Equality, Diversity and Inclusion Annual Report 2023-24

Nottingham Trent University

Contents

1. Foreword

As Vice-Chancellor of Nottingham Trent University (NTU), I am pleased to share with you Nottingham Trent University's Equality, Diversity and Inclusion (EDI) Annual Report for the academic year 2023/24.

NTU's promotion of EDI goes beyond the University's statutory obligations. We seek to understand the differing needs and experiences of its staff and students through a range of data-informed approaches that drive a university community that is inclusive, welcoming and safe. Our approach is evidenced-based and includes examining intersectionality with individual or group characteristics. Our commitment to inclusivity is a key central theme throughout our University, reimagined strategy, which emphasises transparency and honesty as core data-informed actions.

During the 2023/24 academic year, the University has approved its EDI Institutional Plan, developed in partnership with our colleagues, students, and staff networks. This covers the two-year period from 2024 to 2026, mapping on to the remaining period of our University, reimagined strategy.

Professor Edward W. Peck
Vice Chancellor

Our plan takes a holistic and intersectional approach, spanning students and colleagues, 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, that enables equity of opportunity and experience for all colleagues and students, that values diversity, and where we all have a sense of belonging. Our three EDI goals will provide strategic direction for progressing the EDI agenda within the University over the next two years; these goals will supersede the Equality Objectives on which we are reporting for 2023/24.

To support this, for the start of the 2023/24 academic year we strengthened the governance of EDI to make it inclusive, robust, and transparent to enable the NTU governing body and senior leaders to monitor and manage progress across the full range of NTU's EDI ambitions.

Many thanks to all of you, our colleagues and students, who help us to continue to build a more inclusive community at NTU.

Professor Edward Peck
Vice-Chancellor

2. Introduction

Nottingham Trent University (NTU) is a vibrant place to study and work, enriched by the diversity of perspectives, cultures and backgrounds brought by its students, colleagues, visitors, local communities and other stakeholders. The University is firmly committed to sustaining an inclusive learning and working environment which is enriched by diversity, values differences and promotes fairness, respect and equality of opportunity. We work strategically to advance equality, diversity and inclusion, and to support a culture of engagement underpinned by respect. All students and colleagues are expected to treat others with respect and can expect respect from others in return.

Our EDI goals are embedded within a number of existing action plans including the Access and Participation Plan (APP) 2020/21–2024/25, as well as those relating to equality charters and awards, and reflect our ambitions for change as well as our commitment to evaluation and continuous improvement.

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

• Athena SWAN Institutional Bronze Award (awarded 2019, valid until 2025).

• Athena SWAN Departmental Awards:

  - Department of Sport Science- Athena SWAN Bronze Award

  - Nottingham School of Art and Design- Athena SWAN Bronze Award

  - School of Architecture, Design and Built Environment-- Athena SWAN Bronze Award

  - School of Arts and Humanities- Athena SWAN Silver Award

  - Nottingham Law School- Athena SWAN Bronze Award

  - School of Animal, Rural and Environmental Sciences- Athena SWAN Bronze Award

  - NTU Psychology- Athena SWAN Silver Award

• Race Equality Charter Institutional Bronze Award (awarded Autumn 2022, valid until October 2027).

• Stonewall (LGBT+) – member of Diversity Champions programme.

• Disability Confident employer, level 2.

• University of Sanctuary – jointly awarded in 2022 to NTU and University of Nottingham (review expected 2025 or later).

We are committed to creating an environment that supports the career ambitions of our colleagues, challenges them to grow, and fosters their success in a progressive, collaborative, and healthy working environment.

Furthermore, we recognise the importance of equality, diversity, and inclusion (EDI). Our focus on advancing equality for all our colleagues, students, and the communities we engage with is of utmost importance. We are dedicated to creating an environment where everyone feels valued, respected, and empowered.

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

3. Legislative Context

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

The general equality duty

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

1. Eliminate unlawful discrimination, harassment, and victimisation;

2. Advance equality of opportunity between different groups; and

3. Foster good relations between different groups.

The specific equality duty

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

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

• Examples of EDI good practice in 2023/24 aligned to the University Equality Objectives can be found in Section 5; and

• Colleague and Students Profiles in Section 6.

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

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

Our Gender and Equality pay gap reports are published here: Gender and Equality Pay Gap Reports | Nottingham Trent University.

Age	Disability	Gender reassignment
Religion / belief	Ethnicity	Sex
Sexual orientation	Maternity / pregnancy	Marriage / civil partnership

Terminology

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

The term 'ethnic minority' is used in this report as this is the agreed terminology to be used at NTU.

4. EDI Assurance and Governance

The Deputy Vice-Chancellor, as the University's strategic lead for EDI, is responsible for fostering positive, diverse and representative engagement which contributes to the achievement of the University's strategic EDI ambitions. The University also has Executive Deans for Equality, Diversity and Inclusion (job share).

Our new EDI governance approach, introduced from the start of the 2023/24 academic year, gives oversight to the overall NTU EDI vision and ambition, and has started to provide a one NTU approach and focus to our EDI agenda.

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

- Lead the development and delivery of the EDI plan. Reporting to the University's Executive Team (UET) on progress and impacts of the strategy and plan; and

- Ensure one NTU view and approach to EDI, reflecting the needs of students, colleagues, and the wider community to achieve the strategic ambitions for EDI.

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

The Strategy Board is chaired by the Deputy Vice-Chancellor and the membership includes the Executive Deans for EDI, the Head of EDI, two members of NTU's University Leadership Team (ULT), the Associate Director for Organisational Development and Culture, a representative from the Staff Networks, the NTSU Director of Membership Services, and a member of the NTSU's Executive Team.

Figure A: NTU's EDI governance structure, from 2023/24
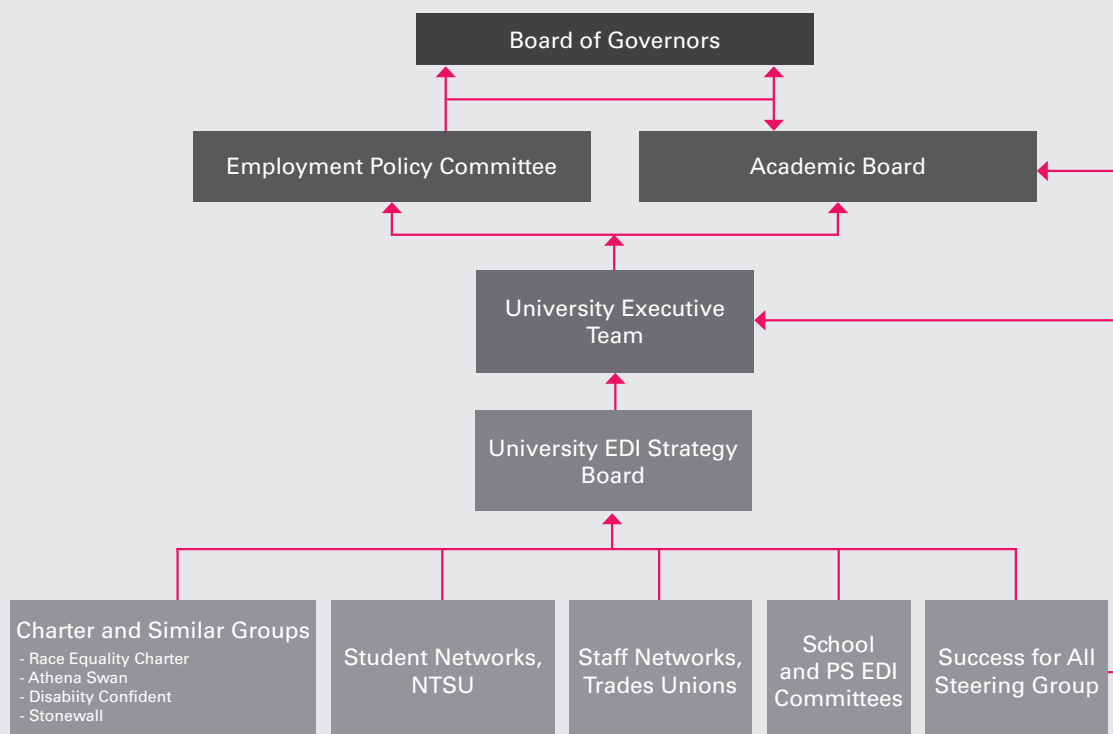
5. NTU Equality Objectives 2023/24

For 2023/24, we have worked to the following two equality objectives, endorsed by the University Executive Team and the Employment Policy Committee.

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 ethnic minority students, male students and ethnic minority male students.

Reducing the gap in degree outcomes between black and white students is one of the key targets of the University, Reimagined strategy and the Access and Participation Plan (APP). The University has committed significant resource and attention to this topic and in recent years it has been the main focus of our 'Success for All' work.

We identified a number of courses that constituted a significant proportion of black completers and explored common factors across them. We are also conducting module level analysis on these courses to investigate specific module features that may inadvertently systematically disadvantage the black student cohort.

Other research has shown the importance of intersectionality in this space and as a result we are also looking at socio-economic factors and entry qualifications. The new NTU Opportunity Bursary will help address this and other actions include piloting a new larger scale support programme to assist BTEC students in their transition to NTU and in developing their study skills.

There has been considerable work looking at industry placements. Our research showed that sandwich placements are a strong predictor of upper awards for black students but that black students, amongst other 'success for all groups', struggled to convert their intention to do a work placement into reality. Addressing this will be a focus going forward.

On a broader EDI level, Success for All is overseeing the production of the University's new Access and Participation Plan (APP). An APP is a registration requirement for higher education providers in England and details the measures and the investment to safeguard and promote access to and success in higher education for students from target backgrounds. A new APP is required for the period 2025/26 to 2028/29.

The LGBTQ+ Education Project was initiated in 2023/24 and developed through an internal and external stakeholder network, focusing on activities that can have a significant impact on the education of students. It has four active workstreams to deliver colleague training, develop an interactive and iterative online space with case studies, literature, and resources for supporting LGBTQ+ students, explore LGBTQ+ data to better understand how this can be used and to support reporting to identify attainment gaps, progression rates and outcomes and then work to reduce equality gaps in access and student success, and also the establishment in May 2024 of a TILT Practice and Scholarship Group to further open up funding opportunities, scholarly dissemination, and membership. A staff-student review panel is in place to oversee the project's work and progress. As a result of the project group's work, 2024/25 will see launch of an online inclusion hub for colleagues and students and training workshops on LGBTQ+ pedagogies.

Arkwright building, City Campus

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.

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

Ethnic minority representation within the leadership cohort has seen a marginal decline in the last two years. In July 2022 representation stood at 12.8% (headcount 31 within a total leadership cohort of 242) down from 13.4% in August 2021. In May 2023, the in-year report recorded 12% (headcount 30; cohort 251). In July 2024, this position remains the same at 12% (headcount 30; cohort 250). In terms of the professoriate 15% (headcount 18) are from ethnic minority backgrounds, out of a population of 119.

The decline in ethnically diverse leadership representation is driven in the main by the increase in the size of the cohort without a corresponding increase in ethnic minority numbers. However, the greater ethnically diverse representation in the professoriate (15% v 10.8% overall) highlights our challenge in appointments to other leadership categories.

Our work across the institution on addressing and eliminating racial inequalities continues. The proportion of ethnic minorities in the workforce has risen since 2020, from 15% to 20%. Ethnic minority representation has also increased across all earnings quarters, during this time. However, as the increases are inconsistent across all pay quarters, they explain the continued pay gap over time. There continues to be a 6% differential in representation between the highest and lowest pay quarter. The most significant increase (8%) has been in the middle lower pay quartile, which has the potential to have positive impact over time.

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

The Race Equality Charter Self-Assessment Team (RECSAT) at Nottingham Trent University (NTU) plays a pivotal role in driving our commitment to racial equality. Achieving the AdvanceHE Bronze Award for the Race Equality Charter in Autumn 2022 was a significant milestone. However, we recognize that to truly transform our institution, continuous improvement and strategic action are required. One of the five themes within our Race Equality Action Plan is decolonialising the curriculum and institution. In 2023/24, the Centre of Academic Development and Quality (CADQ) and Library and Learning Resources (LLR) have undertaken activities to support course teams to interpret decoloniality in their disciplinary context and make appropriate changes to their curriculum, and to support colleagues' further scholarship for curriculum decolonisation. For example:

- Created a new professional development package, including a series of three workshops for schools to build into their staff development offer.

- NTU's Introduction to Learning and Teaching (ILAT) integrates decolonial knowledge, as a key part of ensuring that new colleagues are aware that the process of decolonising curricula should be integrated and holistic.

- The LLR Hidden Voices campaign (2022/23 and 2023/24) enables staff and students to share articles and books written by authors from historically marginalised backgrounds. It is being used to develop course resource lists and to broaden the library collection, to reflect a more representative worldview of knowledge. The campaign runs from January to March and during 2024, the number of entries increased by 70. The Hidden Voice Collection now stands at 296.

- A TILT decolonising curricula engagement session entitled, 'The Intersections between Racially Inclusive Curriculum and Decolonial Curriculum' was delivered on 8 February 2024 via TILTOnline (29 attendees).

- TILT Seedcorn Funding to support resource creation: two Postgraduate Researchers co-created online resources in the Thrive Decolonising Curricula space. This included a decoloniality glossary and a podcast, presented at the TILT Annual Learning and Teaching Conference (18 June 2024).

- Collaborative working has continued across CADQ and Libraries and Learning Resources, including on the Supporting Curricular Decolonisation site. This provides another entry point to decolonial scholarship and includes a series of critical questions and discipline-specific reading lists. Data for the period 20 May 2023-20 May 2024 show that there were 1,243 views and 813 active users. The most clicked link was to the Hidden Voices Collection.

NTU recognises that **Staff EDI Networks** play a pivotal role in enabling us to achieve our strategic EDI ambitions. For our colleagues, networks provide a safe space for them to support each other, share information and inspire others. Staff Networks provide the University with an intersectional employee voice for consultation and collaboration, assisting to create cultural change across the University.

Following an independent review of our Staff Networks in 2022, our Staff Networks worked collaboratively with our EDI leadership team to roll out our Staff Network Framework in 2023. This aligns the Networks with our Institutional EDI strategic goals and provides protected time for network engagement as well as resources to enable the networks to strengthen their activity, individually and collective, supporting the communication and promotion of EDI at NTU.

On 8 May 2024, NTU's Staff Networks leadership teams attended a joint celebratory event with partners in Nottingham city- University of Nottingham, Nottingham City Council and Nottinghamshire County Council- celebrating the value that network groups add to workplaces and connecting networks in the city to inspire creativity, innovation and contributions to our joint strategic EDI ambitions.

Throughout May 2024, network members, supported by the central EDI team, conducted roadshows across NTU's campuses to showcase our Staff Networks.

We will continue to strengthen our Staff Networks and explore how we can create links with our Student EDI Networks.

The Parents and Carers Staff Network was established in September 2023, creating a relaxed and friendly space for colleagues who are parents and/or carers to share experiences, gain advice and provide support to each other. The network has developed and delivered mentor training as part of the NTU Maternity Mentor scheme. This offers colleagues preparing for and/or returning from maternity leave with a trained mentors to help them manage the transition.

6. Staff and Student EDI Profiles

6.1 Staff EDI Profile

Gender

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

The gender split at the University has remained relatively constant over the last five years, with a 59% female and 41% male split. When we look at the proportion of Academic and Research staff, the split is 50:50 (rounded) as it was in 2019/20. Whereas when we look at Professional and Support staff the female:male staff proportions are 66:34 (rounded), moving only 1 percentage point in the last five years.

Figure 1: Staff groups by sex (male and female) – % - 2019/20 v 2023/24
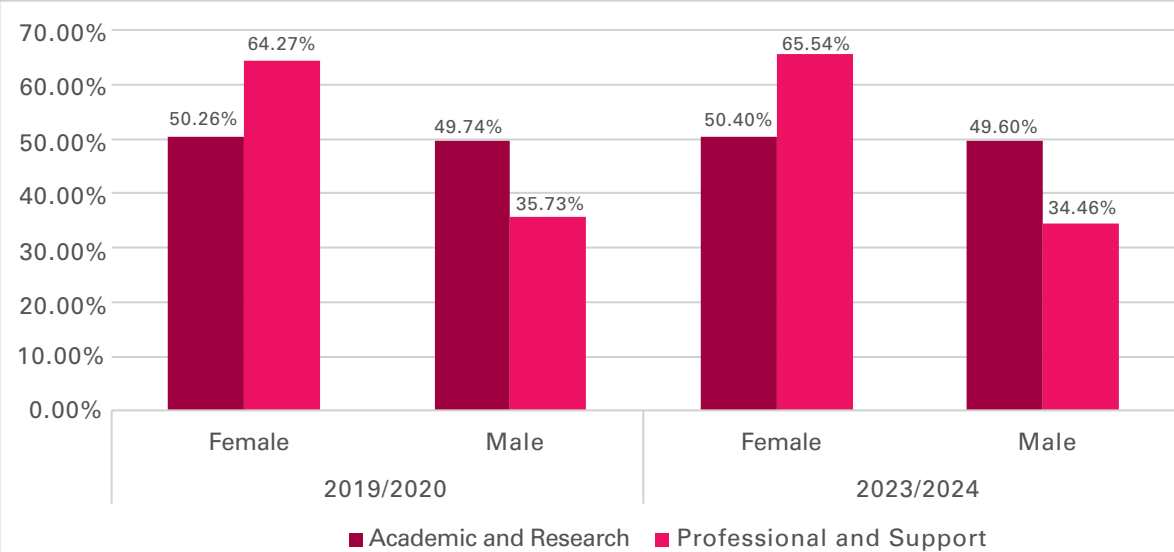
Table 1: Staff groups by sex (male and female) – number - 2019/20 to 2023/24

	2019/2020		2020/2021		2021/2022		2022/2023		2023/2024	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Academic & Research	856	847	883	893	947	913	976	952	954	939
Professional and Support	1518	844	1587	883	1700	956	1722	963	1704	896
All Staff	2374	1691	2470	1776	2647	1869	2698	1915	2658	1835

Disability

Over the last five years we have seen a slight increase in the number of staff who have declared themselves as having a disability, from 10% in 2019/20 to 11% in 2023/24. In addition, we have seen a fall in the number recording "not known" for their disability status from 19% in 2019/20 to 16% in 2023/24.

When we look at Academic and Research and Professional and Support staff separately, we find a higher proportion of staff declaring themselves as having a disability among Professional and Support staff (13%) compared to those in Academic and Research roles (8%).

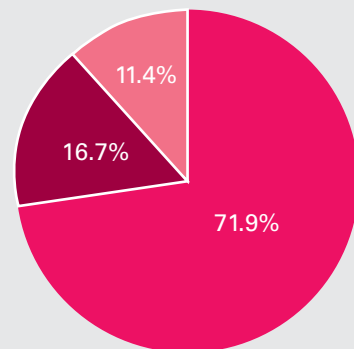**Figure 2: Staff declared disability – number – 2019/20 – 2023/24**
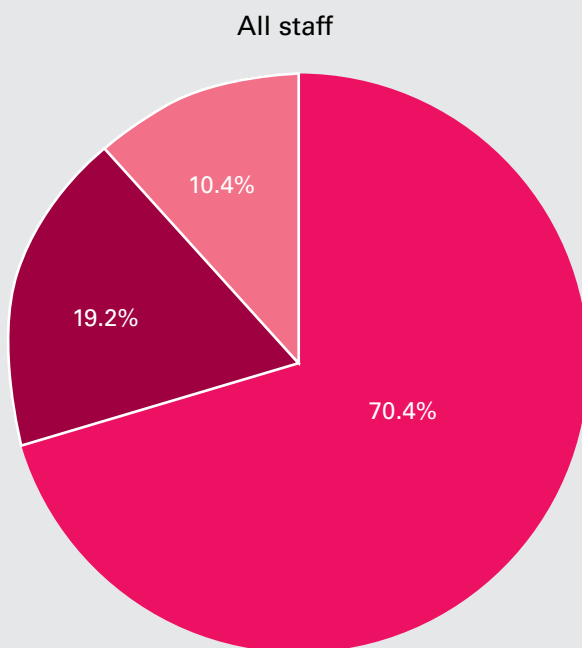
2019/20

All staff

Academic & Research
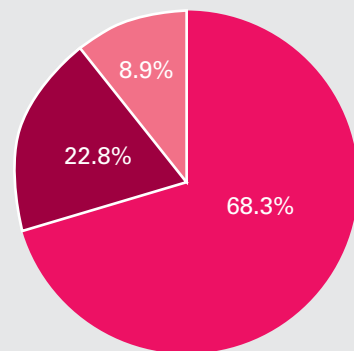
Professional & Support

■ Declared not disabled   ■ Not known   ■ Declared disabled

Figure 2: Staff declared disability – number – 2019/20 – 2023/24 – continued

2023/24

All staff

Academic & Research

Professional & Support

■ Declared not disabled   ■ Not known   ■ Declared disabled
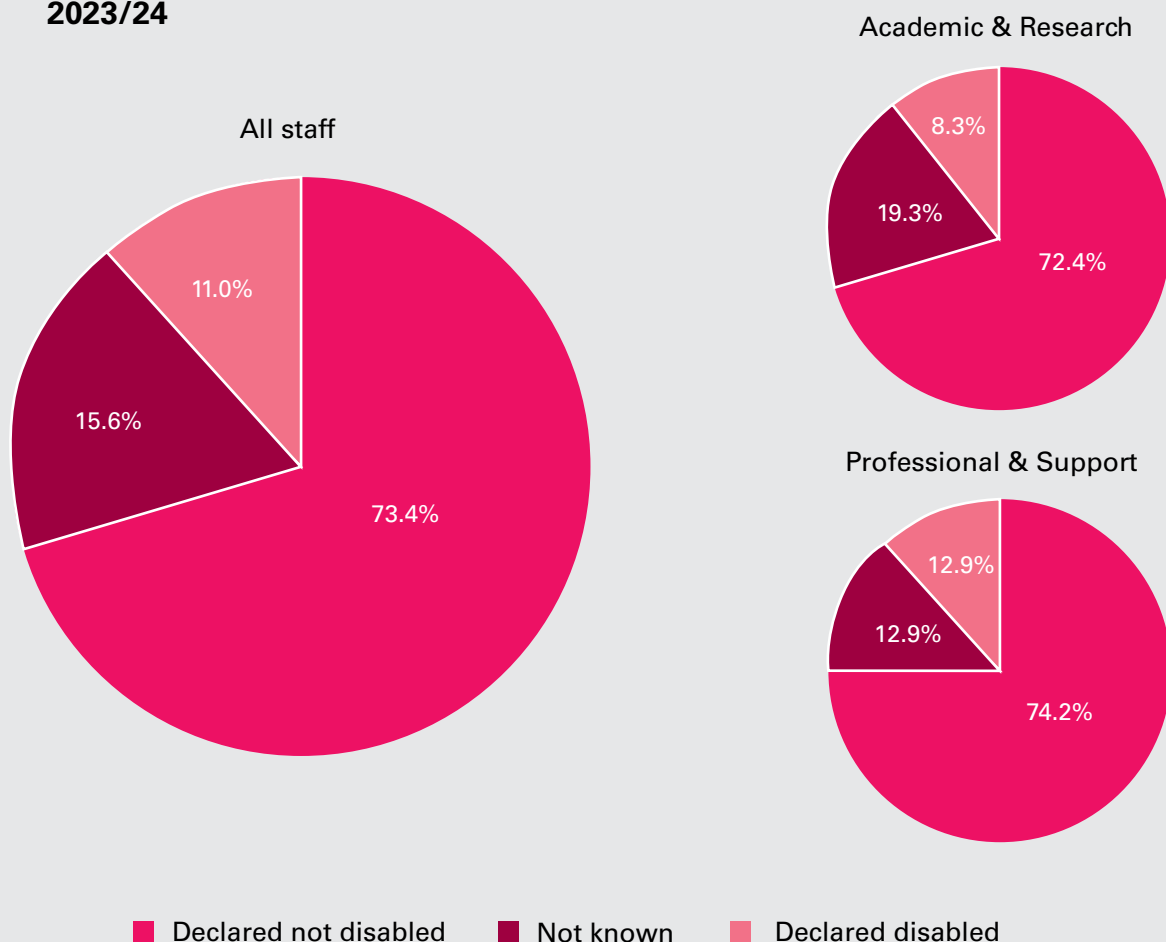
Table 2: Staff declared disability – number – 2019/20 – 2023/24

	2019/20	2020/21	2021/22	2022/23	2023/24
Academic & Research	1703	1776	1860	1928	1893
Declared Not Disabled	1164	1211	1304	1389	1370
Not known	388	402	386	371	366
Declared Disabled	151	163	170	168	157
Professional Services	2362	2470	2656	2685	2600
Declared Not Disabled	1699	1795	1960	1980	1929
Not known	393	364	357	366	336
Declared Disabled	270	311	339	339	335

Age

Looking at age bands, the University shows a generally stable trend across the last five years, overall. For those in the Academic and Research group, over the five-year period, there is a fall of-2.3 percentage points in staff aged between 25-34, with an increase of 1 percentage point for those aged 55-64.

Looking at the Professional and Support group, over the five-year period, there is an increase of 1.8 percentage points for those aged <24 and of 1.2 percentage points for those aged 45-54, a fall of 2.4 percentage points for those aged 25-34, and a fall of 1.1 percentage points for those aged 55-64.

Figure 3: Staff group by age group – % – 2019/20 v 2023/24
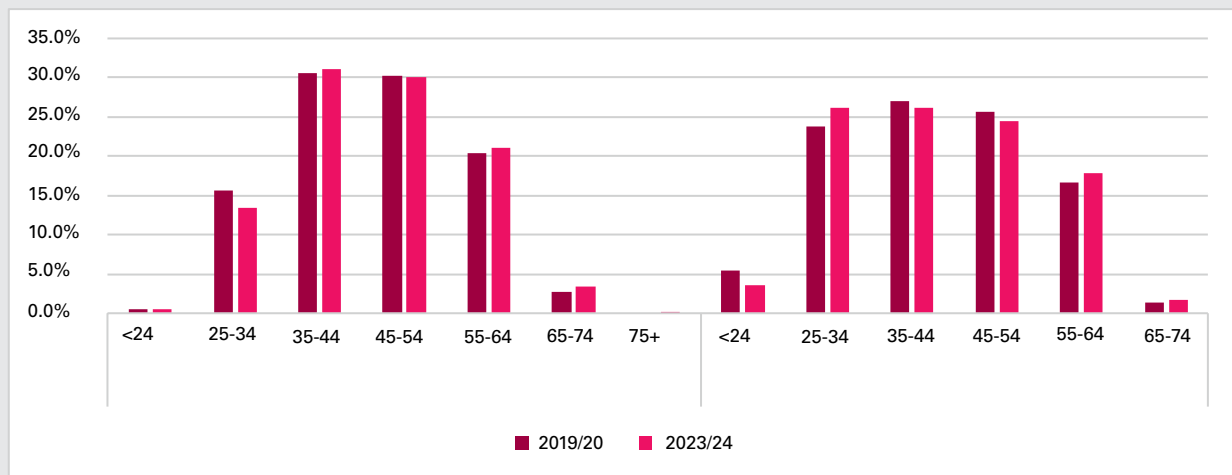
Table 3: Staff group by age group – number – 2019/20 – 2023/24

		2019/20	2020/21	2021/22	2022/23	2023/24
Academic & Research		**1703**	**1776**	**1860**	**1928**	**1893**
	24 or less	9	5	8	16	10
	24-34	267	264	279	281	254
	35-44	520	585	595	611	590
	45-54	514	509	542	572	570
	55-64	346	358	379	384	400
	65-74	47	55	55	59	64
	75+	0	0	2	5	5
Professional Services		**2362**	**2470**	**2656**	**2685**	**2600**
	24 or less	128	145	155	137	93
	25-34	561	596	668	677	680
	35-44	637	684	721	715	681
	45-54	608	594	612	631	637
	55-64	394	406	446	468	463
	65-74	34	45	54	57	46
Professional Services		**4065**	**4246**	**4516**	**4613**	**4493**

Ethnicity

The proportion of ethnic minority staff at NTU has increased by 4.7 percentage points from 14.7% in 2019/20 to 19.4% in 2023/24.

Over the five-year period since 2019/20, there has been an increase of 4.2 percentage points in our staff from ethnic minority backgrounds who are in Academic and Research roles (2019/20 n= 310, 18.2%; 2023/24 n=424, 22.4%), and an increase of 5 percentage points in those who are in Professional and Support roles (2019/20 n= 289, 12.2%; 2023/24 n=446, 17.2%).

Figure 4: All staff by ethnicity grouping – % – 2019/20 v 2023/24
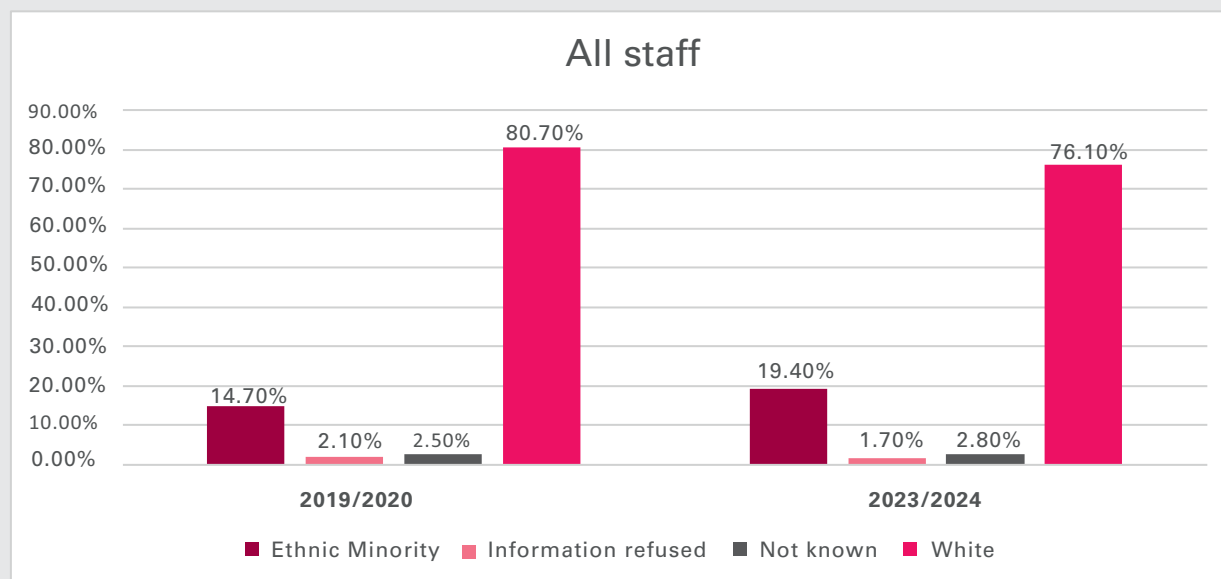
Figure 4.1: Staff group by ethnicity grouping – % – 2019/20 v 2023/24
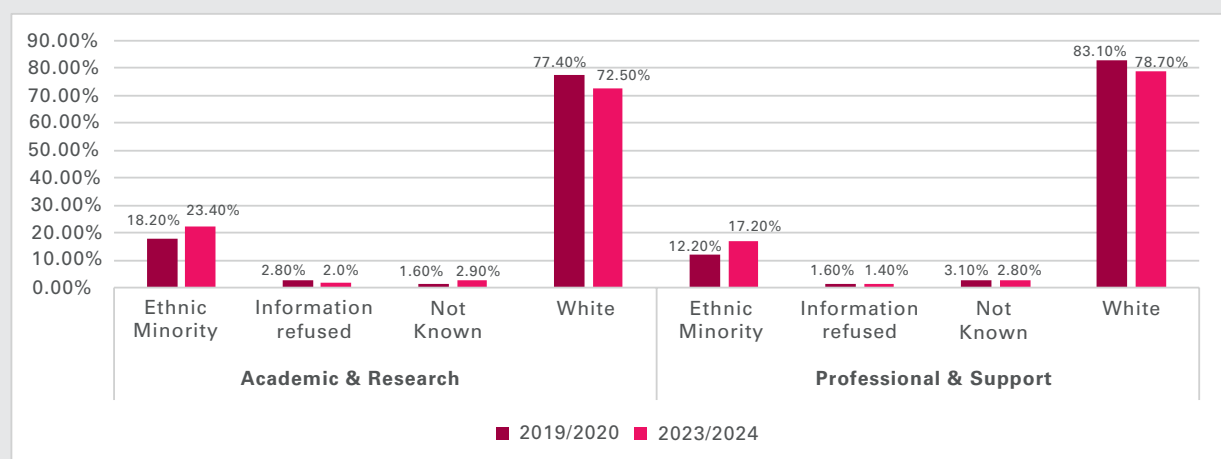
Figure 4.1: Staff group by ethnicity grouping – % – 2019/20 v 2023/24

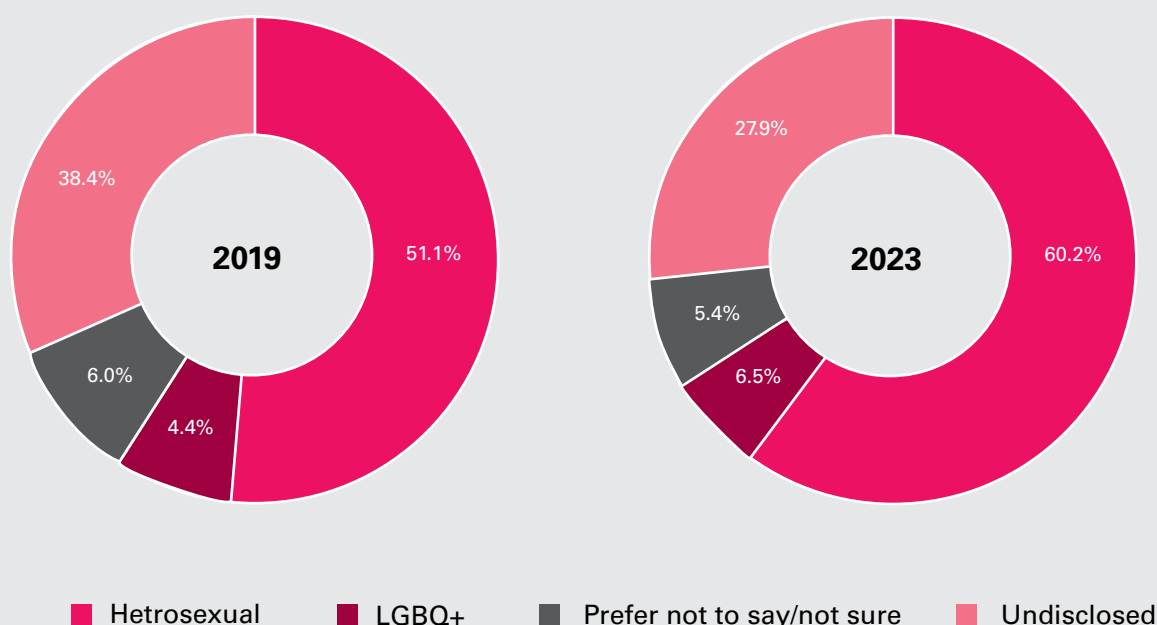|	All Staff				Academic & Research				Professional & Support			
	Ethnic Minority	Information refused	Not known	White	Ethnic Minority	Information refused	Not known	White	Ethnic Minority	Information refused	Not known	White
2019/20	599	85	101	3,280	310	48	27	1,318	289	37	74	1,962
2020/21	666	86	103	3,391	345	47	29	1,355	321	39	74	2,036
2021/22	766	94	134	3,522	377	54	38	1,391	389	40	96	2,131
2022/23	836	92	138	3,547	415	47	45	1,421	421	45	93	2,126
2023/24	870	78	128	3,417	424	42	55	1,372	446	36	73	2,045

Sexual Orientation

In 2024 6.5% of NTU staff declared themselves as LGBQ+, an increase of 2.1% in the five-year period from 4.4% in 2019/20. We have also a small change (-0.6%) in the percentage of those who preferred not to say when declaring their sexuality. In that same period, we have seen a decrease of 10.7% of those choosing not to disclose their sexual orientation (2019/20 = 38.4%; 2023/24 = 27.9%). However, this is still one of the protected characteristics with the highest number of staff preferring not to disclose their information and this is still an area we need to continue to improve as we move forward in ensuring that our work environments are both as supportive and inclusive to our staff community as possible.

Figure 5: Staff by sexual orientation - % - 2019/20 v 2023/24

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

2019: 51.1%, 38.4%, 6.0%, 4.4%

2023: 60.2%, 27.9%, 5.4%, 6.5%

■ Hetrosexual   ■ LGBQ+   ■ Prefer not to say/not sure   ■ Undisclosed

**Table 5: Staff by sexual orientation – number – 2019/20 to 2023/24**

	Asexual	Bi-sexual	Gay man	Gay woman/ lesbian	Hetero-sexual	In another way	Not known	Not sure/ questioning	Prefer not to say	Queer
2019/20	7	65	48	34	2,100	28	1,540	1	240	2
2020/21	7	82	58	41	2,305	34	1,449	1	264	5
2021/22	7	101	68	45	2,597	37	1,355	1	299	6
2022/23	8	110	76	46	2,738	40	1,340	1	248	6
2023/24	9	115	71	52	2,704	34	1,253	3	239	13

Religion/Belief

The proportion of NTU staff who declare 'No Religion' has increased over the past five years, from 41.9% to 44.5%, while there has been a small decrease in the proportion of staff selecting 'Prefer Not to Say' (7.1% to 5.9%) and a decrease of 2.5 percentage points for those declaring religion or belief is 'not known'.

Proportions of staff identifying within each of the seven identified religious groups has remained largely consistent over the past five years, with only the proportion of Muslim staff increasing at all from 2.3% to 3.8% between 2019/20 and 2023/24.

Figure 6: Staff group by religion – % – 2019/20 v 2023/24
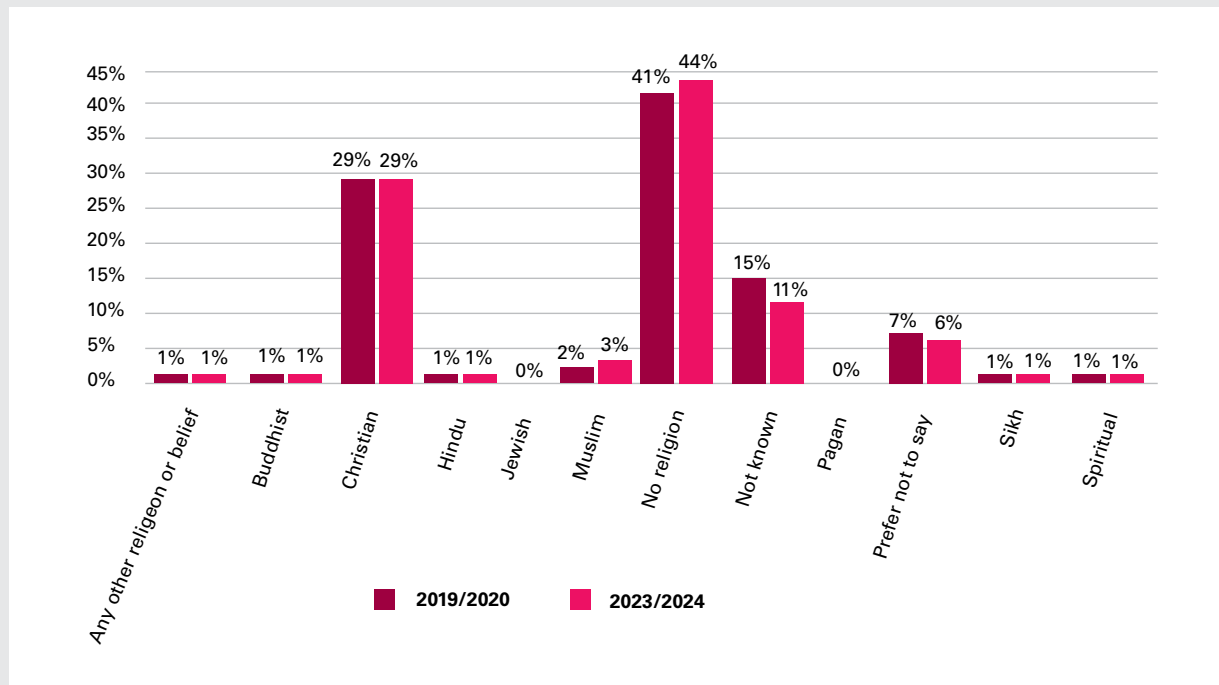
Table 6: Staff group by religious grouping – number – 2019/20 to 2023/24

|	Any other religion or belief	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Not known	Pagan	Prefer not to say	Sikh	Spiritual
2019/20	53	29	1,209	39	8	92	1,703	541	13	289	34	55
2020/21	60	33	1,229	50	8	111	1,816	531	15	298	35	60
2021/22	71	34	1,298	64	9	130	1,973	507	16	315	37	62
2022/23	69	41	1,324	58	9	149	2,040	514	14	287	37	71
2023/24	67	42	1,281	67	9	170	1,998	483	16	264	35	61

6.2 Student EDI Profile

All data used within this section reflect the student body of Nottingham Trent University in July 2024, home and international, compared to 2020/21. The datasets represented here are exclusively based on students attending courses on our UK campuses, and no international partnerships, distance learning programmes, or franchised courses are included.

Gender

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

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

Figure 7: Student grouping by study level and gender – % – 2020/21 v 2023/24
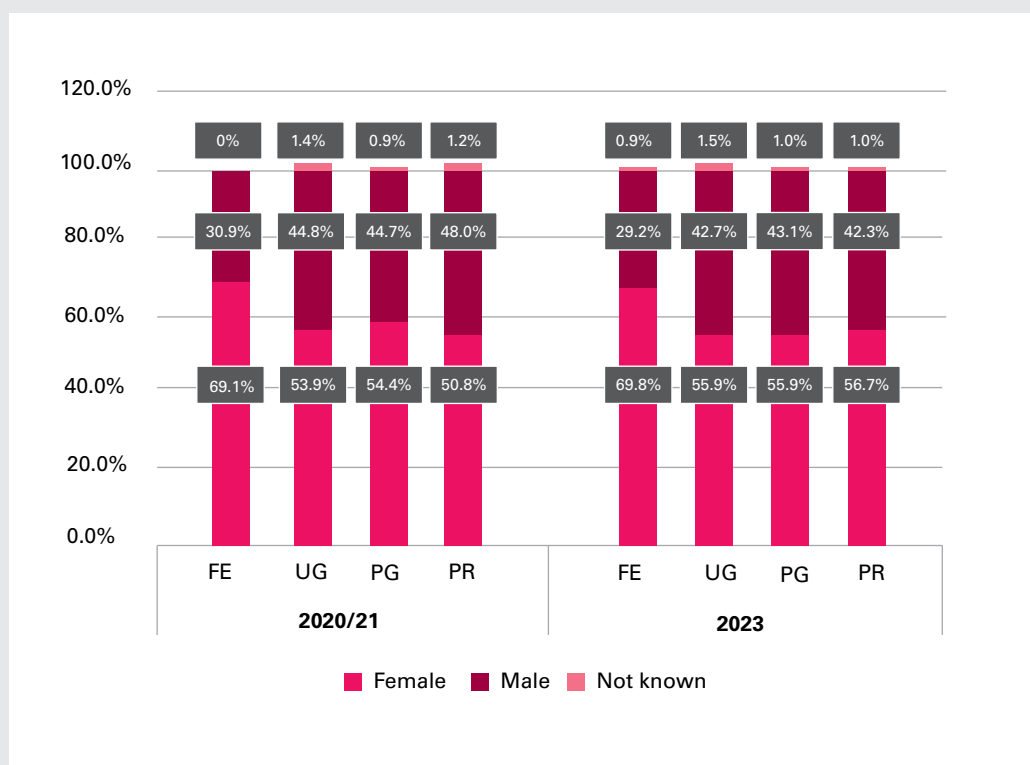
Table 7: Student group by study level and gender – number – 2020/21 to 2023/24

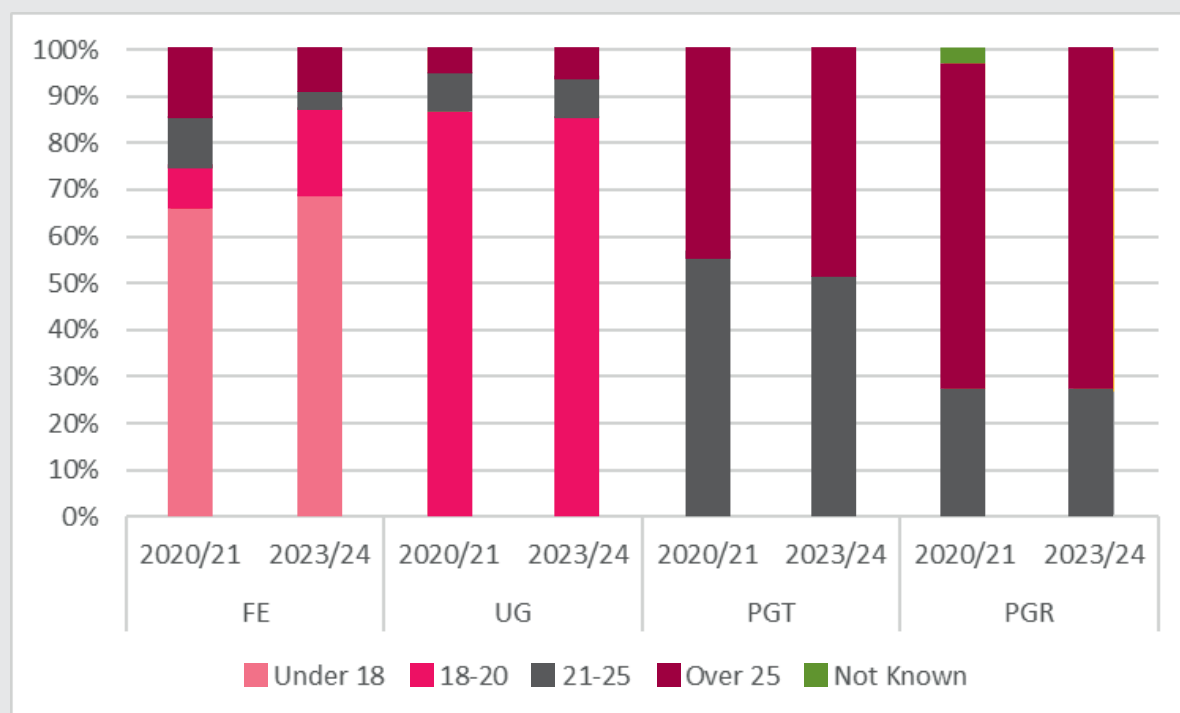|	2020/21			2021/22			2022/23			2023/24		
	F	M	N/K	F	M	N/K	F	M	N/K	F	M	N/K
FE	238	75		223	92		201	92	1	215	70	1
UG	17081	14768	62	17873	15425	78	17682	15139	106	16848	14710	64
PG	3396	2523	11	3869	2813	19	4301	2930	27	4075	2835	14
PR	431	414	5	475	405	5	482	378	4	482	375	4
Grand Total	21146	17780	78	22440	18735	102	22666	18539	138	21620	17990	83
% of Total	54.2%	45.6%	0.2%	54.4%	45.4%	0.2%	54.8%	44.8%	0.3%	54.5%	45.3%	0.2%

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

Age

The age demographic of our Undergraduate (UG) students remains relatively consistent over the last 4 years, with 85% of students aged 18-20 years at start of studies, 14% aged 21 or over, and under 1% aged 17 or younger.

We do, however, see a decline in the 21-25 age range when exploring Postgraduate Taught (PGT) students. 49.99% of PGT students were in the 21-25 age range in 2023/24 compared to 55.35% in 2020/21.

Figure 8: Student group by age grouping – number – 2020/21 to 2023/24

Table 8: Student group by age grouping – number – 2020/21 to 2023/24

	FE				UG				PGT				PGR			
	2020/21	2021/22	2022/23	2023/24	2020/21	2021/22	2022/23	2023/24	2020/21	2021/22	2022/23	2023/24	2020/21	2021/22	2022/23	2023/24
Under 18	205	200	193	198	195	205	201	212	0	0	0	0	0	0	0	0
18-20	32	39	44	52	27547	28838	28216	26885	42	55	60	83	0	0	0	0
21-25	28	22	20	10	2571	2656	2577	2627	3282	3700	3758	3461	234	242	242	230
Over 25	48	54	37	26	1598	1677	1933	1898	2606	2946	3438	3372	610	637	616	625
Not Known	0	0	0	0	0	0	2	8	10	6	6	6	24	0	0	0

Ethnicity

Since 2020/21, we have seen a decrease in the proportion of white students in FE (-1.97 percentage points), UG (-8.9 percentage points), and PGT (-20.31 percentage points) datasets, in contrast to our PGR data set which remains static (54.71% in 2020/21 compared to 54.70% in 2023/24).

Overall, the total population of white students at NTU is now 56.03%, a decrease of 10.73 percentage points since 2020/21.

The overall proportion of ethnic minority students (42.46%) has grown over the past four years (+10.58 percentage points), during a period when overall student headcount has increased by 1.15% (2020/21 n= 40,145, 2023/24 n = 40,607).

Figure 9: Students grouped by ethnicity – % – 2020/21 v 2023/24

Table 9.1: Students grouped by ethnicity – % – 2020/21 v 2023/24

	FE		UG		PGT		PGR	
	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24
Asian	1.28%	1.75%	11.54%	14.47%	30.59%	45.26%	15.41%	18.35%
Black	1.60%	0.00%	9.29%	13.83%	11.92%	18.73%	12.59%	13.36%
Mixed Ethnicity	3.19%	5.59%	5.53%	6.10%	3.42%	2.64%	4.12%	3.02%
Other Ethnicity	0.00%	0.00%	2.03%	2.72%	2.55%	2.09%	9.65%	7.32%
Refused/ Unknown	0.00%	7.00%	1.59%	1.46%	1.23%	1.29%	3.53%	3.25%
White	93.93%	91.96%	70.32%	61.42%	50.29%	29.98%	54.71%	54.70%

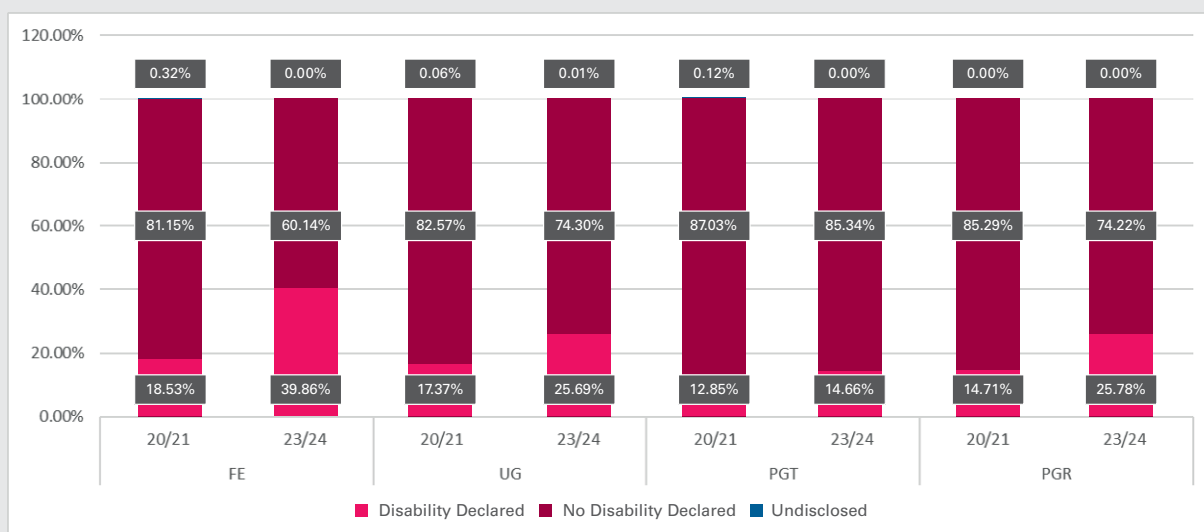**Table 9.2: Students grouped by ethnicity – number – 2020/21 v 2023/24**

	FE		UG		PGT		PGR	
	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24
Asian	4	5	3683	4575	1814	3134	131	158
Black	5	0	2963	4373	707	1297	107	115
Mixed Ethnicity	10	16	1765	1930	203	183	35	26
Other Ethnicity	0	0	648	860	151	145	82	63
Refused/ Unknown	0	2	412	461	73	89	30	28
White	294	263	22440	19423	2982	2076	465	471

Disability

In 2023/24, the University was supporting 3,051 more students with a declared disability, comprising 23.72% of our total student population, compared to 2020/21.

The proportion of students with declared disabilities in each study group has increased in the past four years, with 21.33 percentage point increase in FE students, 8.32 percentage points increase in UG students, 1.81 percentage point increase in PGT students, and 11.07 percentage point increase in PGR students with declared disabilities, when compared to figures from 2020/21.

**Figure 10: Students grouped by declared disability – % – 2020/21 v 2023/24**

Table 10: students grouped by declared disability – number – 2020/21 v 2023/24

	FE		UG		PGT		PGR	
	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24
Disability Declared	58	114	5544	8215	762	1015	125	222
No Disability Declared	254	172	26348	23495	5161	5909	725	639
Undisclosed	1	0	19	2	7	0	0	0

Sexual Orientation

There has been a slight upwards trend in the percentage of students recording their sexual orientation as heterosexual or straight since 2020/21 (2020/21 = 82.67%, 2023/24 = 83.64%), an increase in the those recording their orientation as bisexual (+1.29 percentage points) and a slight decrease (-0.78 percentage points) in those preferring not to say.

Figure 11: Students grouped by sexual orientation – % – 2020/21 v 2023/24
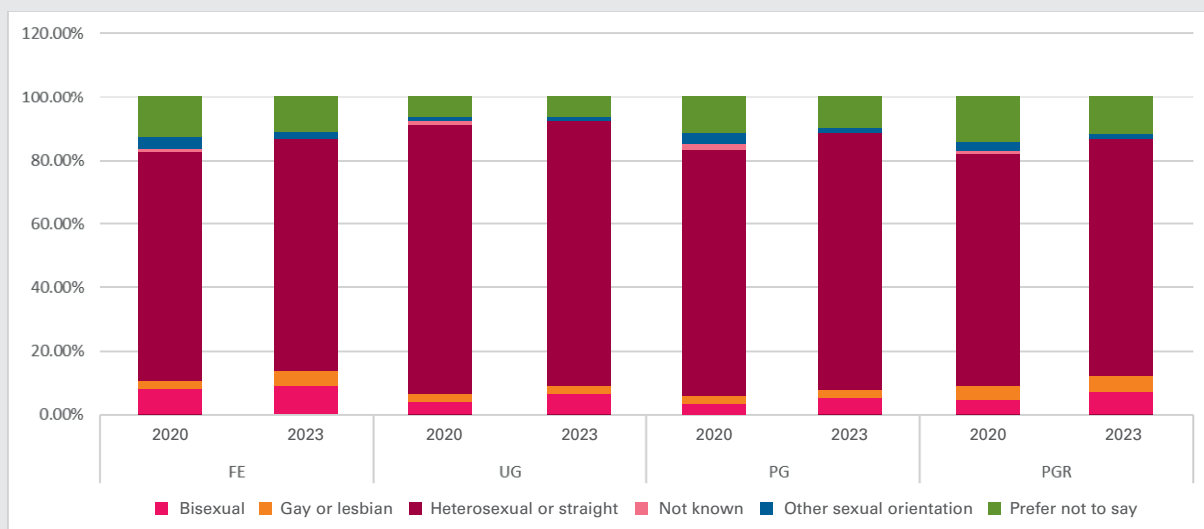
Table 11.1: Students grouped by sexual orientation – % – 2020/21 v 2023/24

	FE		UG		PG		PGR	
	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24
Bisexual	8.31%	9.09%	5.16%	6.48%	4.06%	5.16%	4.24%	7.32%
Gay or lesbian	1.92%	3.85%	2.08%	1.99%	2.16%	1.91%	4.47%	4.18%
Heterosexual or straight	72.20%	75.17%	84.09%	84.42%	78.41%	81.70%	73.76%	75.49%
Not known	0.96%	0.00%	0.74%	0.05%	1.57%	0.01%	0.94%	0.12%
Other sexual orientation	4.15%	1.75%	1.40%	1.18%	3.12%	1.01%	2.24%	1.39%
Prefer not to say	12.46%	10.14%	6.53%	5.89%	10.67%	10.21%	14.35%	11.50%

Table 11.2: Student grouped by sexual orientation – number – 2020/21 v 2023/24

	FE		UG		PG		PGR	
	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24	2020/21	2023/24
Bisexual	26	26	1646	2049	241	357	36	63
Gay or lesbian	6	11	664	628	128	132	38	36
Heterosexual or straight	226	215	26835	26695	4650	5657	627	650
Not known	3	0	235	17	93	1	8	1
Other sexual orientation	13	5	446	372	185	70	19	12
Prefer not to say	39	29	2085	1861	633	707	122	99

7. Future and Ongoing Plans

We launch our NTU EDI Plan in the 2024/25 academic year. This 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.

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

We will:

- Implement the delivery mechanism for the NTU EDI plan, its workstreams and actions;

- Develop and roll-out the revised University Equality Impact Assessment (EIA);

- Prepare for and submit our application for the Institutional Athena SWAN Silver award in 2025;

- Continue to deliver our Race Equality Action Plan focusing on our EDI Culture, academic career pipeline, and our professional services colleague progression, taking an intersectional and holistic approach;

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

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

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

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

Nottingham Trent University