



# Equality, Diversity and Inclusion Annual Report **2022-23**



Nottingham Trent  
University





As Vice-Chancellor of Nottingham Trent University (NTU), I am pleased to present our Equality, Diversity, and Inclusion (EDI) Annual Report for the academic year 2022-23, summarising progress on advancing equality, valuing diversity and fostering inclusion within our University.

This year we have made good progress in transforming our approach to equality, diversity and inclusion. We were pleased to appoint Executive Deans for EDI, a role dedicated to providing senior leadership in driving forward our EDI ambitions. This is a key addition to our Extended University Executive Team, providing clear oversight and accountability. The Executive Deans for EDI have made good progress on creating a clear single NTU EDI Plan, linked to NTU's vision and ambition for EDI spanning students and colleagues, to support the delivery of the *University, reimagined* Strategy.

Our University EDI Plan takes a holistic and intersectional approach, extending beyond our statutory obligations, so that we become a truly inclusive University where EDI is embedded in all that we do and who we are. Our commitment is to enable equity of opportunity and experience for all colleagues and students, value diversity, and ensure that we all have a sense of belonging. We will ensure that all student and colleague voices are heard across the range of protected and other personal characteristics and experiences.



Professor Edward W. Peck  
Vice Chancellor

## 1.0 Introduction

As our Vice Chancellor, Professor Edward Peck has set out, it is an exciting time for us as we transform our approach to equality, diversity and inclusion.

With our newly appointed EDI Leadership team, consisting of Executive Deans for EDI, Angela Brown and Clive Foster (job-share) and Head of EDI, Saema Mohammad, we have worked on redesigning our corporate EDI team to adopt a partnership approach. Our EDI team will work across the University, providing the necessary thought leadership to drive bespoke interventions and support activities to progress.

We are making good progress on co-creating our University-wide EDI Plan through consultation with relevant stakeholders, including all colleagues, staff networks, students and stakeholders. We intend to launch our EDI Plan in Spring 2024, setting out our strategic EDI goals for 2024-26 aligned to our *University, reimagined* strategy.

Alongside, positive developments in transforming our EDI approach, this report highlights key work/activities that took place in 2022/23, thus demonstrating our compliance with the Public Sector Equality Duty.

## 2.0 NTU Equality Objectives

Nottingham Trent University has certain legal responsibilities it must adhere to concerning equality, diversity and inclusion – but more than that, we believe that our work in this space is essential to us as a University community. We strive to go above and beyond our legal duties as set out in the Equality Act (2010) because it is the right thing to do, and because we recognise the richness and positive impacts that this work has for our students, colleagues, stakeholders and local community.



NTU complies with the Public Sector Equality Duty (section 149) of the Act: the 'General Duty'. This requires the institution to have 'due regard', in the exercise of its functions, to the need to:

- 1. eliminate unlawful discrimination**, harassment and victimisation and other conduct prohibited by the Act;
- 2. advance equality of opportunity** between people who share a protected characteristic and those who do not; and
- 3. foster good relations** between people who share a protected characteristic and those who do not.

'Due regard' is the expectation placed upon an organisation to consciously consider the organisation's ability to meet the three obligations listed above in relation to how it delivers its functions. There are multiple ways for an organisation to achieve this. There is no legally prescribed tool or format; however, there must be an evidence base.

One method is through the undertaking of an Equality Impact Assessment (EIA). NTU provides a template format and supporting guidance material for colleagues to readily use.

Another method that can be effectively used to demonstrate 'due regard' is through the application and use of data monitoring and analysis, consultation and other forms of information gathering exercises e.g., surveys and focus groups that help inform decision making. Clear examples of this approach in action at NTU are the Athena SWAN, Race Equality, and Success for All strategic priorities. In addition, we purposefully designed our approach to appraisals and appraisal ratings with 'due regard' in mind.

We are also legally required to demonstrate our compliance with the 'General Duty' (Public Sector Equality Duty) through the 'Specific Duty' to:

- Publish information, in particular relating to persons who share a relevant protected characteristic who are: a) employees; and b) other persons affected by its policies and practices (i.e. students) on an annual basis; and
- Prepare and publish, one or more equality objective(s) that must be reviewed at least every four years.

The latest year of published data, inclusive of 2020/21, 2021/22, and 2022/23 is contained within Appendix 1.

This year, we have worked to the following equality objectives. These were first published in 2017-18 and were reviewed and renewed by the University Executive Team and the Employment Policy Committee, on behalf of the Board of Governors, in 2021-22. They were considered to be of continued relevance in relation to the ongoing EDI work that is being undertaken at NTU and were consequently republished.

- **Equality Objective 1**

Understand the student academic experience for equality groups in order to enhance this experience where appropriate and possible. Focusing on application, to offer, acceptance, progression, achievement and employability. With specific attention given to progression and achievement for black, Asian and minority ethnic students, male students and black, Asian and minority ethnic male students.

- **Equality Objective 2**

Map the journey of staff equality groups from application through to appointment and throughout the employee experience. Focusing on developing an in-depth understanding of areas of apparent disadvantage and investigating possible causes and solutions.

Our Strategic Equality, Diversity and Inclusion Goals will be launched in 2024, as part of our University EDI Plan, and these will supersede these objectives.

Other specific duties under the Equality Act (2010) include the requirement to undertake and publish organisational Gender Pay Gap data. Although this legal duty does not currently extend to other protected characteristics, NTU proactively publishes and takes action on pay gap data for ethnicity and disability in addition to gender.

The following sections of this report provide an overview of NTU's structural approach to managing equality, diversity, and inclusion, along with the activities undertaken over the past 12 months which demonstrate how NTU is meeting its Public Sector Duty obligations under the Equality Act (2010).



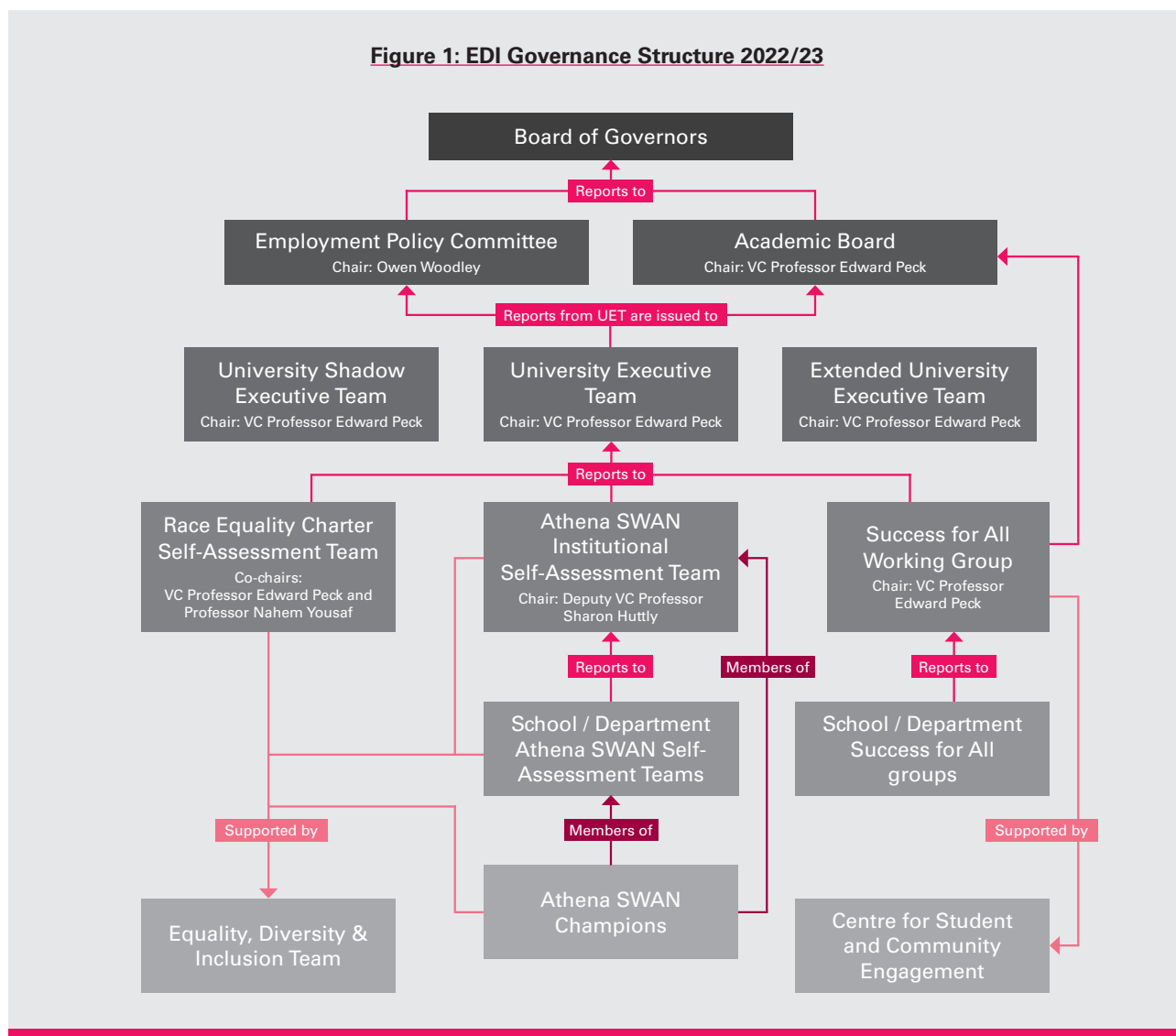
### 3.0 Governance of Equality, Diversity and Inclusion (EDI)

EDI is delivered and managed through a matrix structure based upon focussed strategic priorities, and generalised service functions. NTU's EDI work is underpinned by comprehensive action plans, training, policy, along with the provision of supporting guidance, toolkits and other supporting resource materials.

The following strategic agendas: NTU's Action and Participation Plan, Success for All, Athena SWAN and Race Equality Charter (REC) along with each of the associated action plans have been developed based upon data analysis and stakeholder consultation and feedback. This has provided the evidence base, actions and areas of focus, and demonstrate NTU's application of 'due regard' to how NTU exercises its functions in relation to students and colleagues. Furthermore, the various workstreams contained within each of these strategic agendas directly support the delivery of the two equality objectives stated under section 2 above.

In addition, academic schools have developed local EDI committees which report into School Executive Teams and, as part of this, actions have been identified and initiatives are being developed and incorporated into local practices.

Each of the strategic agendas has a clear reporting and governance structure. The structure in place for 2022/23 can be found in Figure 1.



Another change to our EDI approach developed during the year was the design of a revised governance structure. This will be implemented from 2023-24 to provide better connections between the multiple elements and will be overseen by an EDI Strategy Board.



## 4.0 2022-23 Equality, Diversity and Inclusion Activities

### 4.1 Activity Spotlights

EDI is woven into the fabric of NTU and there have been a wide range of activities across the University throughout the past year. Recognising that everyone across the University has a part to play in embedding EDI, the activities were initiated, inspired and undertaken by individual academic Schools, professional services departments and teams, staff networks, and students. Collectively these activities contribute to NTU's ongoing EDI work and ambitions, and here we have included selected examples of the breadth of activity which has taken place.

#### Race

- NTU is one of three UK universities to deliver sector-leading initiatives as part of the Equity in Doctoral Education through Partnership and Innovation (EDEPI) programme. Funded by Research England and Office for Students, this programme aims to tackle persistent inequalities that create barriers to access and participation in doctoral education for racially minoritised groups.
- To mark the 75th anniversary of the HMT Windrush ship with Caribbean migrants coming to the UK in 1948, NTU Culture delivered a Great Minds Lecture, inviting renowned historian and author, Colin Grant, to deliver a Lecture celebrating the contribution to the UK of the Windrush Generation and their descendants from the Caribbean. We also curated an online exhibition featuring an array of insightful pieces contributed by students and colleagues at NTU in which they shared their connections with Windrush and the importance and impact of recognising Windrush Day nationally, through personal art, video, and written experiences.
- For Stephen Lawrence Day (SLD), we hosted a panel of NTU colleagues and local community leaders who shared an insightful and impactful conversation for students and colleagues on remembering Stephen Lawrence, a black British student, raising awareness of hate crime and institutional racism, and how the SLD legacy of change impacts us as a university and a country.
- To mark Islamophobia Awareness Month (IAM) in November 2022, we offered a full programme of events open to all staff and students, ranging from workshops and presentations to discussions and social events. Colleagues shared their personal and professional reflections on what the month means to them, including Dr Irene Zempi, Associate Professor of Criminology, who has published widely on issues of hate crime.

#### Gender

- To mark International Women's Day, NTU alumna, Nicole Crentsil, a Ghanaian-British businesswoman and changemaker, led a discussion with a panel of NTU students, alumni and colleagues on equity in the creative arts and the power of diversity.
- NTU's Women's Staff Network has seen its membership grow by more than 80% since last year following a number of events and activities coordinated by the network, including Menopause Cafes, which have raised the profile of the network and created safe spaces for colleagues to share experiences and learn from one another. For International Women's Day 2023 the network brought together members, students and allies to support the 'Embrace Equity' global theme.



- We marked International Men's Day in 2022 with a series of written pieces by men working at NTU, sharing their thoughts on men's health, wellbeing and mental health. These candid and thought-provoking pieces prompted valuable conversations between colleagues around the value of talking, breaking down taboos and gender stereotypes, and the importance of diverse male role models.
- For the first time, this year NTU marked Menstrual Hygiene Day, taking the opportunity to raise awareness of period poverty and taboos while also raising money for Nottingham Women's Centre with an NTU Moves challenge offered by NTU Sport, which saw a donation made to this vital local organisation to support their work in ending period poverty.

## LGBT+

- In February 2023, for LGBT+ History Month, NTU graduate Maryam Din joined members of the LGBT+ Staff Network for a panel discussion on inclusivity and 'hidden' identities, with a particular focus on trans and non-binary identities.
- The School of Social Sciences held a guest lecture from Dr Edward Alessi (Rutgers University, USA) as part of its activities for LGBT+ History Month, entitled Using trauma-informed qualitative research and arts and theatre-based methods to engage, develop, and pilot test a group HIV-prevention intervention for sexual and gender minority migrants in Cape Town, South Africa. In association with Nottingham's Broadway Cinema, the School also hosted a screening of the film Blue Jean for colleagues and students, with a question and answer session with the film's director Georgia Oakley and Professor Catherine Lee OBE on whose experiences the film was based.
- Nottinghamshire Pride once again saw a united presence from NTU and NTSU participating in the march, with the LGBT+ Staff Network, allies, students, friends and families marching alongside the Nottingham community in a colourful and joyful celebration of diversity, identity, visibility and inclusivity.

## Disability

- To mark Disability History Month, in December 2022 the Arkwright building was lit up in purple, the official colour of the awareness-raising month. Colleagues shared stories of their lived experiences of working and living with a disability and the value of being part of the Disabled Employees Network.



- In a simple but effective example of inclusive practice, the School of Animal, Rural & Environmental Science reviewed the timing of fire alarm tests on campus, with the aim to move these outside main working hours in order to be more considerate of students who are neuro-diverse and can be more sensitive to loud noises. The School also welcomed paralympic high jumper Jonathan Broom Edwards who gave a guest talk for students and colleagues at Brackenhurst campus. Jonathan spoke about his journey as a para-athlete and how his personal feelings about his disability have changed over time. He also shared advice and guidance that could apply to all, on how to cope with the unexpected. A Q & A session was also provided for postgraduate research students by the Executive Dean who shared lived experience on how to undertake doctoral studies and to develop as a researcher with dyslexia.

### Innovation in inclusive practice: Relaxed graduation experience

In 2023 NTU held its first ever relaxed graduation experience for students who may find attending a traditional ceremony overwhelming. The ceremony- designed to support students with learning difficulties, autism and social anxiety but open to any students or guests who would find the alternative format more comfortable - was held in a smaller presentation room with traditional aspects made optional and fewer staff.

"We have a really diverse community of students and staff and we realised that, for some students, graduation in our University Hall can be really overwhelming as an experience" said Academic Registrar, Victoria Fanning. "We wanted to make sure that it was a really individualised experience for our graduates so that we could cater to everybody's needs. On the day students who wanted more structure could have bookable time slots in the morning, in the afternoon they could attend at their own convenience."

Students were given the freedom to decide whether they wanted to wear a traditional gown, receive a certificate, or have their photograph taken. Feedback from participants was very positive and we intend to continue to offer this experience for future graduations.



**‘Changing Perceptions’ initiative in the Diversity and Inclusions Awards Category, British Universities & Colleagues Sports (BUCS)**

NTU Sport was thrilled to receive the 2022 BUCS Awards Diversity and Inclusion award. There were 240 nominations.

The award recognised the work that NTU Sports have done to improve the engagement with under-represented groups within NTU Sports’ Programmes. The work addressed the barriers that students from black, Asian and ethnic minority students faced when accessing sports.

**Celebrating the diversity and creativity of our students: Creative Changemakers**

This year Nottingham School of Art & Design introduced the Creative Changemakers competition, designed to increase conversations and awareness of inclusivity and representation and visibly signal the value the School places on diverse viewpoints. The competition aims to inspire students to celebrate their heritage, explore diverse perspectives and incorporate inclusive practice and social justice into their projects.

Students were invited to submit their projects aligned to one of three awards: Focus (celebrating projects which draw on personal identity and heritage), Influencer (celebrating projects which include social activism and show reach and impact), and Special (for presenting challenging narratives to activate change).





## Nottingham Trent Students Union (NTSU) Celebrating our Students

### Nottingham Pride 2023

This year NTSU organised a banner making workshop for students in preparation for Nottingham Pride 2023, to create personalised banners for the walk. Our students, staff and officer team marched together in support of Pride and handed out pronoun badges and other freebies.

### International Women’s Day 2023

NTSU worked with their Women in Stem Society to celebrate, empower and entertain the Women of NTU. The evening saw music and dance performances, motivational speeches and workshops all crafted by the fantastic women of NTU.

### Collaborating on an NTU Sport-Branded Hijab

NTSU collaborated with NTU to become one of the first UK universities to offer an NTU sport branded hijab to students. This was with the aim to motivate and encourage Muslim women to get active and participate in sports, and to feel a part of the NTU sport community.

### Black History Month

NTSU organised a series of events to celebrate Black History Month. The month saw events from culture fairs and movie nights to football sessions and external talks, helping educate students on the importance of black culture.

### Being in Nottingham

As part of Freshers this year, NTSU ran a series of welcome events to support students from different groups including LGBTQIA+, international, disability and neurodiverse students. The aim of the sessions were to introduce spaces and groups that could help students during their time at university.

NTU has worked to align education, awareness and celebrations of a wide variety of annual dates during 2022-23, details can be found in Appendix 2 and 3.

#### 4.1 Training provision for colleagues

NTU has a blended provision of equality, diversity, and inclusion training for colleagues. The provision includes 30-minute online modules as part of essential learning for all colleagues: Introduction to Equality, Inclusion and Respect and Unconscious Bias, and Anti-racism and White Privilege. Table 1 below provides the total number of colleagues who have completed the essential online EDI modules and displays this as a percentage of workforce as of 27 September 2023.

**Table 1. EDI Essential Learning**

Online module by title*	Total No. of completions (based upon 4,582 current employees)
Introduction to Equality, Inclusion and Respect	4,057 (88.9%)
Unconscious Bias	4,146 (90.8%)
Anti-racism and White Privilege	3,996 (90.2%)

\*total number of interactions for the EDI modules on Thrive system in the last academic year for completions until 27 September 2023.

The online modules are supported by interactive webinar sessions to enable broader and reflexive discussions.

In addition to the core essential learning, NTU provides an annual programme of supplementary training opportunities, some of which are delivered in-house by the EDI Team and others are co-ordinated by the EDI team who research and commission external experts to provide knowledge, lived experiences and insights into the specialist and broad range of topics. A full list of titles alongside our other education and awareness activities can be found in Appendices 2 and 3.

#### 4.2 Training provision for students

The Centre for Student and Community Engagement (CenSCE) works with NTU students across many of its projects. CenSCE's 2022/23 provision included student training on protected characteristics (PC).

Throughout the Black Leadership Programme (BLP), students were given targeted training and development focused on their lived experience as black students at NTU. These activities included 1-1 mentoring and bespoke workshops aimed at increasing empowerment and belonging. This training and development was focused directly on ethnicity and was exclusively delivered to black NTU students.

Training delivered specifically for students from PC groups	Number Students who Received training
Black Leadership Programme	85

Elements of EDI were also incorporated into student training for other CenSCE programmes. These were delivered for students who worked in roles such as ambassadors or mentors. This training focused on supporting students' understanding of the impacts of unconscious bias and importance of embracing diversity in line with NTU's values. This training was given to all students who successfully applied for these roles.

Programmes which included training on PC	Number Students who received training
Outreach Ambassadors	168
Mature Ambassadors	56
Student Mentoring	640





## 5.0 Athena SWAN

NTU is proud to hold an Athena SWAN Institutional Bronze Award and continues to work towards an institutional submission for Silver in 2024. We have made a commitment as an institution to embed gender equality work across the organisation and empower individual schools to actively drive their own gender equality work.

We are making good progress on that commitment by enabling and supporting academic Schools to apply for their Athena SWAN awards. In 2023, the School of Arts and Humanities achieved a Silver award on their first application, bypassing the Bronze award level entirely – a feat very rarely achieved, and one which serves as a recognition of the great work and considerable progress in striving for gender equality which has been taking place in the School for a significant period. Arts and Humanities and the Nottingham Law School (NLS) joins the Department of Psychology (School of Social Sciences), Department of Sports Science (School of Science and Technology), the School of Architecture, Design & Built Environment and Nottingham School of Art & Design all of which are in receipt of Bronze awards.

### 5.1 Aurora Women in Leadership Programme

An important part of enabling women into leadership positions is our funding of 20 places per year for NTU colleagues on the Aurora Programme.

The programme is a sector-specific leadership development programme for women facilitated by Advance HE. As of summer 2023, 170 NTU women will have participated in the programme.

The increase in Aurora participants' confidence has continued. Mentoring is an integral part of Aurora – over 75% participants of those providing feedback stated they now felt more confident in progressing their career as result of this. Furthermore, 70% stated they had been

coached to self-promote themselves and 61% were helped with pursuing their career ambitions.

### 5.2 Women in Academia – career and promotion stories

As part of our ongoing commitment to enhance the proportion of women in the professoriate, in 2022-23 we interviewed 8 women at NTU who have undergone a promotion to Associate Professor or Professor over the last two years to demystify the promotions process and inspire and encourage academic women who may be considering applying for promotion. The women interviewed generously shared their unique insights and experiences of career progression and promotion, and showcased the individuality of each academic and her professional story. There is no single road to progression, and by sharing these stories with our academic community they serve as a source of knowledge, empowerment and evidence that every professional journey is valid and powerful in its uniqueness. Here is a select quote from a Associate Professor interviewed:

“I moved from a professional support contract to an academic contract, and then to Associate Professor – evidence that it's possible to do that if that's your aspiration. Whether you want to become an Associate Professor or progress into a different senior position, support is always available. The support I've had to move between contracts and roles has been exemplary.” – Rachel Challen, Associate Professor

We are pleased that there was an increase in applications for academic promotions from females to 43%, increasing from 39% in 2020-21. Females promoted through this process increased to 42% from 39% in 2020-21.



## 6.0 Race Equality Charter (REC)

In late 2022, we celebrated achieving a Bronze Race Equality Charter award. This achievement recognises that we have a solid foundation for addressing and eliminating racial inequalities, and our commitment to developing and sustaining an inclusive culture that values all staff and students.

Professor Nahem Yousaf, Associate Dean for Research for the School of Arts and Humanities and Co-Chair of the REC Self-Assessment team at Nottingham Trent University, said:

“As the co-chair, I am delighted that NTU has received the Bronze award for our REC submission. The award is recognition of the hard work colleagues have undertaken to promote race equality at NTU over many years. I would especially like to thank the members of the REC Self-Assessment team who helped to shape our action plan and who will remain central to ensuring that the university is accountable for delivering it.”

We have an institutional Race Equality Action Plan, against which we measure our progress as we continue on our journey on becoming a progressive University that addresses and eliminates racial inequalities.

### 6.1 Addressing the attainment gap between different ethnic groups and in particular Black and White students.

The University has a comprehensive programme to address the disparities in educational outcomes between different student groups. In 2022-23, the University revised its approach to addressing the degree outcomes gap between black and white students, adopting a more unified approach with additional analytical and project management support. An in-depth investigation into the issue revealed strong intersectionality, and a compounding effect, between students of black heritage and those who had entered the University with a BTEC qualification and/or from low-income backgrounds. These factors were used to select 12 courses with large populations of black, BTEC and low-income background students. Eleven of these had a gap and one did not. An analysis of these courses and of our academic policies and regulations of our degrees, is being undertaken to discover underlying factors contributing to the gap. This will identify changes for the courses to make as well as actions for the wider University. Early findings show that that issues are most likely to be found at module level. We have therefore developed a module-level analysis for all course teams to use, across the University.

## 7.0 2023/24 Areas of Focus for Continued Advancement of NTU's Equality, Diversity and Inclusion Work

As we work through our EDI transformation journey, under new EDI leadership, we will embed a strategic EDI function that works in partnership with Schools and Professional Services to ensure we are all moving forward to progress our Strategic EDI goals.

Our EDI Plan 2024-26 will provide a clear framework for us to strive towards creating an inclusive community, where everyone feels welcome and valued so that they can reach their full potential and thrive.

We will work to strengthen diverse employee and student voice, using these voices to shape the way we do things at NTU.

We will continue to progress work on our Equality benchmarks and charters, striving to being an employer of choice and a preferred destination of study.

## 8.0 Summary

In 2022/23 we have made good progress on creating a strategic approach to EDI spanning across colleagues and students. Alongside, this we have evidenced a range of activities we have delivered demonstrating progress in a number of areas. It is an exciting time, whilst we continue on our transformation that will enable us to demonstrate significant impact across all of the NTU community.







# EDI Annual Report Supporting Appendices

## Appendix 1: Employee and Student Demographic Data

### NTU Employee and Student Gender Profile

Year	Group		Women	Men	Unknown
2022-23	Employee	Academic & Research	50.70%	49.30%	N/A
		Professional & Support	64%	36%	
		<b>Total employee</b>	<b>58.30%</b>	<b>41.70%</b>	
	Students	Undergraduate	53.51%	46.12%	0.38%
		Postgraduate Taught	57.58%	42.02%	0.40%
		Postgraduate Research	53.83%	43.69%	0.48%
		<b>Total students</b>	<b>54.68%</b>	<b>44.85%</b>	<b>0.46%</b>
2021-22	Employee	Academic & Research	49.60%	50.40%	N/A
		Professional & Support	63.80%	36.20%	
		Total employee	56.90%	<b>43.10%</b>	
	Students	Undergraduate	52.60%	47.10%	0.30%
		Postgraduate Taught	54.10%	45.60%	0.30%
		Postgraduate Research	53.90%	45.70%	0.50%
		Total students	52.90%	<b>46.80%</b>	<b>0.30%</b>
2020-21	Employee	Academic & Research	49.90%	50.10%	N/A
		Professional & Support	64.20%	35.80%	
		Total employee	58.30%	41.70%	
	Students	Undergraduate	55.60%	44.30%	0.10%
		Postgraduate Taught	59.10%	40.50%	0.40%
		Postgraduate Research	50.20%	49.30%	0.50%
		<b>Total students</b>	<b>56.0%</b>	<b>43.80%</b>	<b>0.20%</b>

### NTU Employee and Student Declare Disabled Profile

Year	Group	Declared Disabled	Not Disabled	Unknown
2022-23	Employee	10.30%	73%	16.70%
	Student	21.73%	78.23%	0.04%
2021-22	Employee	8.50%	72.30%	19.10%
	Student	16.70%	83.20%	0.10%
2020-21	Employee	7.70%	71.70%	20.50%
	Student	16.31%	83.58%	0.11%

### NTU Employee and Student Ethnicity Profile

Year	Group	Black, Asian and minority ethnic						White	Unknown	
		Black	Asian	Mixed	Chinese	Arab/other	Black, Asian and minority ethnic Total			
2022-23	Employee	Academic & Research	5.20%	6.70%	2.40%	3.60%	2.60%	20.60%	74.3%	5.10%
		Professional & Support	5.70%	5.50%	2.70%	0.80%	0.50%	15.20%	79.70%	5.10%
		<b>Total employee</b>	<b>5.50%</b>	<b>6.00%</b>	<b>2.60%</b>	<b>2.00%</b>	<b>1.40%</b>	<b>17.50%</b>	<b>77.40%</b>	<b>5.10%</b>
	Students	Undergraduate	12.53%	11.09%	5.94%	1.80%	2.15%	33.51%	65.33%	1.16%
		Postgraduate Taught	19.13%	41.30%	2.25%	2.69%	2.26%	67.63%	30.42%	1.95%
		Postgraduate Research	14.27%	13.67%	3.09%	3.21%	7.25%	41.49%	55.18%	3.33%
	<b>Total students</b>	<b>15.31%</b>	<b>22.02%</b>	<b>3.76%</b>	<b>2.57%</b>	<b>3.89%</b>	<b>47.55%</b>	<b>50.31%</b>	<b>2.15%</b>	
2021-22	Employee	Academic & Research	4.60%	6.20%	2.60%	3.50%	2.40%	19.30%	76.10%	4.60%
		Professional & Support	5.10%	4.70%	2.10%	0.60%	0.40%	12.90%	82.00%	5.10%
		<b>Total employee</b>	<b>4.90%</b>	<b>5.30%</b>	<b>2.30%</b>	<b>1.80%</b>	<b>1.20%</b>	<b>15.60%</b>	<b>79.50%</b>	<b>4.90%</b>
	Students	Undergraduate	11.11%	10.04%	5.45%	1.84%	1.98%	30.42%	67.93%	1.28%
		Postgraduate Taught	12.73%	36.07%	3.73%	2.98%	2.30%	57.81%	41.5%	1.27%
		Postgraduate Research	13.23%	12.89%	3.50%	3.39%	8.26%	41.27%	54.98%	3.51%
	<b>Total students</b>	<b>12.36%</b>	<b>12.36%</b>	<b>4.23%</b>	<b>4.23%</b>	<b>4.18%</b>	<b>37.67%</b>	<b>54.80%</b>	<b>2.02%</b>	
2020-21	Employee	Academic & Research	4.20%	6.20%	2.90%	3.30%	2.20%	18.80%	76.80%	4.40%
		Professional & Support	4.60%	4.50%	1.90%	0.70%	0.40%	12.10%	82.70%	5.20%
		<b>Total employee</b>	<b>4.50%</b>	<b>5.20%</b>	<b>2.30%</b>	<b>1.70%</b>	<b>1.10%</b>	<b>14.80%</b>	<b>80.30%</b>	<b>4.90%</b>
	Students	Undergraduate	9.24%	9.69%	5.53%	1.73%	2.10%	28.30%	70.40%	1.30%
		Postgraduate Taught	12.29%	25.80%	3.40%	4.53%	2.76%	48.76%	49.80%	1.43%
		Postgraduate Research	12.81%	4.86%	2.96%	2.96%	8.18%	42.34%	54.92%	2.73%
	<b>Total students</b>	<b>9.82%</b>	<b>12.37%</b>	<b>5.18%</b>	<b>2.21%</b>	<b>2.33%</b>	<b>31.92%</b>	<b>66.83%</b>	<b>1.37%</b>	

### NTU Employee first declared Religion/Belief Profile

Year	No religion	Christian	Other religion*	Unknown
2021-22	42.50%	28.70%	8.30%	20.50%
2020-21	41.50%	29.00%	7.70%	21.80%
2019-20	40.30%	28.80%	7.10%	23.80%

\*includes Muslim, Hindu, Spiritual, Sikh, Buddhist, Jewish, Pagan, and any other religion or belief

\*\*Data in relation to student religion and/or belief is not captured/recorded

### NTU Employee sexual orientation profile

Year	Gay man, gay woman/lesbian, bisexual, or other non-heterosexual orientation	Heterosexual / straight	Unknown
2022/23	5.7%	55.4%	38.9%
2021-22	4.7%	49.8%	45.5%

## Appendix 2

### 2022-23 EDI Education and Awareness Calendar

NTU has worked to align education, awareness and celebrations of a wide variety of annual dates during 2022-23 and they have included:

Month	Awareness/Celebration	Month	Awareness/Celebration
September 2022	National Inclusion Week Rosh Hashana (Jewish New Year)	March 2023	 International Women's Day  Celebrating Easter
October 2022		April 2023	Stephen Lawrence Day Commemoration  Celebrating Ramadan
November 2022	 INTERNATIONAL MENS DAY November 19  Islamophobia Awareness Month  Diwali (Festival of Light)	May 2023	Mental Health Awareness Week  International Day Against Homophobia, Biphobia and Transphobia  Menstrual Hygiene Day
December 2022	 International Day of Persons with Disabilities 3 DECEMBER  Disability History Month	June 2023	Pride   MEN'S HEALTH WEEK  Windrush Day
January 2023	Martin Luther King Jnr Day		
February 2023	LGBT+ History Month Time to Talk Day		



## Appendix 3

### Mandatory and Supplementary Development Sessions

#### Development Sessions by Title

Anti-Racism and White Privilege module (essential learning)

Equality, Inclusion and Respect (essential learning)

Unconscious Bias module (essential learning)

Anti-Racism and Allyship Programme

Trans Awareness - The Basics

Introduction to Trans Awareness

Unconscious Bias Webinar

An Introduction to Disability Confident Line Management

Disability Awareness - Epilepsy

Disability Awareness - Dyslexia and Neurodiversity

Disability Awareness – Musculoskeletal

Disability Awareness – Depression and Anxiety

Disability Awareness – Working with Cancer

Disability Awareness – ME / Chronic Fatigue Syndrome

Disability Awareness – Deaf / Hearing Loss

Disability Awareness – Mental Health

Disability Awareness – Visual Impairments

Disability as an Opportunity





Nottingham Trent  
University

For further information please visit [ntu.ac.uk/equality](https://ntu.ac.uk/equality)  
or email [edi@ntu.ac.uk](mailto:edi@ntu.ac.uk)