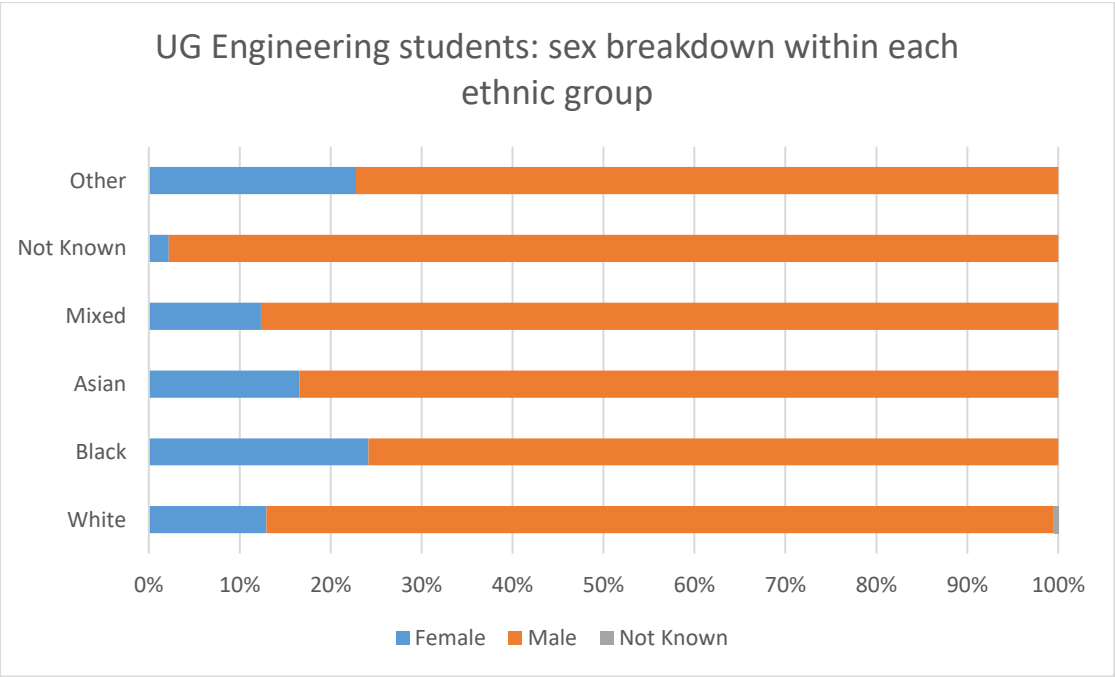


Figure 30: Gender and Ethnicity Breakdown

Table 20: Number of PG taught students by gender, year and full/part time

PGT Engineering Opening Headcount by Gender and Mode (FT/PT)								
Academic Year			202122		202223		202324	
UET Group	Sex	Mode	Value	%	Value	%	Value	%
Total			52	100.0%	165	100.0%	147	100.0%
PGT	Total		52	100.0%	165	100.0%	147	100.0%
	Female	Total	17	32.7%	54	32.7%	49	33.3%
	Female	Full-Time	17	32.7%	50	30.3%	45	30.6%
	Female	Sandwich			4	2.4%	4	2.7%
	Male	Total	35	67.3%	111	67.3%	97	66.0%
	Male	Full-Time	33	63.5%	96	58.2%	81	55.1%
	Male	Sandwich	2	3.8%	15	9.1%	16	10.9%
	Not Provided	Total					1	0.7%
	Not Provided	Full-Time					1	0.7%
Total			52	100.0%	165	100.0%	147	100.0%

Table 21: Number of PG taught students by gender and year

% PG Engineering Students at NTU							
Academic Year		202122		202223		202324	
UET Group	Sex	Value	%	Value	%	Value	%
NTU Total Headcount		42,264	100.0%	42,513	100.0%	40,760	100.0%
Total		751	1.8%	1,035	2.4%	1,097	2.7%
PGT	Total	52	0.1%	165	0.4%	147	0.4%
	Female	17	0.0%	54	0.1%	49	0.1%
	Male	35	0.1%	111	0.3%	97	0.2%
	Not Provided					1	0.0%

Table 22: PG taught applications, offers and acceptances by gender and year

	Academic Year	Course	Sex	Applications TY	Applications LY	Applications TY vs. LY	Offers TY	Offers LY	Offers TY vs. LY	Accepts TY	Accepts LY	Accepts TY vs. LY	Applications in Progress TY	Applications in Progress LY	Applications in Progress TY vs. LY	% Firm replies TY	% Firm replies LY	% Firm replies TY vs. LY	% Firm replies TY vs. LY %
PGT	**Total**			**756**	**1241**	**-485**	**368**	**576**	**-208**	**271**	**432**	**-161**	**26**	**106**	**-80**	**92.8%**	**0.9133192**	**1.5%**	**1.6%**
	202324	**Total**		**756**	**1241**	**-485**	**368**	**576**	**-208**	**271**	**432**	**-161**	**26**	**106**	**-80**	**92.8%**	**0.9133192**	**1.5%**	**1.6%**
		ENGG034 - MSc Transport Systems SEPT FT	**Total**	**48**	**47**	**1**	**18**	**13**	**5**	**13**	**12**	**1**				**86.7%**	**0.9230769**	**-5.6%**	**-6.1%**
			Female	6	12	-6	2	4	-2	1	4	-3				100.0%	1	0.0%	0.0%
			Male	42	35	7	16	9	7	12	8	4				85.7%	0.8888889	-3.2%	-3.6%
		ENGG035 - MSc Transport Systems SEPT SW	**Total**	**3**	**37**	**-34**	**1**	**18**	**-17**		**18**						**1**		
			Female	1	3	-2		2			2						1		
			Male	2	34	-32	1	16	-15		16						1		
		ENGG036 - MSc Sust Eng:Energy SEPT FT	**Total**	**278**	**207**	**71**	**123**	**80**	**43**	**89**	**65**	**24**	**1**			**89.9%**	**0.8227848**	**7.6%**	**9.3%**
			Female	57	45	12	23	22	1	16	18	-2				94.1%	0.8181818	12.3%	15.0%
			Male	220	162	58	100	58	42	73	47	26	1			89.0%	0.8245614	6.6%	8.0%
			Not Known	1															
		ENGG037 - MSc Sust Eng: Energy SEPT SW	**Total**	**73**	**99**	**-26**	**39**	**52**	**-13**	**31**	**45**	**-14**				**86.1%**	**0.8653846**	**-0.4%**	**-0.5%**
			Female	15	19	-4	7	12	-5	5	10	-5				83.3%	0.8333333	0.0%	0.0%
			Male	58	80	-22	32	40	-8	26	35	-9				86.7%	0.875	-0.8%	-1.0%
		ENGG038 - MSc Medi Engineering SEPT FT	**Total**	**86**	**79**	**7**	**49**	**37**	**12**	**39**	**33**	**6**				**95.1%**	**0.8918919**	**5.9%**	**6.7%**
			Female	39	32	7	24	14	10	20	13	7				95.2%	0.9285714	2.4%	2.6%
			Male	47	47	0	25	23	2	19	20	-1				95.0%	0.8695652	8.0%	9.3%
		ENGG039 - MSc Medi Engineering SEPT SW	**Total**	**26**	**51**	**-25**	**12**	**24**	**-12**	**8**	**21**	**-13**				**88.9%**	**0.875**	**1.4%**	**1.6%**
			Female	11	21	-10	5	9	-4	1	8	-7				50.0%	0.8888889	-38.9%	-43.8%
			Male	15	30	-15	7	15	-8	7	13	-6				100.0%	0.8666667	13.3%	15.4%
		ENGG040 - MSc Transport Systems JAN FT	**Total**	**40**	**149**	**-109**	**21**	**59**	**-38**	**17**	**33**	**-16**	**2**	**32**	**-30**	**100.0%**	**1**	**0.0%**	**0.0%**
			Female	1	22	-21		9			5			5			1		
			Male	39	127	-88	21	50	-29	17	28	-11	2	27	-25	100.0%	1	0.0%	0.0%
		ENGG041 - MSc Transport Systems JAN SW	**Total**		**69**			**20**			**12**			**14**			**1**		
			Female		13			2			1			3			1		
			Male		56			18			11			11			1		
		ENGG042 - MSc Sust Eng:Energ JAN FT	**Total**	**140**	**305**	**-165**	**69**	**162**	**-93**	**50**	**115**	**-65**	**15**	**44**	**-29**	**98.0%**	**0.9663866**	**1.4%**	**1.4%**
			Female	15	50	-35	11	26	-15	9	15	-6	1	7	-6	90.0%	0.8823529	1.8%	2.0%
			Male	125	255	-130	58	136	-78	41	100	-59	14	37	-23	100.0%	0.9803922	2.0%	2.0%
		ENGG043 - MSc Sust Eng:Energ JAN SW	**Total**	**3**	**97**	**-94**		**63**			**39**			**6**			**0.8297872**		
			Female		22			14			9			2			0.9		
			Male	3	75	-72		49			30			4			0.8108108		
		ENGG044 - MSc Medi Engineering JAN FT	**Total**	**27**	**76**	**-49**	**16**	**33**	**-17**	**7**	**28**	**-21**	**4**	**9**	**-5**	**100.0%**	**1**	**0.0%**	**0.0%**
			Female	8	29	-21	6	13	-7	3	13	-10		3		100.0%	1	0.0%	0.0%
			Male	19	47	-28	10	20	-10	4	15	-11	4	6	-2	100.0%	1	0.0%	0.0%
		ENGG045 - MSc Medi Engineering JAN SW	**Total**	**2**	**25**	**-23**		**15**			**11**			**1**			**1**		
			Female	1	9	-8		3			2			1			1		
			Male	1	16	-15		12			9						1		
		ENGG070 - MSc Transport Systems JAN SW	**Total**	**5**			**4**			**3**						**100.0%**			
			Female	1			1												
			Male	4			3			3						100.0%			
		ENGG071 - MSc Sust Eng:Energ JAN SW	**Total**	**18**			**10**			**8**			**4**			**100.0%**			
			Female	5			3			2			1			100.0%			
			Male	13			7			6			3			100.0%			
		ENGG072 - MSc Medi Engineering JAN SW	**Total**	**7**			**6**			**6**						**100.0%**			
			Female	4			3			3						100.0%			
			Male	3			3			3						100.0%			
Total				**756**	**1241**	**-485**	**368**	**576**	**-208**	**271**	**432**	**-161**	**26**	**106**	**-80**	**92.8%**	**0.9133192**	**1.5%**	**1.6%**

Table 23: PG taught completion rates by gender and year

Opening Headcount of PGT Engineering Students by Academic Progression								
Academic Year			202122		202223		202324	
UET Group	Academic Progression	Sex	Value	%	Value	%	Value	%
Total			**52**	**100.0%**	**165**	**100.0%**	**147**	**100.0%**
PGT	**Total**		**52**	**100.0%**	**165**	**100.0%**	**147**	**100.0%**
	Academic Failure	**Total**	**2**	**3.8%**	**1**	**0.6%**		
		Male	2	3.8%	1	0.6%		
	No decision	**Total**	**1**	**1.9%**	**1**	**0.6%**	**23**	**15.6%**
		Female					5	3.4%
		Male	1	1.9%	1	0.6%	17	11.6%
		Not Provided					1	0.7%
	Not Progressing - permitted referral	**Total**			**2**	**1.2%**	**7**	**4.8%**
		Female			2	1.2%	2	1.4%
		Male					5	3.4%
	Progressing	**Total**	**22**	**42.3%**	**44**	**26.7%**		
		Female	9	17.3%	10	6.1%		
		Male	13	25.0%	34	20.6%		
	Progressing following referral	**Total**	**18**	**34.6%**	**36**	**21.8%**		
		Female	7	13.5%	12	7.3%		
		Male	11	21.2%	24	14.5%		
	Successful completion	**Total**	**7**	**13.5%**	**72**	**43.6%**	**113**	**76.9%**
		Female	1	1.9%	29	17.6%	40	27.2%
		Male	6	11.5%	43	26.1%	73	49.7%
	Will not achieve intended award	**Total**	**2**	**3.8%**	**9**	**5.5%**	**4**	**2.7%**
		Female			1	0.6%	2	1.4%
		Male	2	3.8%	8	4.8%	2	1.4%
Total			**52**	**100.0%**	**165**	**100.0%**	**147**	**100.0%**

Table 24: Number of men and women on postgraduate research degrees, including year and full/part time

NTU Postgraduate Research Total Opening Headcount by Gender								
Academic Year			202122		202223		202324	
UET Group	Sex	Mode	Value	%	Value	%	Value	%
Total			**885**	**100.0%**	**867**	**100.0%**	**885**	**100.0%**
Postgraduate Research	**Total**		**885**	**100.0%**	**867**	**100.0%**	**885**	**100.0%**
	Female	**Total**	**475**	**53.7%**	**485**	**55.9%**	**490**	**55.4%**
		Distance Learning	8	0.9%	10	1.2%	11	1.2%
		Full-Time	296	33.4%	320	36.9%	330	37.3%
		Part-Time (Day & Evening)	1	0.1%	1	0.1%		
		Part-Time (Day)	170	19.2%	154	17.8%	149	16.8%
	Male	**Total**	**405**	**45.8%**	**378**	**43.6%**	**391**	**44.2%**
		Distance Learning	10	1.1%	8	0.9%	10	1.1%
		Full-Time	236	26.7%	224	25.8%	235	26.6%
		Part-Time (Day & Evening)	3	0.3%	2	0.2%	1	0.1%
		Part-Time (Day)	156	17.6%	144	16.6%	145	16.4%
	Not Known	**Total**	**3**	**0.3%**	**3**	**0.3%**	**3**	**0.3%**
		Full-Time	2	0.2%	2	0.2%	2	0.2%
		Part-Time (Day)	1	0.1%	1	0.1%	1	0.1%
	Not Provided	**Total**	**2**	**0.2%**	**1**	**0.1%**	**1**	**0.1%**
		Full-Time	1	0.1%	1	0.1%	1	0.1%
		Part-Time (Day)	1	0.1%				
Total			**885**	**100.0%**	**867**	**100.0%**	**885**	**100.0%**

Table 25: Percentage of women and men UG, taught PG and PG research students

Total NTU Opening Headcount by UET Group, Gender and Mode (PT/FT)								
Academic Year			**202122**		**202223**		**202324**	
UET Group	**Sex**	**Mode**	**Value**	**%**	**Value**	**%**	**Value**	**%**
Total			**38,280**	**100.0%**	**38,582**	**100.0%**	**37,199**	**100.0%**
PGT	**Total**		**5,730**	**15.0%**	**6,506**	**16.9%**	**6,429**	**17.3%**
	Female	**Total**	**3,376**	**8.8%**	**3,880**	**10.1%**	**3,794**	**10.2%**
		Block Release	76	0.2%	66	0.2%	61	0.2%
		Full-Time	2,386	6.2%	2,963	7.7%	2,917	7.8%
		Part-Time (Day & Evening)	68	0.2%	57	0.1%	38	0.1%
		Part-Time (Day)	471	1.2%	491	1.3%	485	1.3%
		Part-Time (Evening)	33	0.1%	33	0.1%	35	0.1%
		Part-Time (Weekend)	164	0.4%	145	0.4%	153	0.4%
		Sandwich	178	0.5%	125	0.3%	105	0.3%
	Male	**Total**	**2,336**	**6.1%**	**2,602**	**6.7%**	**2,620**	**7.0%**
		Block Release	19	0.0%	18	0.0%	23	0.1%
		Full-Time	1,722	4.5%	2,149	5.6%	2,199	5.9%
		Part-Time (Day & Evening)	29	0.1%	19	0.0%	27	0.1%
		Part-Time (Day)	177	0.5%	166	0.4%	169	0.5%
		Part-Time (Evening)	13	0.0%	17	0.0%	7	0.0%
		Part-Time (Weekend)	46	0.1%	42	0.1%	45	0.1%
		Sandwich	330	0.9%	191	0.5%	150	0.4%
	Not Known	**Total**			**1**	**0.0%**	**10**	**0.0%**
		Full-Time			1	0.0%	7	0.0%
		Part-Time (Day)					2	0.0%
		Sandwich					1	0.0%
	Not Provided	**Total**	**18**	**0.0%**	**23**	**0.1%**	**5**	**0.0%**
		Full-Time	14	0.0%	21	0.1%	5	0.0%
		Part-Time (Day)	3	0.0%	1	0.0%		
		Sandwich	1	0.0%	1	0.0%		
Postgraduate Research	**Total**		**885**	**2.3%**	**867**	**2.2%**	**885**	**2.4%**
	Female	**Total**	**475**	**1.2%**	**485**	**1.3%**	**490**	**1.3%**
		Distance Learning	8	0.0%	10	0.0%	11	0.0%
		Full-Time	296	0.8%	320	0.8%	330	0.9%
		Part-Time (Day & Evening)	1	0.0%	1	0.0%		
		Part-Time (Day)	170	0.4%	154	0.4%	149	0.4%
	Male	**Total**	**405**	**1.1%**	**378**	**1.0%**	**391**	**1.1%**
		Distance Learning	10	0.0%	8	0.0%	10	0.0%
		Full-Time	236	0.6%	224	0.6%	235	0.6%
		Part-Time (Day & Evening)	3	0.0%	2	0.0%	1	0.0%
		Part-Time (Day)	156	0.4%	144	0.4%	145	0.4%
	Not Known	**Total**	**3**	**0.0%**	**3**	**0.0%**	**3**	**0.0%**
		Full-Time	2	0.0%	2	0.0%	2	0.0%
		Part-Time (Day)	1	0.0%	1	0.0%	1	0.0%
	Not Provided	**Total**	**2**	**0.0%**	**1**	**0.0%**	**1**	**0.0%**
		Full-Time	1	0.0%	1	0.0%	1	0.0%
		Part-Time (Day)	1	0.0%				

Total NTU Opening Headcount by UET Group, Gender and Mode (PT/FT)								
Academic Year			**202122**		**202223**		**202324**	
UET Group	**Sex**	**Mode**	**Value**	**%**	**Value**	**%**	**Value**	**%**
UG DIRECT	**Total**		**568**	**1.5%**	**814**	**2.1%**	**639**	**1.7%**
	Female	**Total**	**391**	**1.0%**	**529**	**1.4%**	**411**	**1.1%**
		Block Release	1	0.0%	1	0.0%		
		Full-Time	121	0.3%	185	0.5%	87	0.2%
		Part-Time (Day & Evening)	4	0.0%	5	0.0%	6	0.0%
		Part-Time (Day)	222	0.6%	254	0.7%	249	0.7%
		Part-Time (Evening)	22	0.1%	27	0.1%	14	0.0%
		Sandwich	21	0.1%	57	0.1%	55	0.1%
	Male	**Total**	**177**	**0.5%**	**285**	**0.7%**	**228**	**0.6%**
		Full-Time	67	0.2%	102	0.3%	50	0.1%
		Part-Time (Day & Evening)	4	0.0%	6	0.0%	4	0.0%
		Part-Time (Day)	94	0.2%	167	0.4%	165	0.4%
		Part-Time (Evening)	11	0.0%	7	0.0%	2	0.0%
		Sandwich	1	0.0%	3	0.0%	7	0.0%
UG UCAS	**Total**		**31,097**	**81.2%**	**30,395**	**78.8%**	**29,246**	**78.6%**
	Female	**Total**	**16,515**	**43.1%**	**16,164**	**41.9%**	**15,458**	**41.6%**
		Full-Time	13,552	35.4%	13,274	34.4%	12,959	34.8%
		Part-Time (Day)	1	0.0%	1	0.0%	1	0.0%
		Sandwich	2,962	7.7%	2,889	7.5%	2,498	6.7%
	Male	**Total**	**14,506**	**37.9%**	**14,130**	**36.6%**	**13,734**	**36.9%**
		Full-Time	10,580	27.6%	10,421	27.0%	10,414	28.0%
		Sandwich	3,926	10.3%	3,709	9.6%	3,320	8.9%
	Not Known	**Total**	**10**	**0.0%**	**20**	**0.1%**	**28**	**0.1%**
		Full-Time	7	0.0%	17	0.0%	25	0.1%
		Sandwich	3	0.0%	3	0.0%	3	0.0%
	Not Provided	**Total**	**66**	**0.2%**	**81**	**0.2%**	**26**	**0.1%**
		Full-Time	56	0.1%	74	0.2%	20	0.1%
		Sandwich	10	0.0%	7	0.0%	6	0.0%
Total			**38,280**	**100.0%**	**38,582**	**100.0%**	**37,199**	**100.0%**

2. Additional Datasets

Periodic Course Review (Undergraduate Courses)

Attainment data over 4-year period (2019_2023), produced as part of Periodic Course Review (2024). This covers the Undergraduate Courses only, with the Postgraduate Courses PCR due Summer 2025. The following notes are taken from the document.

- Considerably high demand for Biomedical Engineering course from women. Mechanical Engineering is the least attractive course for women.
- Women students show a greater probability in achieving 1st class compared to men across all disciplines (Figure 1).
- Number of 1st classes are increasing while 2nd upper is decreasing in both white and 'BAME' groups (Figure 2). Note that the term 'BAME' was previously used, but is no longer recommended when discussing ethnicity.
- A greater proportion of white students achieve a 1st grade than 'BAME' students. We suspect an element on intersectionality: many ethnic minority background students have come from BTEC/Foundation routes, linked to performing less well in maths.
- Over 85% students with BTEC and mixture of BTEC and A-level qualifications have achieved 2LOW or better.

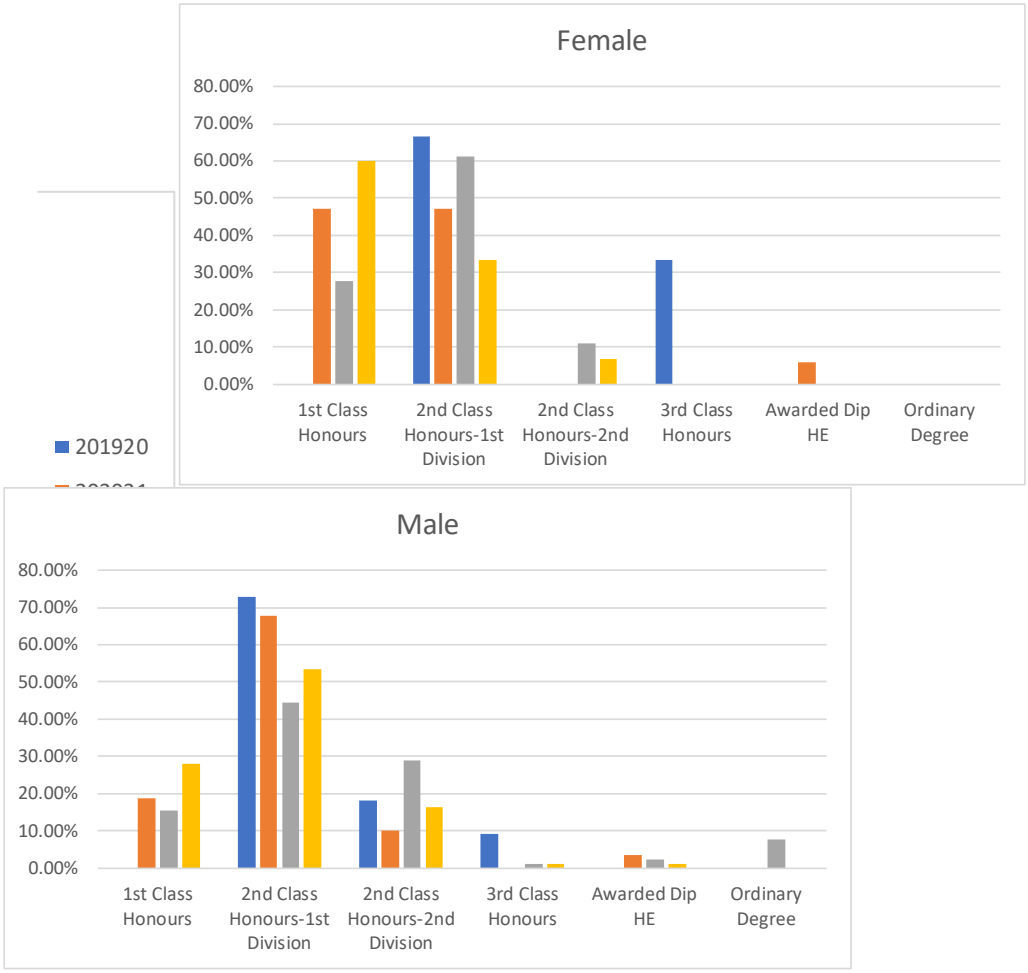


Figure 31: Percentage of students achieving each grade split by gender (2019-2023).

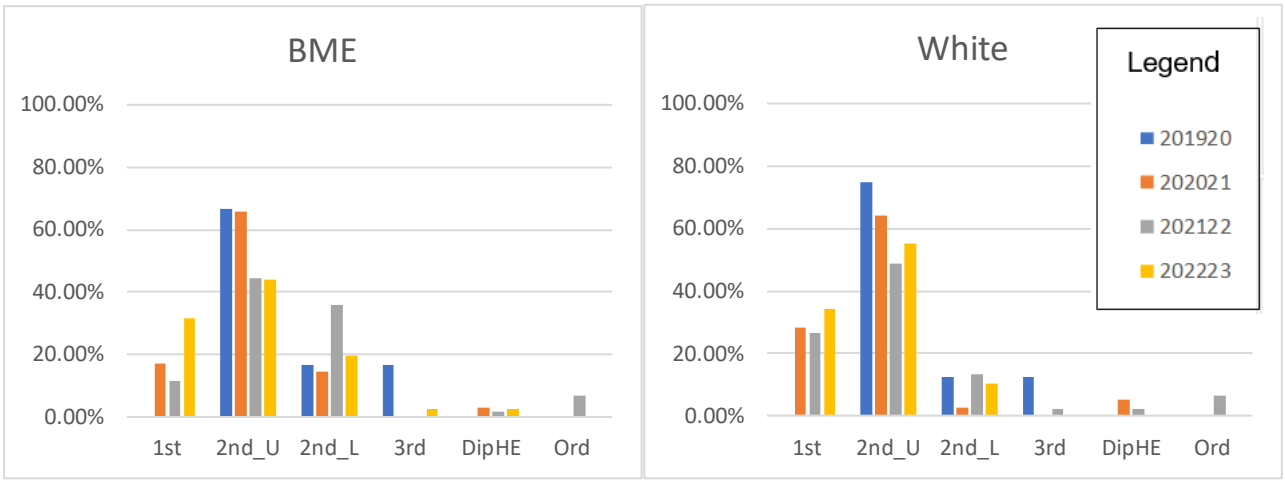


Figure 32: Percentage of students achieving each grade split by two main ethnic groups (2019-2023).

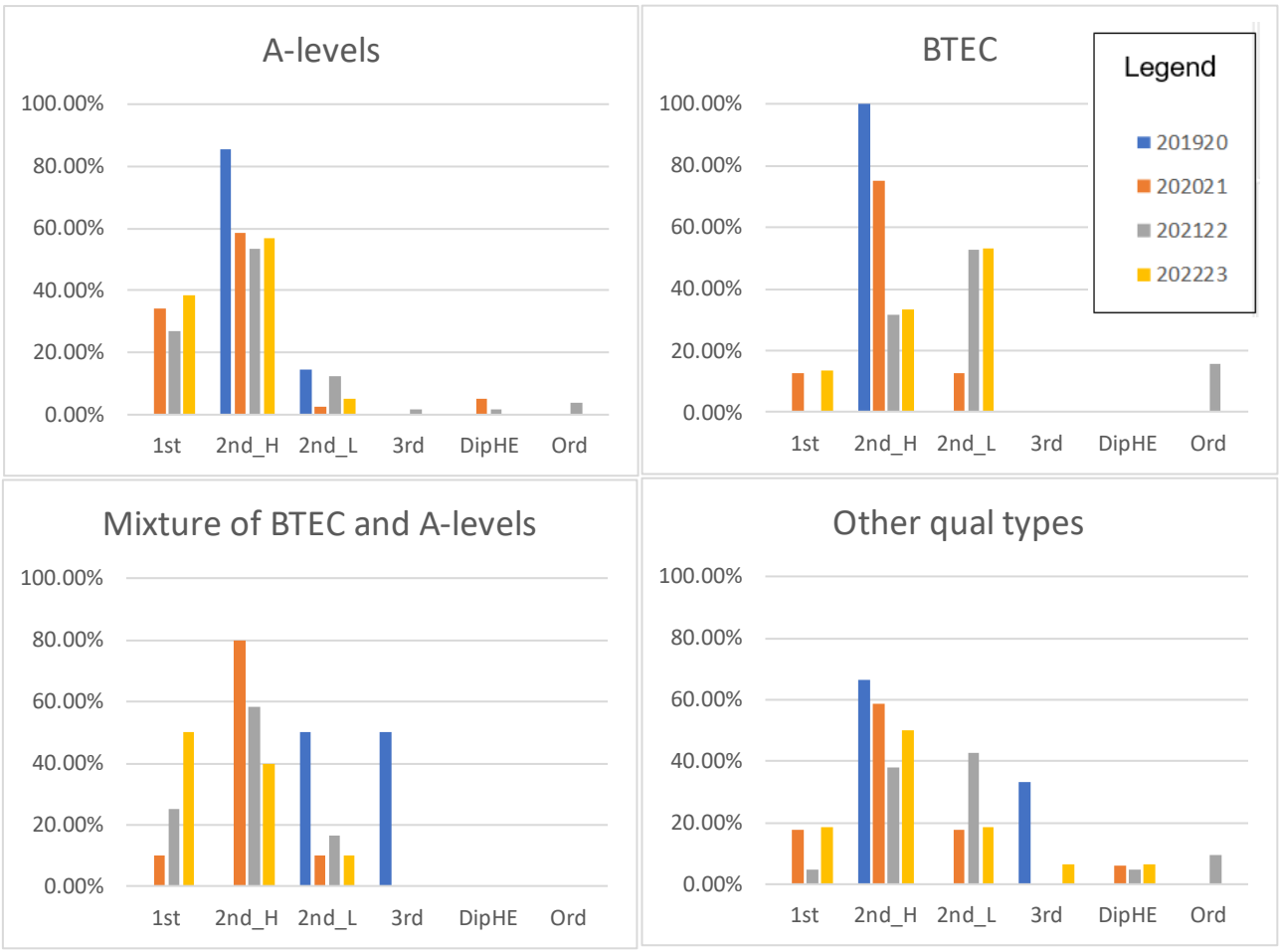


Figure 33: Percentage of students achieving each grade split by entry qualifications (2019-2023)

Advance HE Aurora programme

Five members of staff have undertaken the Advance HE Aurora programme, equating to 39% of the women academic staff. Four of the staff members undertook the programme whilst working at the Department and their places were funded by the department/School.

Table 26: Staff completing the Advance HE Aurora Programme

Year	Number of staff
2020-21	3
2021-22	1
2023-24	1

Experience Engineering days

Twice a year the department run Experience Engineering days (October and July) for year 12 students who are either considering and/or want to find out more about what an Engineering course at University looks like. In October we run a half day programme, compared to a full day programme in July. The event is advertised both locally and nationally and is aimed at students signing up individually instead of as a class. The students are introduced to the department and the courses we deliver, including a tour of our facilities. We also then offer either 1 (half day programme) or 2 lab sessions which are similar to sessions students on our courses undertake. Currently we run a computer aided design (CAD) session in our computing suite and an Arduino workshop for students to write in morse code.

Although our Experience Engineering days are not aimed specifically at certain demographic groups, they offer the chance for individuals regardless of gender, ethnicity and background to experience what undertaking a degree might look like. We have received positive feedback from our previous days and given individuals a taste at what they might want to study in the future. For future experience engineering days we should be able to capture demographic data and track the impact of the events on applicants to our degree courses.

Grand Challenge resilience study

All year 1 and 2 Engineering students across disciplines undertake a 3 week industrial project each year, known as Grand Challenge. Students are put into groups across disciplines (Biomedical, Sport, Mechanical, Aerospace and Electronic and Electrical Engineering) and year groups and have three weeks to solve a problem. The topic of Grand Challenge changes each year and students are only informed of the theme on the launch day of the Challenge. Although Grand Challenge is an assessed piece of work with the final deliverables including a business case, promotional video, presentation and demonstrator, the project aims to create a work like experience environment for the students. We have industrial partners involved each year and students are given opportunities to attend masterclasses and field visits delivered by the partners.

For the past two years, staff within the department have undertaken a study investigating the resilience of our year 1 and 2 students. Students are asked to complete a questionnaire (which includes the Connor Davidson (CR-RISC) resilience questionnaire) both before and after Grand Challenge to provide both a snapshot of their resilience at this point in their degree programme (towards the end of the academic year before Summer exams) and to assess the impact of Grand Challenge on student's resilience. Students are also asked to take part in focus groups run before and after Grand Challenge to provide a more depth understanding of their resilience skills.

Brief findings from the 2023_24 data reveal:

- The numbers of women students completing the questionnaire was representative of the cohort -17% and 21% of the participants for the pre and post questionnaire, respectively were women compared to 15% of the engineering cohort (all engineering students year 1 and 2).

- The number of Black students completing the questionnaire was representative of the cohort -16% and 25% of the participants for the pre and post questionnaire, respectively were Black, compared to 20% of the engineering cohort (all engineering students year 1 and 2).

- The number of Asian students completing the questionnaire was representative of the cohort -21% and 18% of the participants for the pre and post questionnaire, respectively were Asian, compared to 22% of the engineering cohort (all engineering students year 1 and 2).

- The number of students, who reported their ethnicity as ‘other,’ completing the questionnaire was representative of the cohort -21% and 11% of the participants for the pre and post questionnaire, respectively reported their ethnicity as ‘other, compared to 16% of the engineering cohort (all engineering students year 1 and 2).

- There are no significant differences between genders, ethnicities or educational background or over time for resilience (all $p > 0.05$).

- 75% of the female participants considered themselves to have high resilience pre GC and 60% post GC (figure 1).

- Across all demographic groups (divided by gender, ethnicity and educational background) fewer students post GC reported low than pre (can’t test statistically), but more students reported mediocre resilience compared to pre and fewer reported high resilience.

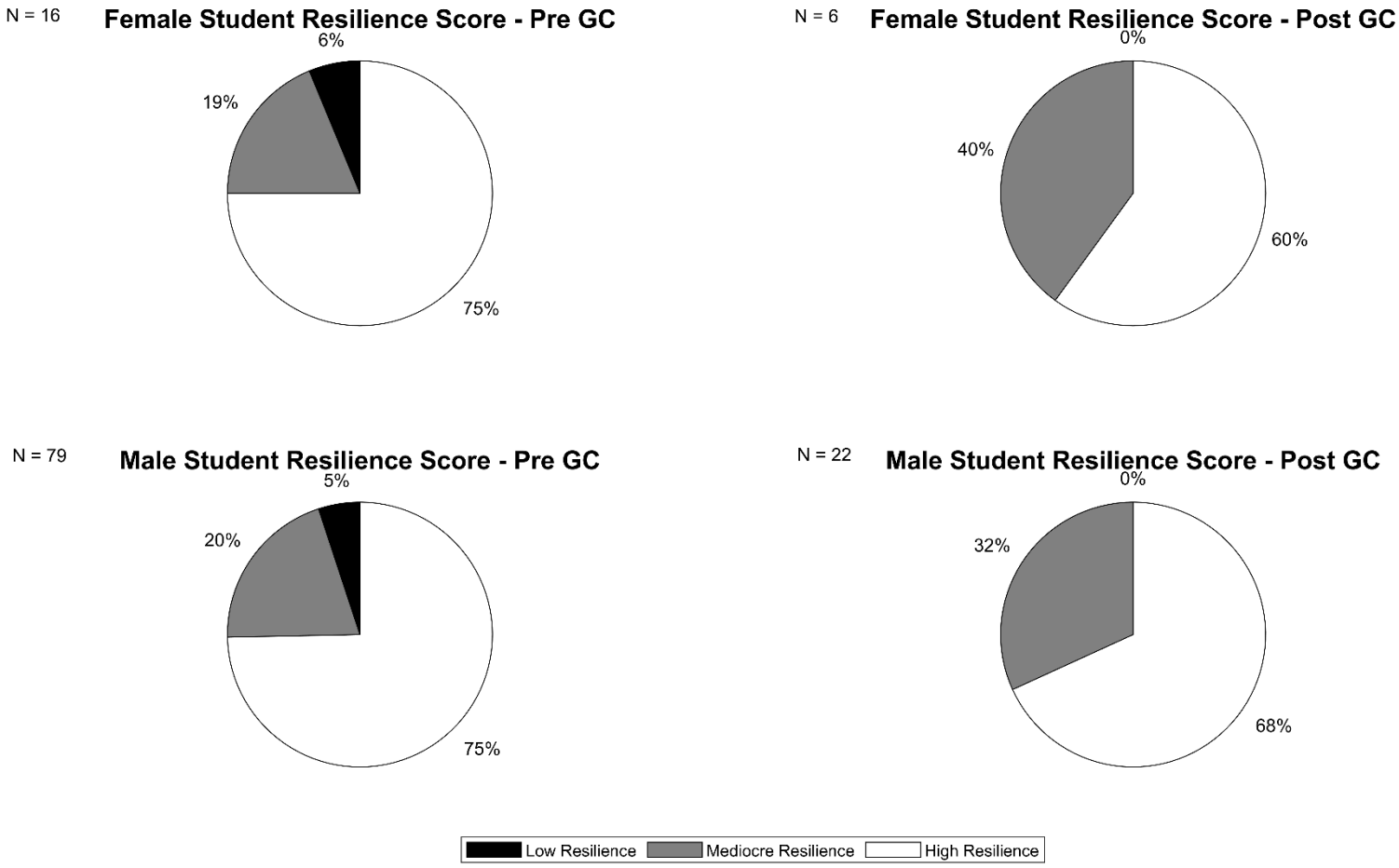


Figure 34: Female student resilience scores pre and post Grand Challenge (GC) collected from the Connor Davidson (CR-RISC) resilience questionnaire.

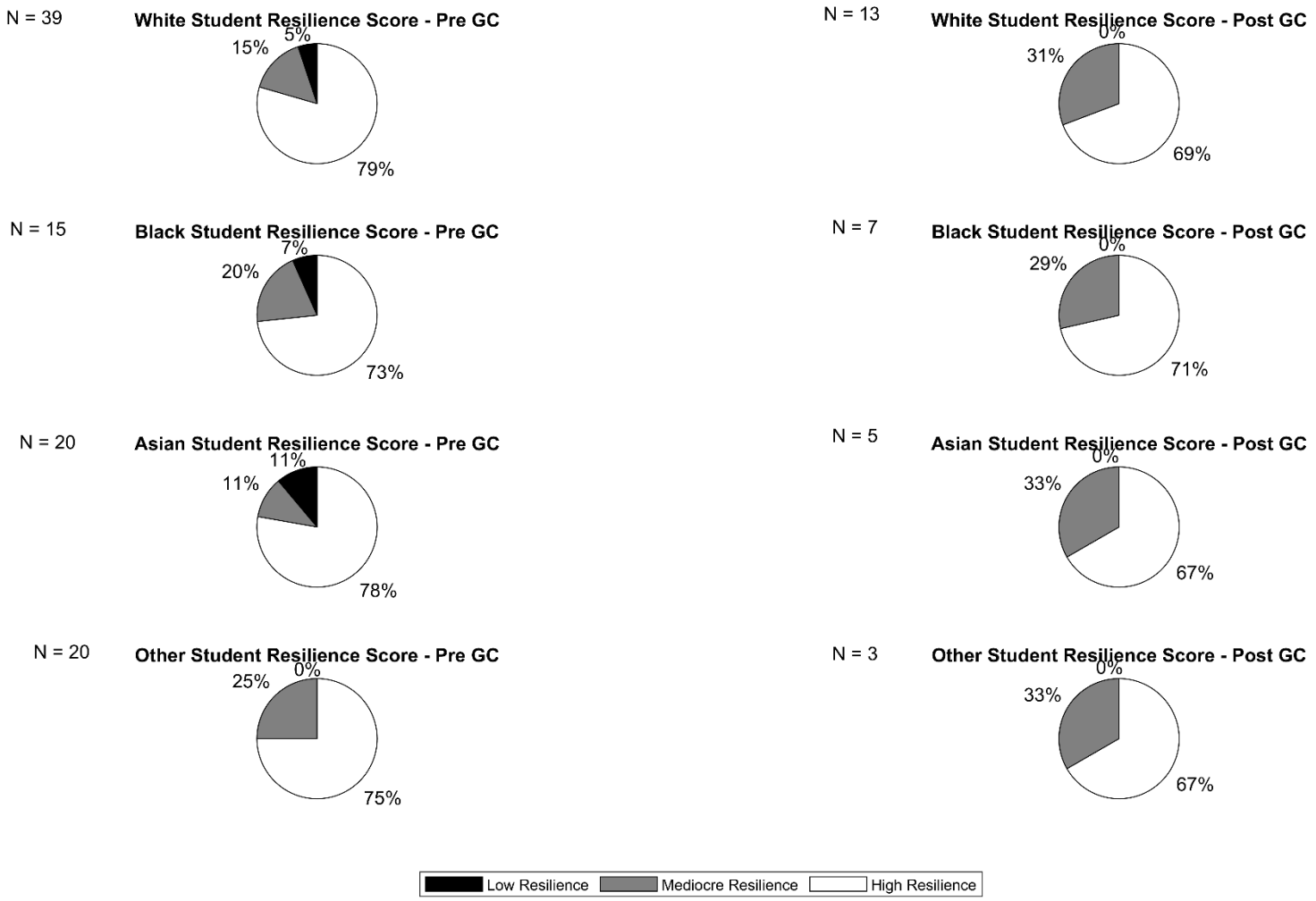


Figure 35: Ethnicity resilience scores pre and post Grand Challenge (GC) collected from the Connor Davidson (CR-RISC) resilience questionnaire

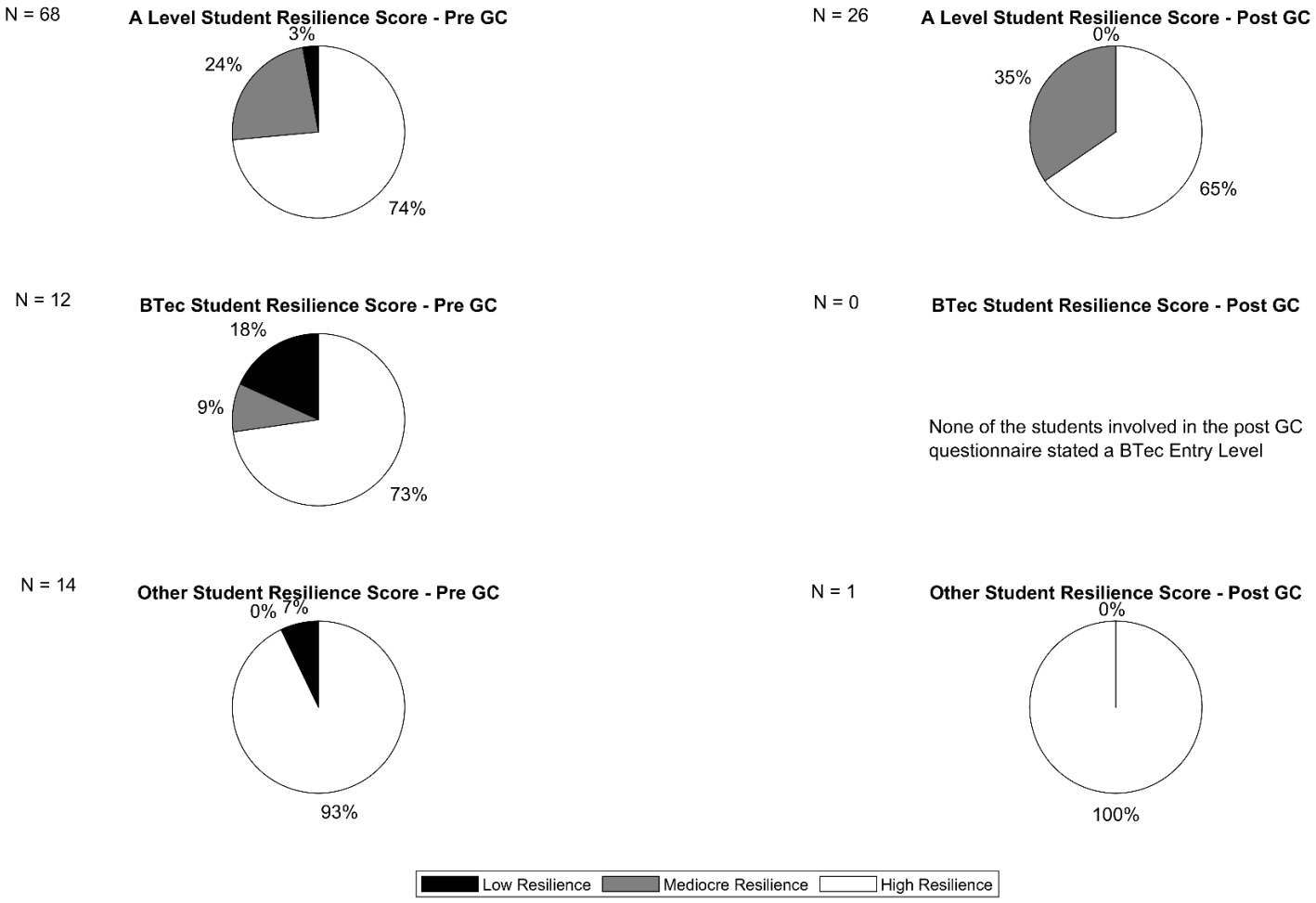


Figure 36: Resilience scores split by entry level, pre and post Grand Challenge (GC) collected from the Connor Davidson (CR-RISC) resilience questionnaire

Elicitation of priority areas and needs for action plan

The following areas and points were identified during a structured brainstorming with the SAT (including student members). This was a 90-minute session with key definitions and the data from the rest of Appendix 2 available. The team split into groups for three activities: a Start-Stop-Continue exercise, reviewing data to establish points (1 dataset per group), and organising points to indicate key issues as shown in Section 2. The identified points are captured in the Action Plan (Section 3)

There are points which cannot be actioned within the department e.g. adjustments to School or University policies (marked with a ▲). These are to be passed on to relevant other teams for consideration.

Table 27: Points identified during brainstorming

Staff	1
Recruitment and Progression • Investigate why staff on part-time contacts are largely women • Stop using student ratings e.g. MySay in appraisals and promotions, as research suggests they are biased • Investigate why there are no Professors or Associate Professors in the department: barrier to progression? Unconscious bias? Or coincidence due to low numbers? • Maintain gender balance among staff (above figure for engineering workplaces) • Better understand staff motivations and needs e.g. staff may bring previous employment trauma with them, but there is an opportunity for academia to be a safer / more accessible alternative to industry (catch the leaks from the “leaky pipeline.”)	1.1 ▲
Workloading	1.2

• Increase transparency around decision-making, and increase awareness of roles (e.g. admin tasks). • Share Department Roles list and/or mention at staff meetings • Recognition of administrative work	
Maternity • Better reintegration of staff after maternity leave • Create opportunities for people on maternity leave to give input to next year's timetables, etc. • Guaranteed meeting with line manager on return from maternity leave, to catch up with changes.	1.3
General Department Culture	2
Points to keep: • International, multicultural staff and students • Feels like a diverse environment • Support from the Technical Team, for both staff and students, with respect to teaching, research, and pastoral care • Maternity Leave is managed as an opportunity for a temporary recruit, rather than asking colleagues to cover and creating fear and resentment. • Grand Challenge • A sense of belonging, part of a team, supportive and open, especially with a collaborative attitude towards research. • Students feel fairly treated • Staff going "above and beyond."	2.1

Timetabling flexibility for people with childcare, caring responsibilities, etc. (both students and staff)	2.2 ▲
Social activities and team building (and do more) e.g. Coffee morning	2.3
Include postdoctoral and postgraduate researchers, and technicians in communications	2.4
Share good news more regularly / consistently / broadly	2.5
Students	3
EDI Visibility in the department • EDI literacy in the department / course inductions • Talk about EDI in a departmental environment, and advertise Student Union EDI events. • Stop EDI being linked to the Student Union, and bring into the department. • Better awareness of the RESPECT at NTU agenda • Celebrate women students' excellent grades	3.1
Support for students • Student support network in the department. • Focus groups in department for students • Support for students in engineering to know general issues and tell students how to get support (chaired by students and staff) • Consider how to build student confidence that we will support them.	3.2
Employability • Support for employability.	3.3

• Discuss real barriers (opportunity to effect change at gold level) e.g. there are countries that may have different cultural expectations of women, can be unsafe (especially for LGBTQ+ students), or women are not permitted to work in certain roles e.g. underground mining. • Employability trips for different diverse groups • Ensure student trips are in locations that are safe for all students • Policy for “single issue” events e.g. how do we approach women-only events or scholarships?	
Teaching & Learning – direct EDI learning • Support from lecturers: positively skewed for men and women • Diverse examples in teaching materials • More workshops providing students with knowledge of EDI • Add EDI to feedback for projects and modules. • Consider how we teach subjects like AI (which can reinforce gender biases, but there is potential to develop responsible AI). • Consider who is visibly teaching e.g. suggested that women staff are perceived to be mainly Biomedical (not true).	3.4
Teaching & Learning – issues indirectly impacting women and other groups • Improve student engagement • Are Disability and Inclusion measures appropriate and sufficient? We rely on lecture capture and providing slides, but are there better ways to support students? • Improve student self-confidence / technique around maths, exams (gender confidence gap)	3.5 ▲

• Are exams needed? They are currently a requirement for accredited engineering courses, but other subjects (Product Design) don't have them. They could be off-putting, or adversely impact diverse backgrounds? • Set students up for exam success e.g. buddies.	
Collect data on gender on each course. n.b. the University collects data on sex rather than gender as required by HESA, and there is currently some conflation of sex and gender terms across the institution.	3.6
Representation	4
Outreach and Recruitment • Collaborate with other departments and student services to create a network offering outreach activities to EDI groups in schools. • Consider how Mechanical Engineering is presented: confusion over what a professional engineer does can lead to concerns over needing physical strength • We recruit heavily from BTEC and other vocational backgrounds (and are proud to do so) – these students are largely male. Work with NTU at Mansfield, local colleges? • What is the proportion of BTEC students?	4.1
Visibility • Challenge all-male panels at University events (e.g. recent Alumni event) • No all-male panels • More genders visible on course webpages • Consider how Mechanical Engineering is presented: confusion over what a professional engineer does can lead to concerns over needing physical strength, etc.	4.2 ▲
Challenge stereotypes in outreach and community work	4.3

• Maths and science are for boys, girls are interested in arts and healthcare, boys are interested in cars, girls are more organised and studious (negative impact on boys). • Engage in activism to address stereotypes in schools and the community e.g. gendered children's toys (“toys will be toys” campaign), campaign to send ‘Inferior’ book to every UK state school, socialisation of girls to be caring.	

The Engineering department already has EDI obligations to the University and PSRB's. Since these activities are already a commitment, they are captured here to provide context, deadlines, and quantified targets.

Other obligations	5
The Equalities Act 2010 protects people against discrimination at work (ACAS, 2025): • Do not unfairly discriminate [directly or indirectly] in any aspect of work • Take steps to prevent discrimination • Take reasonable steps to protect people from discrimination by others • Looking after the wellbeing of employees – 'duty of care'	5.1 5.2 5.3 5.4
Accreditation of courses by the IET and IMechE, using Engineering Council UK 'AHEP4' (ECUK, 2020) • Promote equality, diversity and inclusion in line with applicable national regulatory frameworks • Embed inclusive design within the curriculum where relevant. • Competency C11/M11 (to be assessed at the highest level of study): "Adopt an inclusive approach to engineering practice and recognise the responsibilities, benefits and importance of supporting equality, diversity and inclusion."	5.5 5.6 5.7
Women in Science and Engineering (WISE) is a collaboration between the Engineering Council and Equal Opportunities Commission, so accreditation implies support. • Women to be 30% of the UK STEM workforce by 2030 (WISE, 2024). They provide a framework, data, and case studies. • Encourage more women into STEM by "showcasing female role models from different socioeconomic backgrounds, different races and sexualities who are successfully working in STEM" (Christakou, 2020).	5.8 5.9
Periodic Course Review of Engineering Dept, 2024 (next one due Spring 2027)	5.10

• Action 3: The Department to take proactive steps to encourage more women students into Engineering. "The Department could do more to actively encourage women students into Engineering courses … organisations such as STEMAZING might support outreach work. The department commented that one good strategy would be to request women students to contribute to the outreach events within the Department."	
NTU's EDI plan 'Inclusion in Action,' outlines our activity up to 2026 and is structured around three main goals (NTU, 2025): 1. Proactively work with the University community to ensure that everyone feels welcome, safe, included and equipped to succeed. 2. Attract, retain and develop a diverse University community, nurturing talent and celebrating diversity. 3. Embed equality, equity, diversity and inclusion in all our systems, policies, processes, and work.	5.11 5.12 5.13

Appendix 3: Glossary

Following is a glossary of abbreviations and acronyms used in this application. We include some key terms which may be open to misinterpretation, to clarify the meaning attached to them here.

Standard definitions have been used where possible, consulting the Cambridge Dictionary, Stonewall List of LGBTQ+ terms, The Law Society, and Gov.uk 'Writing about ethnicity' style guide.

Agile	An approach to software development. Solutions evolve through collaboration between self-organizing cross-functional teams, utilizing the appropriate practices for their context.
AHEP	The Accreditation of Higher Education Programmes. This is the set of educational criteria required for the different levels of professional registration, known as learning outcomes, to be met by degree programmes.
Asian	Asian or Asian British ethnicity, including Indian, Pakistani, Bangladeshi, Chinese, and any other Asian backgrounds.
BAME	Black, Asian and Minority Ethnic. This term was previously used to describe ethnic minority groups, but it emphasises some (Asian and Black) over others (Mixed, Other and White ethnic minority groups). It can also create misleading interpretations of data. Current recommendations are to refer to ethnic minority groups individually or use the term 'ethnic minority background' when this is not possible.
BEng	Batchelor of Engineering. An undergraduate degree, nominally 3 years full-time. It can be accredited to meet the academic requirements for Incorporated Engineer or partially meet the requirements for Chartered Engineer.
Black	Black, Black British, Caribbean or African ethnicity, including Caribbean, African, and any other Black, Black British, or Caribbean backgrounds
Cisgender	Someone whose gender is the same as the sex they were assigned at birth. For example, a cis(gender) woman is someone who was assigned female at birth and continues to live and identify as a woman.
Distance Learning	A way of studying in which the student does not attend a school, college, or university, but studies from where they live, usually being taught and given work to do over the internet.
ECUK	The Engineering Council UK. It is the UK regulatory body for the engineering profession. It holds the national registers of Engineering Technicians (EngTech), Incorporated Engineers (IEng), Chartered Engineers (CEng) and Information and Communications Technology Technicians (ICTTech), and sets and maintains the internationally recognised standards of professional competence and ethics that govern the award and retention of these titles.
EDI	Equality, diversity and inclusion, sometimes expressed as DEI (Diversity, equality and inclusion). The UK engineering profession

	(ECUK, RAEng, IMechE) appear to have moved towards the alternative term D&I (Diversity & Inclusion).
Ethnic minority background	All ethnic groups except the White British group. This terminology is consistent with government guidance.
Ethnicity	A broader categorisation than race, usually used to refer to long shared cultural experiences, religious practices, traditions, ancestry, language, dialect or national origins (for example, African-Caribbean, Indian, Irish). Ethnicity can be seen as a more positive identity than one forged from the shared negative experiences of racism. It's more commonly used and asked about within diversity questionnaires in the UK.
Female	We tend to use the terms woman / women throughout this document. Female is used in the context of sex as opposed to gender. It is sometimes used to belittle, insult, or exclude those without reproductive abilities.
FT	Full time study, amounting to 40 hours per week over term time. It is also used at NTU to indicate full-time study over the duration of the course, as opposed to courses with a Sandwich Year or Year Abroad.
FY	Foundation Year. These are incorporated into the degree courses as a 'Year 0' rather than being a separate FdSc course.
Gender	A person's innate sense of being a man, woman, non-binary (see below) or another gender. Gendered norms, roles and behaviours exist, which are typically associated with being a woman, man, girl or boy. These are often expressed in terms of masculinity and femininity, and vary across cultures. A person's gender is typically assumed from the sex they were assigned at birth.
Gender Identity	A person's innate sense of their own gender, whether male, female or something else (see non-binary below), which may or may not correspond to the sex assigned at birth.
Good Degree	A 2:1 (second class, first division) or 1st (first class) honours' degree. Sometimes called a 'Good Honours.'
IET	The Institution of Engineering & Technology. They are a multi-disciplinary institution, and one of the world's largest engineering institutions. All NTU engineering dept. courses with a graduated cohort are accredited by the IET, and several NTU Engineering staff are members.
IMechE	The Institution of Mechanical Engineers. NTU's BEng and MEng Mechanical Engineering Courses are currently undergoing an accreditation exercise with them, and several NTU Engineering staff are members.
LGBT+	LGBT refers to lesbian, gay, bi and trans, with the '+' encompassing other identities.
Male	We tend to use the terms man / men throughout this document, and reserve 'male' to describe sex assigned at birth. This is consistent with our use of 'woman' and 'female.'
Man	An adult who lives and identifies as male. N.b. they may have been said to have a different sex at birth.

MEng	Master of Engineering. This is an 'integrated masters' comprising Batchelor's and Masters' level study, nominally 4 years full-time. It can be accredited to meet the full academic requirements for Chartered Engineer status.
Mixed-Race	Mixed or multiple ethnic groups, including White and Black Caribbean, White and Black African, White and Asian, and any other Mixed or multiple ethnic background. Note that 'race' is an inconsistency here: surveys usually ask people for their ethnicity.
NTU	Nottingham Trent University
Other	In the context of ethnic groups, this includes Arab, and any other ethnic group
PG	Postgraduate
PGR	Postgraduate Researcher: someone who has a first degree, and is working on research. This encompasses research degree students, research assistants, and postdoctoral research staff who are usually on a fixed-term contract.
PGT	Postgraduate Taught Courses i.e. MSc.
Practice	Consultancy, publications or exhibition, knowledge transfer with employers, outreach activities for the public, international business development, commercialising knowledge and research outcomes, and other equivalent activities.
PT	Part-time courses amount to less than 40 hours per week. There are currently no part-time courses in the NTU Dept. Engineering.
Race	A categorisation based mainly on physical attributes or traits, assigning people to a specific race by having similar appearances or skin colour (for example, Black or White). The categorisation is rooted in white supremacy, and it's now widely accepted that race is a social construct. The term is still used, but the use of 'ethnicity' is recommended instead.
Research	Peer-reviewed outputs, activities with Research Group/Centre, presenting at conferences, securing income from external research funders, peer-reviewing and editorial activities, and other equivalent activities.
RESPECT	An ethos outlining our standards and expectations at NTU. The key messages are: 1) Respect is important to NTU, helping to maintain a positive, healthy environment for work and study. 2) Respect makes for a better place to work, learn and live. 3) We all have a shared responsibility to make it happen. We can lead by example, and challenge or report behaviours which don't match the NTU standard.
SAT	Self-Assessment Team for this Athena Swan Bronze application
Scholarship	Contributions to the knowledge that underpins teaching and learning in the discipline, developing scholarly / pedagogic outputs e.g. textbooks, papers, literature/book/media reviews, case studies, and equivalent activities.
School	Here, 'School' refers to Nottingham Trent University School of Science and Technology. The Engineering Department are part of this School.

Sex	The categories of male and female, which are assigned to a person on the basis of their primary sex characteristics (genitalia) and reproductive functions.
SW	A Sandwich course. This is a full-time course where students take a year in industry ('placement year' or sandwich year') between the second and third year of study. The year must be spent in relevant full-time-work, and is supported and assessed.
UG	Undergraduate
University	Here, the 'University' refers to Nottingham Trent University in its entirety
White	The White ethnic group i.e. English, Welsh, Scottish, Northern Irish or British, Irish, Gypsy or Irish Traveller, Roma, and any other White background
WISE	Women in Science and Engineering: a campaign formed as a collaboration between the Engineering Council UK and the Equal Opportunities Commission. The purpose is to enable and promote the participation, contribution and success of women in the UK STEM workforce.
Woman	An adult who lives and identifies as female. N.b. they may have been said to have a different sex at birth.