



# Equality, Diversity and Inclusion Annual Report 2020–2021



Nottingham Trent  
University

## 1.0 Introduction

NTU are fully committed to creating an inclusive work and learning environment that values diversity and promotes inclusion.

We are pleased to present our Equality, Diversity and Inclusion Annual Report 2020-21.

The report contains information about the work we have undertaken to continue to support and advance equality at NTU. It also sets out what pieces of work we have committed to take forward for the year ahead to ensure progress continues to be made.

## 2.0 The Equality Act (2010) and the Public Sector Duty

The Equality Act (2010) legally protects people from discrimination. It replaced the historic myriad of anti-discrimination laws that went before. As a single Act it was designed to make the law easier to understand and rationalise the various pieces of legislation to bring further clarity regarding rights, protections and responsibilities.

Under the Act, it is unlawful to discriminate against people with one or more of the nine 'protected characteristics' on the grounds of that/those characteristic(s).

The nine protected characteristics are:



As a higher education institution, NTU must comply 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.

A piece of work to ensure that colleagues' awareness of the role and importance that the use of an Equality Impact Assessment tool can play is to be rolled out across the institution. This is to enable areas to gain the benefits as most recently achieved by Digital and Information Technologies (DIT) in their approach to developing staff awareness and compliance with cyber security protocols, and enable the institution to continue to demonstrate 'due regard' in the exercise of its functions.

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.

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, by no later than 30 March 2018, one or more equality objective(s) that must be reviewed at least every four years.

The latest year of published data, inclusive of 2017/18, 2018/19 and 2019/20, is contained within Appendix 1.

In the academic year 2017/18, the University published two equality objectives as follows:

### **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 Minority Ethnic (BME) students, male students and BME male students.

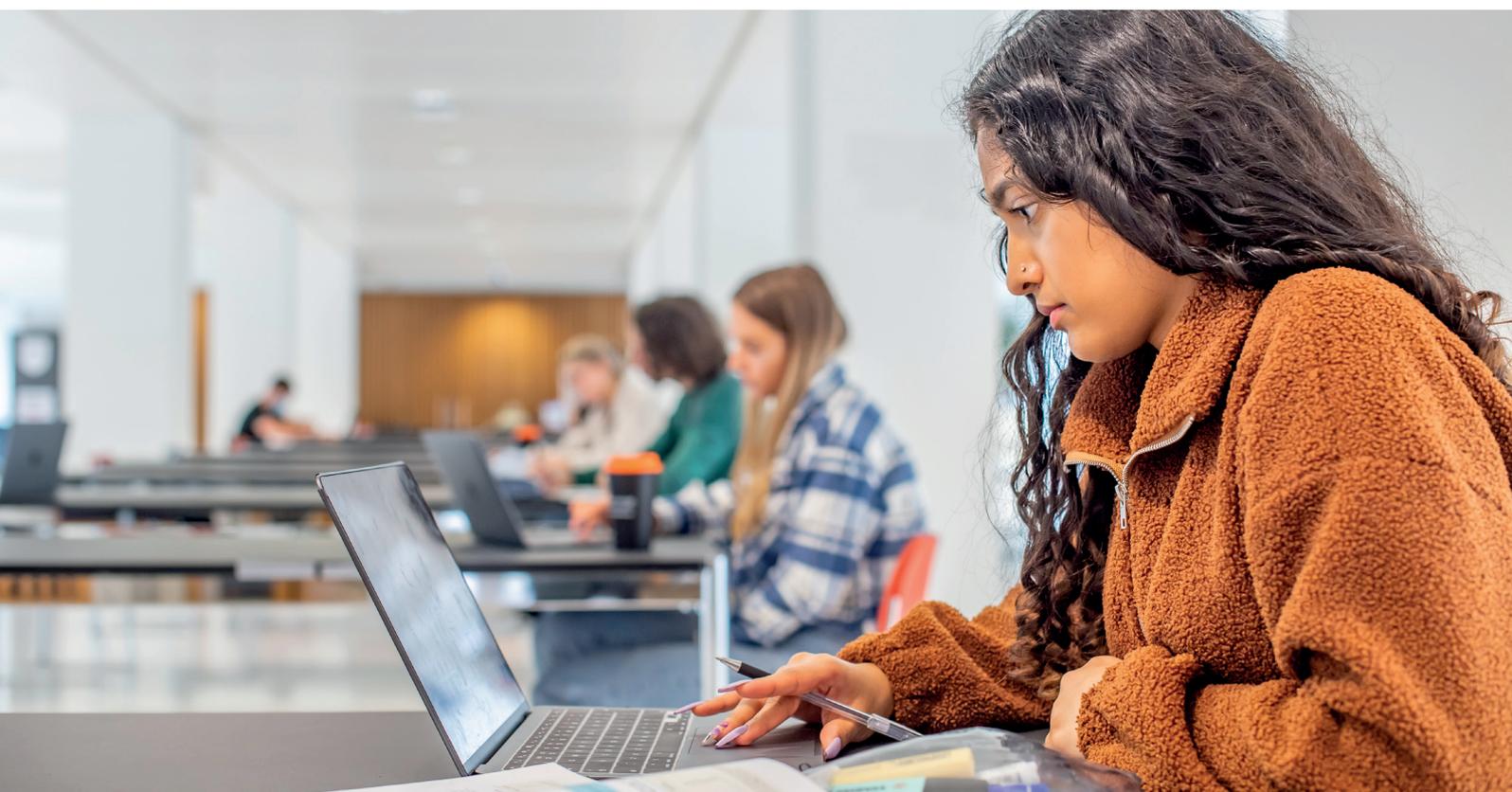
### **Equality Objective 2**

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.

These equality objectives are subject to review and republication by no later than 30 March 2022.

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).

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, following a government consultation in 2019 there continues to be anticipation that mandatory ethnicity pay gap reporting duty will be introduced. At present the timescale remains unknown. In advance of any legal duty being imposed, and as part of good practice at NTU, the decision to include its organisational Ethnicity Pay Gap data in the annual pay gap report was supported by the Board.

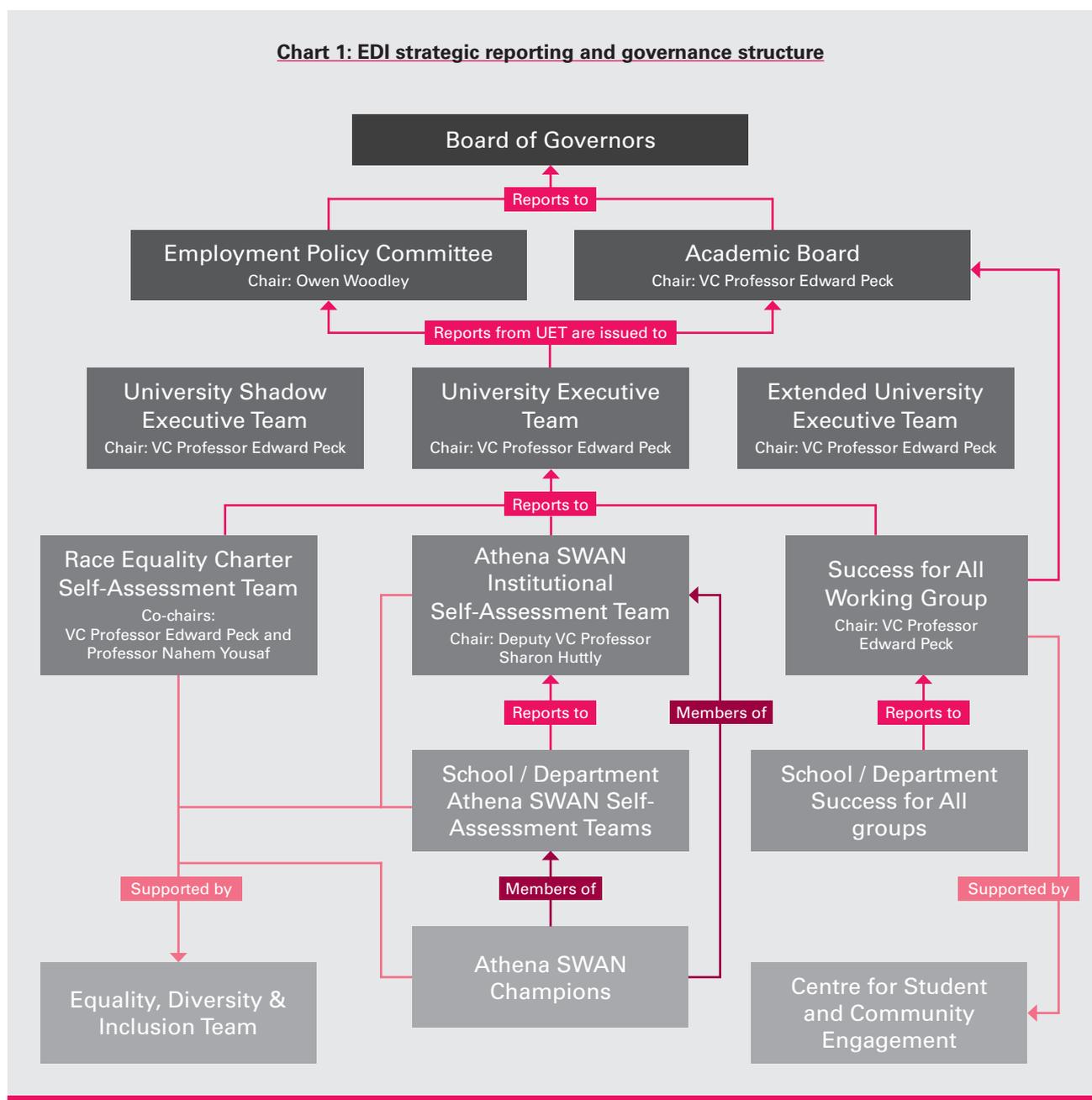


### 3.0 Governance of Equality, Diversity and Inclusion (EDI)

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 (REAP) 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 for the identified actions and areas of focus and demonstrate NTU's application of 'due regard' to how NTU exercises its functions in relation to students and employees. 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.

Each of the strategic agendas has a clear reporting and governance structure, Chart 1.





## 4.0 2020-2021 Equality, Diversity and Inclusion Activities

### 4.1 Training provision for employees

NTU has a blended provision of equality, diversity, and inclusion training for employees. The provision includes 30-minute online modules; Introduction to Equality, Inclusion and Respect and Unconscious Bias. The provision has recently been expanded with the introduction of a new online module, Anti-racism and White Privilege (May 2021), which is a deliverable of the Race Equality Action Plan (REAP). In the first month of its release it has been completed by 688 employees.

Table 1 provides the total number of colleagues who have completed the online modules and displays this as a percentage of the workforce as of 9 September 2021.

**Table 1. Online EDI training modules**

Online module by title	Total No. of completions (based upon 4136 current employees)
Introduction to Equality, Inclusion and Respect	2839 (69.4%)
Unconscious Bias	3040 (74.3%)
Anti-racism and White Privilege	1442 (35.2%)

There is a need to drive further completion levels and the HR Business Partners will continue to work to support leaders at a local level to drive, where applicable, take up and completion levels. However, it is anticipated that with the introduction of a new digital learning management system (LXP) in 2021/22, this will offer the institution improved ability to target those colleagues who have yet to fulfil NTU's essential learning expectations.

The online modules are supported by 'face to face' sessions to enable broader and reflexive discussions. Due to the Covid-19 pandemic, adjustments to the design and delivery of 'face to face' provision had to be made so that they could be delivered digitally via either the Microsoft Teams or other webinar platforms.

In addition to the core offering NTU provide an annual programme of supplementary training opportunities, some are delivered in-house by the EDI Team, 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 ranging from Trans Awareness, recently added Allyship programme to specific disability awareness and health conditions. A full list of titles has been made available at Appendix 2.

## 4.2 Training provision for students

Due to the pandemic, a significant piece of work was undertaken to prioritise the development of a digital student provision to support new and returning students in their understanding of equality, inclusion and respect at NTU.

The Centre for Students and Community Engagement (CenSCE) team introduced an NTU citizenship module, which was designed to help students reflect on their identity, culture and values and understand how their sense of self impacts their view of the world around them. The module encompasses NTU's expectations in relation to inclusion and respect. This was also an identified priority and deliverable under the REAP.

In addition, a second identified action for delivery under the REAP is to develop and introduce a new set of digital resources (online module) to support students understanding of anti-racism. This is currently in development, led by Dr Deanne Bell (Senior Lecturer in Psychology) and is scheduled for release early in the new academic year.

During 2020/21, a series of Bystander Intervention Workshops were piloted; the workshops encouraged students to challenge unacceptable behaviours to help prevent sexual violence from occurring. 96% of the attendees reported that they felt more confident in identifying potentially harmful situations, and that having

completed the workshop felt that they would know how to safely intervene in such situations. Student Services in partnership with NTSU are considering how to best develop this work going forward.

Since 2017, NTU have delivered Consent training workshops, and have trained 1192 student leaders, i.e. Resident Assistants in halls of residence, the Freshers Teams, Society committee members. This work will be advanced as NTU is introducing mandatory Consent training for all first-year undergraduate students in 2021/22.

## 4.3 Education and awareness raising

Throughout 2020-21 a comprehensive calendar to mark the following annual events by raising awareness, bringing celebration as well as education through a variety of virtual events, guest speakers and or panel discussions. This work has delivered more than 85 separate activities, that have been made available to employees and students, and in some instances to the general public.

The calendar of events is delivered by several teams and functions from across NTU, and includes partnership working with our NTSU colleagues. Wherever it is appropriate and possible events are recorded and made available as digital resources via the EDI Sharepoint site. Table 2 provides a high-level overview; a full list of events is available at Appendix 3.

**Table 2: 2020-21 EDI Education and Awareness Calendar**

Month	Awareness/Celebration	Month	Awareness/Celebration
October	 World Mental Health Day Menopause Awareness Day	March	 Celebrating Easter
November	 Diwali (Festival of Light)	April	Stephen Lawrence Day (BHM365) Celebrating Ramadan Global Week – Respect@NTU
December		May	
January	Martin Luther King Day	June	
February	LGBT+ History Month Time to Talk Day Sexual Violence Awareness	July-August	South Asian Heritage Month (BHM365)

## 5.0 Athena Swan

We continue to deliver against the Athena SWAN Institutional Action Plan to drive progress in relation to gender equality at NTU, and work towards the Institutional submission for Silver in 2023.

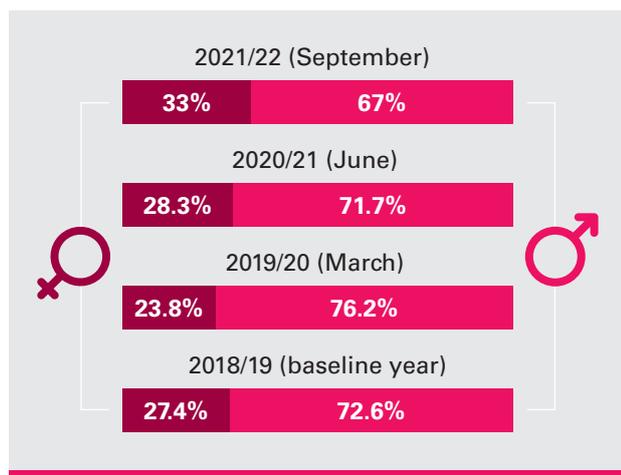
During 2020-21 the department of Sports Science achieved their Athena SWAN Bronze Award (November 2020) which is our second area to make a successful submission, the first was the department of Psychology (November 2019). We have two further Schools working to make their submission during 2021-22.

### 5.1 Athena SWAN measures

#### 5.1.1 Women in the Professoriate

As part of NTU's Athena SWAN ambition, a target was set to increase the representation of women within the professoriate to 35% by 2022.

The current position and pattern of performance against the target is provided below:



#### 5.1.2 Support for Academic Returners (SOAR)

'Support for Academic Returners' (SOAR) scheme was introduced in 2019. This provides funding support of up to £5,000 to those academic colleagues returning from more than 26 weeks of a caring leave period (e.g. maternity leave, adoption or shared parental) to aid their research, practice and teaching, and scholarly activities in support of their career progression. The fund is designed to be flexible, and can be used in a number of ways for example to buy-out the time of the returner, cover or contribute to the costs associated with travel to attend conferences or visit collaborators etc.

During the introductory year 2019-20, three applications were received and supported via the SOAR scheme. For the academic year 2020-21, to date a further three applications have been received and supported. The SOAR scheme has provided to date circa £21k of funding that has been used to assist returners in advancing critical activities to enable continued support for their onward career progression, helping to reduce the potential risk of detriment that can occur from having time out to fulfil caring responsibilities.

#### 5.1.3 Aurora (Leadership Development Programme)

The Aurora programme is a sector specific leadership development programme for women facilitated by AdvanceHE. 72 applications were received for the 2020/21 Aurora Leadership Development programme. An increase of 35 applications (+94%) when compared with the previous year. The overall NTU Aurora cohort for 2020-2021 is 24, 20 women being centrally funded, and to the positive impact of Athena SWAN local activity an additional 4 women are being funded by their local area. As part of NTU's Athena SWAN action plan we had set the following target: By Summer 2019 increase the current Alumni numbers from 10 to 30, and by 20 year on year thereafter. By July 2021, 99 NTU women will have completed the Aurora programme and form part of NTU's Aurora Alumni therefore we have met and exceeded our ambition.



## 6.0 Race Equality Charter (REAP)

### 6.1 Race Equality Action Plan (REAP) 2020-21

The resurgence of the Black Lives Matter movement during 2020 had a major impact upon the institution and during 2020-21 it became a core strategic focus to advance NTU's race equality work at pace. The Vice-Chancellor listened to the views of students and colleagues from Black, Asian, South Asian and other ethnically and culturally diverse communities, including members of the Race Ethnicity and Cultural Heritage (REACH) Network and the Black Leadership Programme. Subsequently, the University Executive Team (UET) consulted on a draft Race Equality Action Plan (REAP) and this has provided a core focus of delivery for NTU's race equality work for 2020/21.

A high-level summary of progress made against the REAP can be found at Appendix 4.

### 6.2 Race Equality Self Assessment Team (RECSAT)

NTU joined Advance HE's Race Equality Charter in June 2020. A Race Equality Charter Self-Assessment Team (RECSAT) has been established and is co-chaired by the Vice-Chancellor and Professor Nahem Yousaf (Associate Dean of Research within the School of Arts and Humanities). It has broad representation amongst its membership in terms of ethnicity, professional services and academic roles, and career trajectory up to and including the Vice Chancellor.

The work of the RECSAT will focus on longer term initiatives and is undertaking detailed preparatory work through reviewing and reflecting upon the prescribed data requirements of the Charter, for both the employee and the student lifecycles. This work is essential to provide an evidence base that will inform NTU decision-making in relation to supporting the advancement of race equality at NTU and in tackling identified systematic racism within 'lifecycle' processes and procedures.

In reviewing the data, the RECSAT is preparing for a Race Equality Action Plan 2021/22 (REAP2) which will keep a focus upon maintaining pace and progression against this agenda, whilst continuing to develop NTU's Race Equality Charter which is due for submission in 2022/23.

A specific measure that has been set against organisational performance in relation to race and ethnicity has been to improve Black, Asian and Minority Ethnic representation within our leadership group from 12.9% (2020) to 20% by 2025. As of August 2021, there has been a marginal shift to 13.4%, a headcount increase of four.



### 6.3 University Shadow Executive Team (USET)

The University Shadow Executive Team has been established with an aim of embedding equality, diversity and inclusion at the heart of the University. USET is deliberately diverse in its demographic profile in order to hear a range of views based on lived experiences. Collectively these views inform considerations about strategic initiatives; it is not however a decision-making body.

The University Shadow Executive Team first met formally in August 2021 after a series of earlier induction meetings and now meets monthly, chaired by the Vice-Chancellor, with its agendas typically mirroring those of the Extended University Executive Team.

Each member of the Extended University Executive Team is represented by a "shadow" member on USET possessing a particular protected characteristic (disability, ethnic and racial diversity (inclusive of international and/or white minority profiles), LGBTQ+, gender identities that may be expressed in non-binary terms inclusive of transgender). Their role both individually and collectively as a group is to review the agenda items of business through the lens of Equality, Diversity and Inclusion and advise the Vice-Chancellor of any issues arising from the agenda items from an EDI perspective.





## 7.0 Community engagement and student inclusion

Through the agility of colleagues and the use of alternative delivery methods via technology, the challenges presented by the pandemic have been positively navigated and many programmes have continued to be delivered. For example, the institution wide peer-mentoring programme supports circa 600+ student mentors across all eight schools and Confetti. The mentors have continued to work with all first-year students to build a sense of community, which for 2020/21 given the pandemic year, has been even more critical than ever.

Work has also sought to support underrepresented groups and enable 'agency' building interventions designed to improve engagement and retention, exemplified by the Black Leadership Programme (a deliverable of the REAP). Centre for Student Community Engagement (CenSCE) will be leading the next stage of the Black Leadership Programme's development under REAP2, exploring ways to increase its reach and taking a view on the role of intersectionality and options for broadening the programme in support of other underrepresented and disadvantaged groups.

Amongst the many activities led by CenSCE, the team have continued to work in partnership with internal and external stakeholders to deliver initiatives such as the Nottingham Trent Children's University, Saturday Art Club and the flagship post-16 learner programme NTU Progression.

To date there is a strong statistical association between young people's participation in CenSCE's outreach initiatives and higher levels of attainment and engagement with evidence indicating that:

- Key Stage 4 attainment – Free School Meal participants achieved an average of 3.5 grades higher in the Attainment 8 assessments than non-participants.
- HE entry- Pre-16 outreach participants from disadvantaged backgrounds were more than twice as likely to enter HE than their non-participating counterparts.

This provides ongoing evidence that NTU are working to deliver against the APP commitments 1 and 2.

Commitment One: Access to HE – To reduce the gap in access to NTU between the most and least represented groups.

Commitment Two: FSM Participation – To reduce the gap in higher education participation rates of pupils in Nottinghamshire eligible for Free Schools Meals.

## 8.0 Policy review and updates

As part of the programme of policy update and review, two key policies: Equality, Diversity and Inclusion and the Dignity and Respect Policies are subject to review and where applicable update.

As part of the review process, the policies will be updated to reflect latest good practice and will be shared with key stakeholder groups, i.e. Trade Unions and the Staff Networks, for consultation purposes.

## 9.0 2021/2022 Areas of Focus for Continued Advancement of NTU's Equality, Diversity and Inclusion Work

The EDI agenda continues to grow in terms of the depth and breadth and NTU is committed to advance our work at pace to deliver our commitments.

The following work will form the focus for EDI activities for the academic year 2021/2022:

- Raise awareness, confidence and technical understanding of how to apply 'Positive Action' initiatives (September 2021 onwards);
- Support the role of the Employee Networks (September 2021 onwards);
- Continue to advance the self-serve guidance materials, and resources to empower and support areas to embed and lead EDI at a local level (October onwards);
- Raise awareness, confidence and technical understanding in how and when to undertake Equality Impact Assessments (November 2021 onwards);
- Deliver phase two of the supportive complaints with the implementation of report and support (July 2022);
- Reinvigorate the LGBT+ Allyship programme as part of the Stonewall Diversity Champion commitment (February 2022);
- Advance current NTU status from Disability Confident Employer to Disability Confident Leader Status (July 2022);
- Develop guidance and policy in relation to student pregnancy (July 2022);
- Preparations for the 2022/23 Institutional Race Equality Charter Submission;
- Preparations for the 2022/23 Institutional Athena SWAN Silver; and
- Preparations for the 2022/23 University Mental Health Charter.





## 10.0 Summary

The scale, breadth and depth of EDI activities undertaken and delivered across the academic year 2020-21 includes but is not restricted to:

- providing core EDI training,
- providing supplementary development and supporting guidance in relation to disability awareness, reasonable adjustments, inclusive practice, etc,
- delivering a diverse programme of over 85 different awareness raising, celebratory events and activities,
- monitoring and reporting of core EDI data,
- addressing through policy and procedures unacceptable and discriminatory conduct and behaviours, whilst proactively reviewing how to make them more supportive and transparent for our diverse community of colleagues and students,
- along with the various associated and comprehensive underpinning action plans, of the APP, Success for All framework, Athena SWAN and REAP,
- provide evidence that NTU continue to work to discharge its legal duties under the general and specific Public Sector Duty of the Equality Act (2010).

These duties require 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
3. foster good relations between people who share a protected characteristic and those who do not.

# EDI Annual Report Supporting Appendices

## Appendix 1 Employee and Student Demographic Data

NTU Employee and Student Gender Profile					
Year	Group		Women	Men	Unknown
2019-20	Employee	Academic & Research	50.3%	49.7%	N/A
		Professional & Support	64.1%	35.9%	
		<b>Total employee</b>	<b>58.4%</b>	<b>41.6%</b>	
	Students	Undergraduate	54.6%	45.3%	0.1%
		Postgraduate Taught	57.9%	41.8%	0.3%
		Postgraduate Research	50.8%	48.6%	0.6%
		<b>Total students</b>	<b>55.1%</b>	<b>44.8%</b>	<b>0.1%</b>
2018-19	Employee	Academic & Research	50.3%	49.7%	N/A
		Professional & Support	63.0%	37.0%	
		<b>Total employee</b>	<b>58.0%</b>	<b>42.0%</b>	
	Students	Undergraduate	55.6%	44.3%	0.1%
		Postgraduate Taught	59.1%	40.5%	0.4%
		Postgraduate Research	50.2%	49.3%	0.5%
		<b>Total students</b>	<b>56.0%</b>	<b>43.8%</b>	<b>0.2%</b>
2017-18	Employee	Academic & Research	50.3%	49.7%	N/A
		Professional & Support	62.2%	37.8%	
		<b>Total employee</b>	<b>57.6%</b>	<b>42.4%</b>	
	Students	Undergraduate	57.4%	42.2%	0.4%
		Postgraduate Taught	59.9%	39.4%	0.7%
		Postgraduate Research	51.2%	48.0%	0.8%
		<b>Total students</b>	<b>57.7%</b>	<b>41.9%</b>	<b>0.4%</b>

NTU Employee and Student Declare Disabled Profile				
Year	Group	Declared Disabled	Not Disabled	Unknown
2019-20	Employee	7.5%	69.5%	23%
	Student	15.8%	84.2%	0%
2018-19	Employee	5.8%	72.2%	22%
	Student	15.8%	84.1%	0.1%
2017-18	Employee	5.6%	77%	17.4%
	Student	11.5%	88.4%	0.1%

### NTU Employee and Student Ethnicity Profile

Year	Group		BAME					BAME Total	White	Unknown
			Black	Asian	Mixed	Chinese	Arab/other			
2019-20	Employee	Academic & Research	3.7%	5.7%	2.8%	3.5%	2.1%	17.8%	77.7%	4.5%
		Professional & Support	5.0%	3.7%	1.7%	0.5%	0.4%	11.3%	83.1%	5.6%
		<b>Total employee</b>	<b>4.4%</b>	<b>4.5%</b>	<b>2.2%</b>	<b>1.8%</b>	<b>1.1%</b>	<b>14.0%</b>	<b>80.9%</b>	<b>5.1%</b>
	Students	Undergraduate	8.1%	9.5%	5.1%	1.3%	1.3%	25.3%	73.7%	1.0%
		Postgraduate Taught	11.3%	24.3%	3.6%	5.3%	2.7%	47.2%	51.8%	1.0%
		Postgraduate Research	11.7%	12.8%	3.9%	2.7%	9.9%	41.0%	56.9%	2.1%
	<b>Total students</b>	<b>8.7%</b>	<b>11.9%</b>	<b>4.8%</b>	<b>2.0%</b>	<b>1.7%</b>	<b>29.1%</b>	<b>69.9%</b>	<b>1.0%</b>	
2018-19	Employee	Academic & Research	3.3%	4.6%	2.3%	3.1%	1.6%	14.9%	80.0%	5.1%
		Professional & Support	4.8%	4.1%	1.4%	0.5%	0.5%	11.4%	84.3%	4.3%
		<b>Total employee</b>	<b>4.2%</b>	<b>4.3%</b>	<b>1.8%</b>	<b>1.6%</b>	<b>1.0%</b>	<b>12.8%</b>	<b>82.6%</b>	<b>4.6%</b>
	Students	Undergraduate	7.8%	9.4%	4.8%	1.8%	1.1%	24.8%	74.3%	0.9%
		Postgraduate Taught	11.6%	20.6%	3.7%	5.1%	3.3%	44.3%	54.8%	0.9%
		Postgraduate Research	11.3%	12.4%	4.4%	2.7%	11.3%	42.2%	55.9%	1.9%
	<b>Total students</b>	<b>8.5%</b>	<b>11.2%</b>	<b>4.6%</b>	<b>2.3%</b>	<b>1.7%</b>	<b>28.4%</b>	<b>70.7%</b>	<b>0.9%</b>	
2017-18	Employee	Academic & Research	3.0%	4.5%	2.2%	3.0%	1.6%	14.4%	82.3%	3.3%
		Professional & Support	4.7%	4.0%	1.5%	0.5%	0.5%	11.2%	85.4%	3.4%
		<b>Total employee</b>	<b>4.0%</b>	<b>4.2%</b>	<b>1.8%</b>	<b>1.5%</b>	<b>0.9%</b>	<b>12.4%</b>	<b>84.2%</b>	<b>3.4%</b>
	Students	Undergraduate	7.9%	9.3%	4.9%	1.9%	1.1%	25.2%	74.1%	0.7%
		Postgraduate Taught	11.0%	17.7%	4.3%	5.4%	3.6%	42.1%	57.0%	0.9%
		Postgraduate Research	11.9%	11.7%	4.7%	3.3%	13.0%	44.6%	53.7%	1.7%
	<b>Total students</b>	<b>8.5%</b>	<b>10.7%</b>	<b>4.8%</b>	<b>2.5%</b>	<b>1.8%</b>	<b>28.3%</b>	<b>71.0%</b>	<b>0.7%</b>	

### NTU Employee first declared Religion/Belief Profile

Year	No religion	Christian	Other religion*	Unknown
2019-20	40.3%	28.8%	7.1%	23.8%
2018-19	41.1%	29.7%	6.6%	22.6%
2017-18	41.2%	30.9%	7%	20.9%

\*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

## Appendix 2

### Supplementary Development Sessions

#### Supplementary Development Sessions by Title

Trans Awareness - The Basics
Introduction to Trans Awareness
Unconscious Bias Webinar
An Introduction to Disability Confident Line Management
Deaf Awareness session
Disability Awareness - Epilepsy
Disability Awareness - Dyslexia and Neurodiversity
Disability Awareness - Autism
Conversations for Line Managers – Mental Health
Mental Health Awareness

## Appendix 3

### Events and title activities in support of the EDI calendar 2020/21

Event/Activity Title	Calendar Celebration	Lead area
<b>Conversations about race: Black History Month at NTU</b>	Black History Month (Oct)	EDI Team
<b>Welcome Film Festival 2020</b>	Black History Month (Oct)	Centre for Student and Community Engagement (CenSCE)
<b>Online Book Club</b>	Black History Month (Oct)	NTU Global
<b>Conversations about race: Black Britons</b>	Black History Month (Oct)	EDI Team
<b>Reading Hour</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Writing Hour</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Writing Workshops:</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Online Book Club</b>	Black History Month (Oct)	NTU Global
<b>Writing Workshops:</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Black History Month: Charity Football Tournament</b>	Black History Month (Oct)	Nottingham Trent Students' Union
<b>Read a Black Author</b>	Black History Month (Oct)	WRAP (Culture Team)

**Events and title activities in support of the EDI calendar 2020/21 (continued)**

<b>Event/Activity Title</b>	<b>Calendar Celebration</b>	<b>Lead area</b>
<b>Respect at NTU</b>	Black History Month (Oct)	NTU Global
<b>Reading Hour</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Writing Hour</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Race and Ethnicity – Achievement and transformation</b>	Black History Month (Oct)	REACH (Staff Network)
<b>The Black British history you may not know about</b>	Black History Month (Oct)	EDI Team
<b>Enterprise community event:</b>	Black History Month (Oct)	NTU Enterprise Team
<b>Debate 'Faith and Race'</b>	Black History Month (Oct)	Faith and Chaplaincy (CHA)
<b>SNCC's Stories: Interview with Sharon Monteith</b>	Black History Month (Oct)	Bonington Gallery (Culture Team)
<b>Online Book Club</b>	Black History Month (Oct)	NTU Global
<b>Cultural Diversity</b>	Black History Month (Oct)	NTU Global
<b>Resilience Writing: Creative Writing Workshop with Postcolonial Studies Centre writer-in-residence Eve Makis</b>	Black History Month (Oct)	Bonington Gallery (Culture Team)
<b>What is Racism and How Can I be an Ally?</b>	Black History Month (Oct)	Nottingham Trent Students' Union
<b>What is Racism and How Can I be an Ally?</b>	Black History Month (Oct)	Nottingham Trent Students' Union
<b>Black Activism</b>	Black History Month (Oct)	REACH
<b>Writing Workshops:</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Conversations about race: Discovering our hidden treasures</b>	Black History Month (Oct)	EDI Team
<b>Inspiring Enterprise: Celebrating black female entrepreneurs</b>	Black History Month (Oct)	NTU Enterprise Team
<b>Reading Hour</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Writing Hour</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Professor Corinne Fowler, Colonial Countryside: Addressing Country Houses' Colonial Links</b>	Black History Month (Oct)	School of Arts and Humanities
<b>Writing Workshops:</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Online Book Club</b>	Black History Month (Oct)	NTU Global
<b>Samba drumming workshop delivered by Nikki from ArtBeat</b>	Black History Month (Oct)	Music (Culture Team)
<b>Writing Workshops:</b>	Black History Month (Oct)	WRAP (Culture Team)

**Events and title activities in support of the EDI calendar 2020/21 (continued)**

<b>Event/Activity Title</b>	<b>Calendar Celebration</b>	<b>Lead area</b>
<b>Decolonising the University</b>	Black History Month (Oct)	Department of Sport Science
<b>Cross-cultural communication</b>	Black History Month (Oct)	NTU Global
<b>Black History Month: Why is it so hard to talk about race?</b>	Black History Month (Oct)	Nottingham Trent Students' Union
<b>Celebrating Black Excellence in the Designed and Built Environment</b>	Black History Month (Oct)	ADBE
<b>Missing: Diverse stories of fashion and textiles</b>	Black History Month (Oct)	School of Art and Design
<b>John Edgar Wideman: African American History-Making and Uses of Visual Art</b>	Black History Month (Oct)	Bonington Gallery (Culture Team)
<b>Conversations about race: Black British future</b>	Black History Month (Oct)	EDI Team
<b>Hate Crime Awareness and Support</b>	Black History Month (Oct)	REACH
<b>Black History Month: Why is it so hard to talk about race?</b>	Black History Month (Oct)	Nottingham Trent Students' Union
<b>Music for Social Change Talk delivered by Gospel leader Freddie Kofi</b>	Black History Month (Oct)	Music (Culture Team)
<b>Reading Hour</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Writing Hour</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Dr Rebecca J. Fraser, The "Citizenship Divas" of Early 19th Century America: Black Female Intellectuals and the Complexities of Bodily Performance</b>		
<b>Black History Month (Oct)</b>	School of Arts and Humanities	
<b>Writing Workshop</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Online Book Club</b>	Black History Month (Oct)	NTU Global
<b>Writing Workshop</b>	Black History Month (Oct)	WRAP (Culture Team)
<b>Women's Staff Network breakfast café</b>	International Women's Day	Women's Staff Network
<b>NTU Employability Women's Development Programme (WDP) Celebration (only open to students on the WDP)</b>	International Women's Day	Employability Team
<b>Menopause Awareness</b>	International Women's Day	Employee Wellbeing
<b>The importance of role models, with #YesSheCan</b>	International Women's Day	Employability Team

**Events and title activities in support of the EDI calendar 2020/21 (continued)**

<b>Event/Activity Title</b>	<b>Calendar Celebration</b>	<b>Lead area</b>
<b>NTSU: International Women's Day Panel</b>	International Women's Day	Nottingham Trent Students' Union
<b>Panel Discussion: Women In Business</b>	International Women's Day	Employability Team
<b>Panel Discussion: Women In STEM</b>	International Women's Day	Employability Team
<b>'Is this the Age of Enterprising Women?' with NTU Enterprise</b>	International Women's Day	Enterprise
<b>Conversations on Design: The 22%</b>	International Women's Day	School: Art, Design, and Built Environment
<b>Panel Discussion (#ChooseToChallenge): Female Mindsets</b>	International Women's Day	Employability Team
<b>Menopause Awareness</b>	International Women's Day	Employee Wellbeing
<b>Panel Discussion: #ChooseToChallenge: Stereotypical Graduate Job Locations</b>	International Women's Day	Employability Team
<b>'Women Who Inspire Us' with the NTU Virtual Global Lounge</b>	International Women's Day	Global Lounge
<b>Women's Staff Network pub quiz</b>	International Women's Day	Women's Staff Network
<b>WHEN introductory presentation (Women in Higher Education Network)</b>	International Women's Day	Org Dev
<b>Women in Academia: Career Progression stories event</b>	International Women's Day	Org Dev
<b>Charlie Martin</b>	LGBT+ History Month	EDI Team
<b>LGBT+ parented families panel discussion</b>	LGBT+ History Month	EDI Team
<b>Trans awareness for employee</b>	LGBT+ History Month	EDI Team
<b>Trans awareness for students</b>	LGBT+ History Month	EDI Team
<b>Alex Manners: My life living with Asperger's</b>	Mental Health Awareness Week	EDI Team
<b>Wellbeing and physical activity</b>	Mental Health Awareness Week	Employee Wellbeing
<b>Wellbeing for colleagues in supporting roles</b>	Mental Health Awareness Week	Employee Wellbeing
<b>Wellbeing conversation: why is mental health important to you?</b>	Mental Health Awareness Week	Employee Wellbeing
<b>Wellbeing and social media: the good, the bad and the distorted</b>	Mental Health Awareness Week	Employee Wellbeing
<b>Silence is not an option: Rt Hon. Stuart Lawrence</b>	Stephen Lawrence Day (BHM365)	EDI Team

**Events and title activities in support of the EDI calendar 2020/21 (continued)**

<b>Event/Activity Title</b>	<b>Calendar Celebration</b>	<b>Lead area</b>
<b>Panel Conversation: Celebrating 25 Years of Disability Discrimination Legislation</b>	Disability History Month	EDI Team
<b>Respect at NTU</b>	Respect at NTU	Global Lounge
<b>Let's talk about men's health – join our conversation on wellbeing</b>	International Men's Day	EDI and Employee Wellbeing Team
<b>Windrush Day</b>	Windrush Day (BHM365)	EDI Team
<b>South Asian Heritage Month</b>	South Asian Heritage Month (BHM365)	EDI Team

**Appendix 4**

**High level summary of progress against the Race Equality Action Plan 2020-21 (REAP)**

<b>Identified Action</b>	<b>Progress</b>	<b>Commentary notes</b>
<b>UET White Privilege &amp; Anti-racism training</b>	Completed (July 2020)	
<b>ULT White Privilege &amp; Anti-racism training</b>	Rescheduled from March 2021 to a ULT Away Day in early 2021/22.	Due to the operational priority to respond to the anticipated Government announcements in relation to post Easter 'return to campus' the decision was taken to reschedule for early in the academic year 2021/22
<b>Board of Governors White Privilege &amp; Anti-racism training</b>	Completed (January 2021)	Proposal for further intervention will be discussed at next Board meeting in September.
<b>a) Student and b) employee welcome information:</b> <ul style="list-style-type: none"> <li>• <b>Zero tolerance information</b></li> <li>• <b>Respect@NTU</b></li> <li>• <b>Hate crime reporting</b></li> </ul>	Completed (September/October 2020)	CenSCE included specific information within the 2020 online student welcome HR has embedded EDI messaging within the revised employee onboarding digital literature
<b>VC and UET listening sessions</b>	Completed	Continuing
<b>Identify new Board of Governors from Alumni and Stakeholders</b>	Completed	Two new members have joined the Board: Dr Anino Emuwa and Duke Dayal

### High level summary of progress against the Race Equality Action Plan 2020-21 (REAP) (continued)

Identified Action	Progress	Commentary notes
Identify a pool of recruitment agencies to partner with to support diversifying senior role candidate pool	Completed	Two specialist diversity executive search agencies have been identified as potential suppliers
Weekly 'Conversations about Race' series	Completed	Series one and two available via the EDI SharePoint. A project to review how the 22 hours' worth of rich data recordings can add more value to further support positive impact and their utilisation – e.g. adding rich learning content to the Online Anti-racism module.
Digital self-education tool kit of resources	Completed	Available to all colleagues via the EDI SharePoint. Extending this work in 2021-22 to explore how the resources can support students.
Anti-racism and privilege online module for employees	Completed	The module was launched on 4 May, as at 9 September 2021 1442 employees, 35.2% of the workforce had completed the module.
Anti-racism and privilege online module for students	Continuing	Work has begun on the design and build of the module. It is anticipated to be made available to all students in the autumn term of the 2021-22 academic year.
Allyship Workshops	Completed	Pilot completed March 2021, schedule of dates provided for the rest of the academic year.
Identify and train colleagues from BAME communities to become panel members to support, initially, senior recruitment interviews and complaints and grievance panels	Continuing	BHM365 is now in progress
Black History Month October 2020	Completed	The VC mentor scheme opened term one, paused until term three
VC Mentoring Scheme (BAME Associate Professors) alongside review and reform of academic promotions process	Continuing	Promotion round underway with revised approach
Anonymous recruitment pilot (Professional Services)	Completed	Pilot complete

**High level summary of progress against the Race Equality Action Plan 2020-21 (REAP) (continued)**

Identified Action	Progress	Commentary notes
<b>Student Black Leadership Programme launched</b>	Completed	2020-21 BLP launched 4 February 2021- REAP2 will explore how the BLP future programme will be developed, led by CenSCE.
<b>Creating a Supported Complaints Process</b>	Phase one – supported process implemented for Oct 2021. Phase two – fully digital platform ‘Report and Support’ implementation 2022.	Phase one. A scheme for students and a scheme for colleagues providing trained contacts that can provide information, and sign posting support in relation to complaints processes. Phase two. Invest and implement a one stop digital gateway ‘Report and Support’ for students, employee and third party reporting.
<b>University Shadow Executive Team (USET)</b>	Completed	USET now established and meets on a monthly basis.
<b>Decolonisation - shift perspective on privilege prior to subsequent action on curriculum</b>	Ongoing	Specific Decolonisation Group was formed in late 2020, that have helped shape development and conversations.



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For further information please visit [ntu.ac.uk/equality](https://ntu.ac.uk/equality)  
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