Northumbria University
NEWCASTLE

EQUALITY, DIVERSITY AND INCLUSION.

ANNUAL REPORT 2020

CONTENTS

Introduction

Northumbria University's vision is to be a research-rich, business-focused, professional university with a global reputation for academic excellence. At the heart of the Strategy is a recognition that 'people' play a crucial role in enabling the University to achieve its ambitions, as clearly outlined in the first strategic objective – 'exceptional people empowered to achieve shared ambitions'.
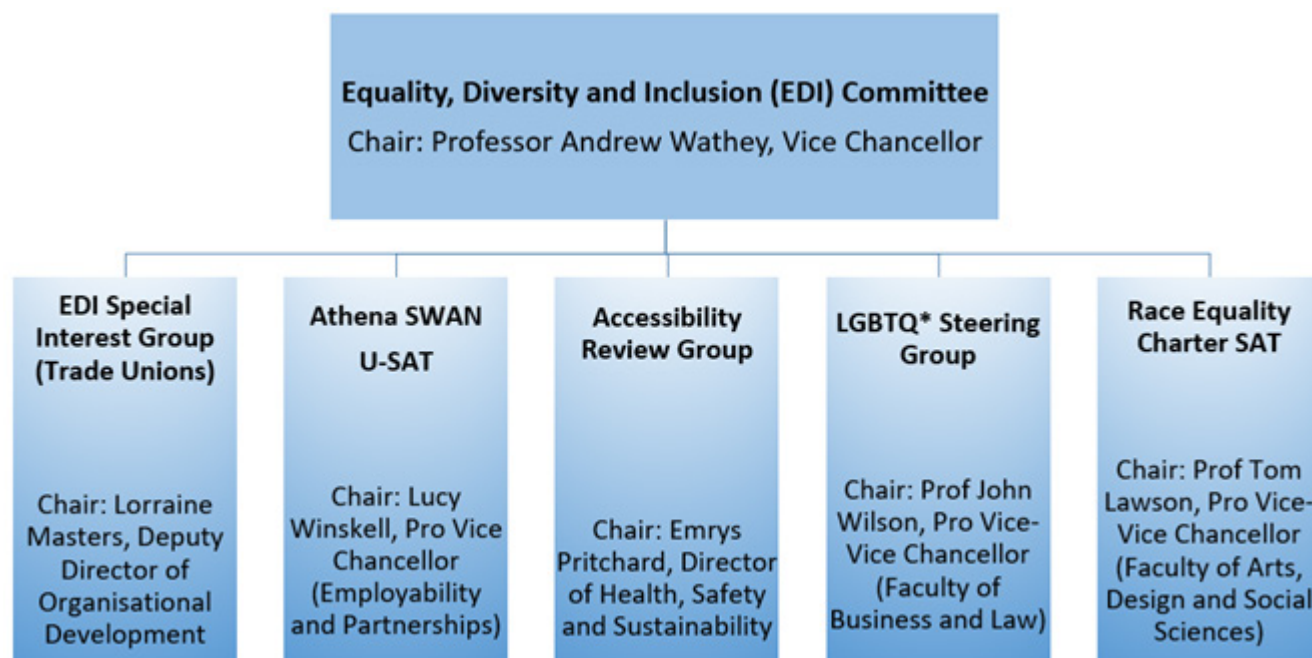
This means:

- Self-motivated people and teams that are ambitious for their own achievement and that of the University
- A community that supports the wellbeing of its staff, students, and stakeholders; and helps them realise the individuals and collective benefits of collaboration
- A University that values people, an inclusive environment that attracts and retains talented individuals from a diverse background and supports access to opportunities and development

This report highlights some of our achievements and successes that have taken place throughout 2020 to advance the Equality, Diversity, and Inclusion (EDI). We have strengthened our structures and processes to support work that is being undertaken by embedding Directors of EDI into departments, establishing a Race Equality Self Assessment Team (SAT), and recognising EDI work by giving the appropriate workload.

Whilst we have made progress in 2020 towards our aim of creating an inclusive environment for our staff and students, we recognise that there is much work still to be done and it should be noted that some of the planned activities in 2020 have been affected by Covid-19.
This report outlines some of the key activity/achievements, our staff and student EDI Profile and key priorities for the year ahead.

Equality, Diversity, and Inclusion (EDI) Structures and Committees

The Vice-Chancellor chairs the EDI Committee, which has overarching responsibility for EDI issues and whose work is supported by five EDI Subgroups.

Equality, Diversity and Inclusion (EDI) Committee

Chair: Professor Andrew Wathey, Vice Chancellor

EDI Special Interest Group (Trade Unions)	Athena SWAN U-SAT	Accessibility Review Group	LGBTQ* Steering Group	Race Equality Charter SAT
Chair: Lorraine Masters, Deputy Director of Organisational Development	Chair: Lucy Winskell, Pro Vice Chancellor (Employability and Partnerships)	Chair: Emrys Pritchard, Director of Health, Safety and Sustainability	Chair: Prof John Wilson, Pro Vice-Vice Chancellor (Faculty of Business and Law)	Chair: Prof Tom Lawson, Pro Vice-Vice Chancellor (Faculty of Arts, Design and Social Sciences)

The University also has a range of networks and groups and that feedback into the relevant EDI subgroup or EDI Committee as and when appropriate.

EDI Staff networks
- Women's Network
- LGBTQ* Network
- BAME Network
- Parents and Carers Network

Consultative Groups
- Race Equality Consultative Group
- EDI Stakeholders Group
- Decolonising Network

Student Library and Academic Services
- EDI Operational Group
- Access and Participation Plan Steering Group

EDI Teams
- HR EDI Team
- Student Library and Academic Services EDI Team
- EDI Directors

Sector initiatives with EDI focus
- Teaching Excellence Framework
- Research Excellence Framework
- Knowledge Excellence Framework

Student Union
EDI related student societies

Staff Profile

Detailed below is the staff profile as of 31 December 2020. Collection of sexual orientation and religious belief data is planned to coincide with the introduction of the new HR System in April 2022.

Academic / Professional Support Split

	Headcount	Headcount %	FTE	FTE %
Academic	1617	51.6	1537.9	53.8
Professional Support	1516	48.4	1318.3	46.2
Grand Total	3133	100	2856.2	100

Age

	Headcount	Headcount %	FTE	FTE %
16 to 24	84	2.7	75.5	2.6
25 to 34	584	18.6	549.5	19.2
35 to 44	976	31.2	915.5	32.1
45 to 54	788	25.2	730.0	25.6
55 to 64	611	19.5	524.5	18.4
65+	90	2.9	61.2	2.1
Grand Total	3133	100	2856.2	100

Sex

	Headcount	Headcount %	FTE	FTE %
Female	1710	54.6	1496.3	52.4
Male	1423	45.4	1359.8	47.6
Grand Total	3133	100	2856.2	100

Ethnicity

|	Headcount	Headcount %	FTE	FTE %
BME	331	10.6	316.2	11.1
Unknown	65	2.1	53.6	1.9
White	2737	87.4	2486.4	87.1
Grand Total	3133	100	2856.2	100

Disability

|	Headcount	Headcount %	FTE	FTE %
Disabled	64	2.0	57.8	2.0
Not Disabled	2961	94.5	2712.2	95.0
Unknown	108	3.4	86.2	3
Grand Total	3133	100	2856.2	100

Nationality

|	Headcount	Headcount %	FTE	FTE %
UK	2655	84.7	2394.2	83.8
International	257	8.2	249.0	8.7
EU	197	6.3	189.7	6.6
Europe (Non-EU)	15	0.5	15.0	0.5
Unknown	9	0.3	8.4	0.3
Grand Total	3133	100	2856.2	100

Academics

51.6%
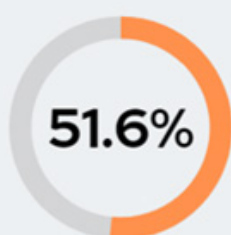
In 2020, we had more Academics (51..6%) than Professional Support staff. This differs from 2019, where academics made up 50% of the staff base.

Age

31.2%
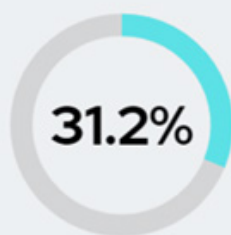
Our age profile has remained broadly the same with the 35-44 age band being the most common age group (31.2%).
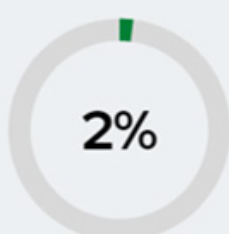
Sex

54.6%
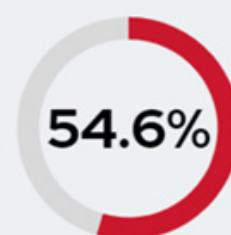
Women made up 54.6% of the staffing profile. The profile has remained broadly static over the past two years.
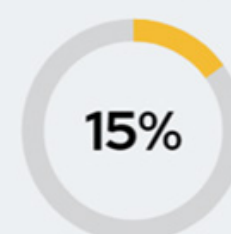
Ethnicity

10.6%

Black and Minority Ethnic (BME) groups made up 10.6% of the staffing profile. This is an increase from 8.7% in 2019.

Disability

2%

2% of our staff have disclosed a disability, which is significantly below the UK working age average of 19% The disability status of 3.4% of our staff remains unknown.

Nationality

15%

15% of our staff are from non-uk nationalities. This is an increase from 12% in 2019

Starters

Academic		Headcount	Headcount %	FTE	FTE %
Gender	Female	119	43.1	110.6	42.4
	Male	157	56.9	150.6	57.6
Ethnicity	BME	92	33.3	90.3	34.6
	Unknown	17	6.2	13.0	5.0
	White	167	60.5	157.9	60.4
Disability	Disabled	8	2.9	7.4	2.8
	Not Disabled	252	91.3	240.6	92.1
	Unknown	16	5.8	13.2	5.1

Professional Support		Headcount	Headcount %	FTE	FTE %
Gender	Female	101	66.0	81.5	64.3
	Male	52	34.0	45.3	35.7
Ethnicity	BME	13	8.5	10.8	8.5
	Unknown	10	6.5	6.3	5.0
	White	130	85.0	109.7	86.5
Disability	Disabled	4	2.6	3.5	2.8
	Not Disabled	127	83.0	107.7	84.9
	Unknown	22	14.4	15.6	12.3

- 43% of new Academic starters were female in comparison to 66% in Professional Support.
- 33 % of new Academic starters were from a BAME background in comparison to 8.5% in Professional Support.
- Disability declaration rates are similar for both Academic and Professional Support new starters (2.96% and 2.6% respectively); however 14.4% of Professional Support new starters chose not to disclose their disability status in comparison to only 5.8% of Academic new starters.

Leavers

Academic		Headcount	Headcount %	FTE	FTE %
Gender	Female	67	45	53.7	42.2
	Male	82	55.0	73.6	57.8
Ethnicity	BME	30	20.1	28.2	22.2
	Unknown	8	5.4	4.4	3.5
	White	111	74.5	94.7	74.4
Disability	Disabled	6	4.0	4.5	3.5
	Not Disabled	133	89.3	155.2	90.5
	Unknown	10	6.7	7.6	6.0

Professional Support		Headcount	Headcount %	FTE	FTE %
Gender	Female	76	60.8	59.7	58.8
	Male	49	39.2	41.8	41.2
Ethnicity	BME	6	4.8	5.3	5.3
	Unknown	6	4.8	4	3.9
	White	113	90.4	92.2	90.8
Disability	Disabled	7	5.6	5.5	5.4
	Not Disabled	109	87.2	90.2	88.9
	Unknown	9	7.2	5.8	5.8

- Males made up 55% of Academic leavers but only 39.2% of Professional Support leavers.
- Academic colleagues from a BAME background made up 20.1% of leavers in comparison to only 4.8% in Professional Support.
- Colleagues with a disability made up 4.7% of all leavers.

Charter Marks and Programmes

Athena Swan

Athena Swan is a charter that recognises work undertaken to address gender inequality. We have held an Athena Swan Bronze award since 2015. In December 2019, we submitted a successful renewal application. The University's ambition is to achieve an Institutional Silver Award by 2024.

We hold Bronze Athena Swan awards for the following departments:

- Business and Law
- Geography and Environmental Sciences
- Nursing Midwifery and Health
- Psychology
- Sport, Exercise and Rehabilitation
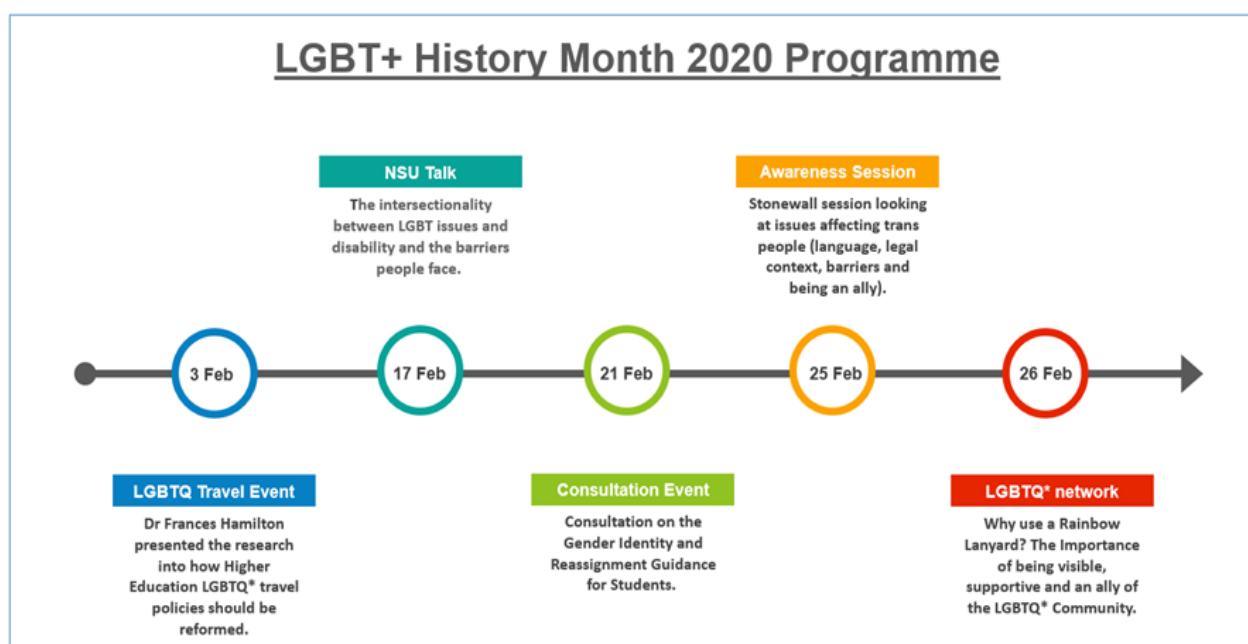- Social Work, Education and Community Wellbeing

The table below identifies the position of each academic department.

Department	Current Status
Business and Law	Bronze Award (submitted November 2019)
Applied Science	Plan to submit April 2021
Psychology	Bronze Award (submitted April 2020)
Nursing Midwifery and Health	Bronze Award (submitted April 2020)
Sport Exercise and Rehabilitation	Bronze Award (submitted November 2020)
Social Work, Education and Community Wellbeing	Bronze Award (submitted November 2020)
Architecture and the Built Environment	Plan to submit November 2021
Geography and Environmental Sciences	Bronze Award (submitted November 2019)
Mathematics, Physics and Electrical Engineering	Plan to submit November 2021
Mechanical and Construction Engineering	Plan to submit November 2021
Computer and Information Sciences	Plan to submit November 2021
Arts and Design	Plan to submit April 2022
Humanities	Plan to submit April 2022
Social Sciences	Plan to submit April 2022

LGBTQ* Inclusion - Stonewall

The University's LGBTQ* Steering Group works closely with Stonewall. Stonewall is a lesbian, gay, bisexual and transgender (LGBT) rights charity based in the UK. The Stonewall Diversity Champion Programme provides the University with the expertise, support, and guidance to help us work towards being a truly inclusive workplace for all our employees and students.

In February 2020, we were loud and proud when it came to marking LGBT+ History Month. LGBT+ History Month is an annual observation of lesbian, gay, bisexual, and transgender history and the history of gay rights and related civil movements. We arranged the following programme of events and activities.

LGBT+ History Month 2020 Programme

- **NSU Talk** — The intersectionality between LGBT issues and disability and the barriers people face. (17 Feb)
- **Awareness Session** — Stonewall session looking at issues affecting trans people (language, legal context, barriers and being an ally). (25 Feb)
- **LGBTQ Travel Event** — Dr Frances Hamilton presented the research into how Higher Education LGBTQ* travel policies should be reformed. (3 Feb)
- **Consultation Event** — Consultation on the Gender Identity and Reassignment Guidance for Students. (21 Feb)
- **LGBTQ* network** — Why use a Rainbow Lanyard? The Importance of being visible, supportive and an ally of the LGBTQ* Community. (26 Feb)

Unfortunately, we were unable to physically engage in the Newcastle National Price celebrations in 2020 due to the pandemic but we promoted Northern Pride Online and celebrated virtually with colleagues on 18 July.

Race Equality Charter

In February 2020, the University Executive agreed to sign up to Advance HE's Race Equality Charter (REC). This signified an important pledge by the University to seek to understand, and to act towards combating, racial inequality. By becoming a member, Northumbria has committed to the five REC principles underpinning the Charter:

- Racial inequalities are a significant issue in HE
- UK HE cannot reach its full potential unless it can benefit from the talents of the whole population
- Solutions to racial inequalities should be aimed at long term institutional change
- Racialised minorities do not represent a homogenous group, people from different ethnic backgrounds have different experiences
- All individuals have multiple identities

The REC provides a framework through which Northumbria will work to identify, and self-reflect on, institutional and cultural barriers standing in the way of racialised minority staff and students. Our aim is to create a culture in which our staff and students feel supported to discuss, question, challenge and recommend action around issues pertaining to race and race inequality in a safe environment.   We also aim to improve the representation, progression, and success of Black, Asian, and other Minority Ethnic (BAME) staff and students within Northumbria.

Following our Institutional sign up to the REC, a member of the University Executive was appointed as our Sponsor of the Race Equality Charter and as Chair of the subsequently formed University Self-Assessment Team for the REC. Colleagues were also invited to join a wider Race Equality Consultative Group which we hope will continue to grow, providing direction, guidance, and challenge as we work to tackle racial inequalities.

We know as an institution we need to listen and to learn about the experiences of our staff and students. Looking forward to 2021, we will ask our University community to help us embark on an initial period of self-reflection where we will seek to hear about the lived experience of staff and students from racialised minorities. We will also reflect on the language we use and our shared definitions and understandings about racism, review the data we hold and explore how it is used to address inequalities, consider training needs at all levels and work to embed equality considerations within all decision making.

In recognition that our move towards racial equality will be part of a longer journey towards institutional change, we are working towards an application for Bronze status of the REC before the end of 2023.

Ultimately our aim is for a culturally diverse environment, in which we are confident that all students and colleagues can flourish.

Mental Health Support

The University signed up to the Time to Change Pledge in 2018, which has now retired. To continue to demonstrate our commitment to support colleagues to achieve good mental health, Northumbria University has signed up to the Mental Health at Work Commitment.

The Mental Health at Work Commitment, and the standards which underpin it, provide a framework for employers to achieve better mental health outcomes for staff. The Commitment comprises a set of actions that employers can follow and a roadmap to support the mental health and wellbeing of our staff.

In response to the Covid-19 pandemic, most colleagues began working remotely in March 2020 and many continued to do so throughout the year. The University's wellbeing offer was reviewed to focus more on supporting colleagues with their mental health, whilst still encouraging good physical health.
The support available included:

- The provision of a range of online resources to support colleagues with their mental wellbeing including toolkits, e-guides, videos, podcasts, blogs, and signposting to Government and NHS guidance.
- Virtual training sessions on Exploring Mental Health; Developing Personal Resilience; Taking Control of your Work and Wellbeing; Getting Good Sleep; Creating a Kind Workplace. In total 189 colleagues have attended sessions.
- A 'Get Active' challenge starting in January 2020 in which 382 colleagues walked just under 250 million steps between them over 10 weeks.
- The continuous promotion of support available through our internal coaches, Mental Health First Aiders, Occupational Health, and Employee Assistance Provider.
- Activities and resources to support a number of campaigns throughout 2020 including Mental Health throughout 2020 in recognition of Mental Health Awareness Week, Men's Health Awareness Week; World Suicide Day; Menopause Awareness Day; Time to Talk Day.
- The delivery of a range of live and pre-recorded exercise and stretching sessions by Northumbria Sport to promote good physical wellbeing.
- Weekly staff blogs where colleagues shared their experiences on a variety of themes including adjusting to working remotely, juggling home schooling with work, and how they were looking after their physical and mental health.
- The creation of Health, Safety and Wellbeing Representatives who meet regularly to discuss ideas and feedback from colleagues in their areas, and who share information at a local level on the wellbeing support available via the new monthly Wellbeing Update.
- A 12 Days of Wellbeing Campaign in December 2020 aligned to the work of the VIA Institute of character Strengths.

LGBTQ* Staff Network

Northumbria University's LGBTQ* Network[1] was established in March 2018 and is a fully inclusive community for staff and postgraduate students. The Network supports and welcomes all staff at the University who identify as lesbian, gay, bisexual, transgender, non-binary, other sexualities, and gender minorities, as well as any staff members who are allies and wish to support our LGBTQ* community. The main purpose of the group is to create and support a LGBTQ* staff community to work with the University to ensure all policies are inclusive, and to ensure LGBTQ* visibility across all our campuses.

LGBTQ* Network
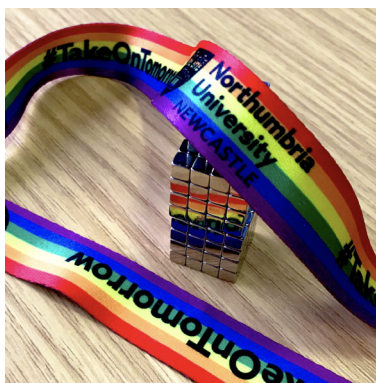
In February 2020, the Network worked closely with the University and the Student Union to deliver a programme of events for LGBT+ History Month. The 'Beyond the Rainbow' event was held on the 26 February and looked at why we use a Rainbow Lanyard. Staff and postgraduate students were able to drop in to meet members of the LGBTQ* Network and discuss the importance of being visible, being supportive and being an ally of the LGBTQ* community. This was also a fundraising opportunity for the Albert Kennedy Trust which aims to prevent LGBT youth homelessness.

The LGBTQ* Network also carried out a recruitment campaign across the two campuses. The campaign had 3 strands: be supportive; be visible and be an ally. The LGBTQ* Network was awarded a VC Diversity and Inclusion fund to further their work on LGBTQ* Inclusion. Part of the funds were used to purchase red ribbon art (a symbol of awareness and support for people living with HIV) to be displayed at the city campus.

[1] LGBTQ*, LGBT+, LGBT* - The acronym LGBT stands for lesbian, gay, bisexual, and transgender; over the years these four letters have expanded to become more inclusive. A popular variant adds the letter Q for 'queer or 'questioning', the addition of the '+' or '*' is to show that it also encompasses other spectrums of sexuality and/or gender. The acronyms selected by each group/network or society are reflected within this report and all vary.

Northumbria Women's Network

In May 2019, a Women's Staff Network was established. It aims to raise the profile of women, create a supportive and collaborative Network, be a forum for discussion, a voice to raise issues, provide informal mentoring and networking opportunities, and consider ways to promote and support career development. The Network now has over 200 members.

The Network has carried out a range of events over the last 12-months:

'Tea and chat' sessions were held throughout the year for members to socialise with each other. In August, the Network held a listening group on working from home, the feedback from which is informing the University's Future Ways of Working Project.
Two menopause sessions were delivered by Dr Diane Mansour, a Consultant in Gynaecology. The sessions were open to all staff and received excellent feedback.
Claire Barron from 'Empowerfulpeople' delivered a 'What is your Superpower' session in August and October, both sessions were fully booked.
Ivana Vasic Chalmers, Head of Research at the Women's Higher Education Network (WHEN) presented the findings of the WHEN Sharing the caring survey to the Network in November.

Parents and Carers Network

The Parents and Carers Network (PCN) provides a supportive space in which colleagues from across the University can meet, discuss and share ideas and experiences without judgement. The aim of the PCN is to provide a collective voice for working families and colleagues with caring responsibilities across the University. We recognise the shared experience of all staff with family and caring responsibilities (such as colleagues with adult caring responsibilities) and welcome them joining our Network. There is no formal committee structure, nor terms of reference. The Network has an informal, egalitarian structure that has grown organically through word of mouth and affiliations with other Networks.

The Network had an initial face-to-face meeting in February 2020 and further social meetings continued regularly online throughout the COVID-19 pandemic. There are plans to invite additional facilitators to assist with ongoing facilitation of the Network. New members are welcome to join the Microsoft Teams site.

BAME Staff Network

The Black, Asian, Minority Ethnic (BAME) Network was established in October 2020 to contribute towards creating an inclusive and equitable culture within Northumbria University for colleagues from BAME backgrounds. Broadly speaking the BAME Network provides a supportive forum for BAME academics, professional support services staff and students to discuss issues surrounding the subject of racial equality improvements. There are two Co-Chairpersons of the BAME Network who will remain in post for two years. The BAME Network can be contacted at: bame.staffnetwork@northumbria.ac.uk

The BAME Network has several objectives which can be summarised as follows:

- Provide a supportive and confidential forum for all BAME colleagues to meet to network, express their views, concerns, and discuss their experiences.
- Raise awareness and work toward eliminating, discrimination, harassment, micro-aggressions, and other disadvantage experienced by staff from BAME backgrounds.
- To inform and contribute to the University's approach to tackling issues affecting BAME colleagues by contributing their experience, knowledge, expertise, and ideas.

The inaugural launch meeting of the BAME Network took place on 3rd December 2020 where a discussion took place about developing its identity as a group and constructively making a difference around issues of institutional racial equality. The BAME Network is at a preliminary stage in its development and will continue to progress its activity throughout the year and beyond, working with key colleagues and allies at the University.

Gender Pay

The gender pay gap shows the difference in average earnings between men and women working at Northumbria. As a University with an ambition to grow our international and global presence and reputation, we know how important it is to understand the root cause of any pay gap and to remove barriers that may affect our ability to attract and retain high-quality staff, representative of our diverse communities.

Included in this report is summary information for: -

A.   Northumbria University Staff
B.   Northumbria University Services Limited

A.   Northumbria University Staff

Year	Mean	Median
2017	16.38%	22.74%
2018	14.16%	19.81%
2019	14.73%	20.51%
2020	14.91%	17.50%

Although there has been a reduction in the gender pay gap since 2017, the mean pay gap has increased by 0.18% and the median pay gap has decreased by 3.01% between 2019 and 2020. At 14.91%, our mean gender pay gap is 2.19% lower than the HE sectors average of 17.1% and 0.31% higher than the UK average for all industries at 14.6%. Source: ONS – ASHE Survey 2020. Our median gender pay gap is lower than HE sectors average of 24.6% and higher than the UK average for all industries which is 15.5%.

The 2020 Gender profile has remained broadly similar to the gender profile in 2019.

	2019		2020		Difference	
	Female	Male	Female	Male	Female	Male
Lower	66.57%	33.43%	67.49%	32.51%	0.92%	-0.92%
Lower Middle	58.39%	41.61%	56.81%	43.19%	-1.58%	1.58%
Upper Middle	50.37%	49.63%	46.28%	53.72%	-4.09%	4.09%
Upper	45.94%	54.06%	46.05%	53.95%	0.11%	-0.11%
Overall	**55.32%**	**44.68%**	**54.16%**	**45.84%**	**-1.16%**	**1.16%**

At grades 6-8, where there is a more even gender balance there is a negligible pay gap. The gender imbalance at grades 9, 10 and 11 has the biggest impact on the gender pay gap. There has, however, been a positive shift in the male to female ratio at these grades from 35:65 in 2019 to 37:63 in 2020.

B.   Northumbria University Services Limited (NUSL)

NUSL is a wholly owned subsidiary of Northumbria University, which employs operational, administrative, and supervisory Professional Support Staff.

Year	Mean	Median
2019	0.14%	0.00%
2020	-2.93%	-3.66%

The mean gender pay gap decreased by 3.07% and the median gender pay gap decreased by 3.66% between 2019 and 2020.

Annual service increments within each grade explain the negative pay gap as females have on average 5.6% longer service than male colleagues. To control pay differentials, service increments are capped at 5 years and the maximum difference between the bottom and top of a grade is £6000. The proportion of males and females when divided into quartiles ordered from the lowest to highest pay are:

Quartile	2019		2020		Difference	
	Female	Male	Female	Male	Female	Male
Lower	55.00%	45.00%	59.22%	40.78%	4.22%	-4.22%
Lower Middle	61.90%	38.10%	50.00%	50.00%	-11.90%	11.90%
Upper Middle	60.27%	39.73%	58.65%	41.35%	-1.62%	1.62%
Upper	57.30%	42.70%	57.28%	42.72%	-0.02%	0.02%

Taking action to address the Gender Pay Gap

While there is no gender pay gap issue to address within NUSL, Northumbria University monitors the gender pay position across both organisations. In 2019 the University committed to the following actions:

- Job adverts are reviewed for words that may not be gender-neutral.
- The gender balance of recruitment panels is audited.
- Mandatory Recruitment and Selection training is in place for panel members, which includes unconscious bias.
- An unconscious bias aide-memoire is provided to shortlisting panels and chairs of interview panels.
- Diverse shortlists are required for senior appointments.
- Online EDI training is mandatory and undertaken every two years. It includes a section on unconscious bias to raise awareness of how this can impact decisions such as recruitment, promotion etc.
- The University supported 11 women to participate in Advance HE's Aurora Leadership Development Programme in 2020 and a further seven will be supported in 2021.

Training and Development

Mandatory EDI E-Learning

In 2020, the University launched a new mandatory EDI e-learning module which was completed by 76% of staff throughout the year. This is lower than in previous years and is likely linked to the University cyber-attack where staff were unable to access University systems for an extended period.

Faculty / Service	Total Staff	Passed	Passed %
Arts Design and Social Sciences	376	246	65%
Business and Law	341	228	67%
Campus Services	162	142	88%
Engineering and Environment	436	331	76%
Finance	46	40	87%
Global Marketing and Business	153	121	79%
Health and Life Sciences	545	412	76%
Human Resources	55	49	89%
IT Services	137	111	81%
Research and Innovation	51	43	84%
Student, Library and Academic Services	443	361	81%
Vice Chancellor's Office	83	66	80%
Grand Total	**2828**	**2150**	**76%**

Recruitment and Selection Training

Recruitment and Selection training has been updated and includes a section on unconscious bias and the need for gender-balanced panels. 73 people attended this training in 2020.

Aurora

Aurora is Advance HE's leadership development initiative for women. It is a unique partnership bringing together leadership experts and higher education institutions to take positive action to address the under-representation of women in leadership positions in the sector. Participation embeds strong networks of early-career women across the sector to share best practice, insights, and experiences.

We supported 11 female colleagues to participate in the Aurora programme in 2019/20 and have supported seven more to participate in 2021. Each woman on the Aurora programme is matched with a mentor from our Extended Leadership Team.

Unconscious Bias

We delivered unconscious bias awareness session throughout the year and additional sessions were organised, upon request, within departments. 67 people attended this training in 2020.

REF – Equality, Diversity and Unconscious Bias Training for Appeals Panels

All individuals involved in the REF Appeal Panel for individuals staff circumstances have attended training to update their awareness on EDI issues, the impact of unconscious bias and consideration of what circumstances can be considered.

Dealing with Disclosure of Sexual Violence

Northumbria University was invited by York University to be a partner, along with Leeds and Bradford, in an action-research project to develop innovative training for colleagues who receive disclosures of sexual violence. The training has been evaluated at each partner institution and the learning has been disseminated in the sector and related organisations.

The training raises understanding and awareness on how to deal with disclosures. It has received overwhelmingly positive evaluations from participants: 82% said that they felt more confident about responding to disclosures of sexual violence after the training. 44 Northumbria colleagues attended this training in 2020.

Race Equality Charter Training

Following signing up to Race Equality Charter, all members of the SAT were invited to undertake externally facilitated training that covered: the history of race relations in the UK, terminology, guidance for setting up a self-assessment team and advice for applying to the Race Equality Charter. In total, 22 members of the SAT attended the training.

Members of the Race Equality Consultative Group were also invited to participate in the training along with staff who hold EDI roles within departments. To date 20 Consultative Group members have undertaken the training and seven colleagues who hold departmental roles..

Inclusion Matters Project (2020)

Northumbria is one of eight northern universities and eight industrial partners who received EPSRC funding through the Inclusion Matters Project to create an inclusive culture in the Engineering and Physical Sciences community. The title of the project is 'Northern Power: Making Engineering and the Physical Science a Domain for All in the North of England '.

The overarching aim of the project is to shape an actively inclusive culture in the Engineering and Physical Sciences (EPS) community (academic and beyond) in the North of England. This project intends to support, drive, and sustain greater equality for all, including traditionally underrepresented groups (e.g. women, disabled people, LGBT+, and black and ethnic minority researchers).

Having identified seven critical challenges to this vision (lack of role models; a leaky pipeline; inequity in opportunities; lack of synergy in initiatives; lack of understanding of barriers by some senior leaders; poor data; and poor analysis of progress), it outlines, and is implementing, key activities designed to address them:

- Shared Characteristics and/or Interests Mentoring
- Reciprocal Mentoring
- Online Platform
- Leadership Development Workshop
- Networking for Career Development
- University-Industry Partnership – Work Shadowing
- University-Industry Partnership – EDI within EPS Event
- University-Industry Partnership – Engaging Collaboration: Being Prepared for Business Workshops

This project draws together resources, opportunities, experience, and best practice to influence change and bring about improvements in practices and policies. It will be evaluated to understand the impact on participants and institutions and the ways in which participants engaged with the various initiatives on offer.

Data is being collected using surveys, interviews, observation of training sessions and analysis of documents and policies to identify whether there have been changes in attitudes and practice and to investigate which elements of the project worked well or faced challenges during implementation.

Regional Cross-Institutional Action Learning for Women

This is a collaborative project with partners across the North East and Yorkshire (University of Leeds, Sheffield Hallam, Leeds Beckett, Leeds Trinity, York St John, and Huddersfield University).

Utilising Action Learning Sets, the Programme provides women in middle and senior academic and professional services roles a space to focus on their career development and broaden their professional networks across the sector. Four women from the University participated in the Programme in 2019/2020, and five women will attend in 2021.

Decolonising Northumbria Network

This is a newly formed network around recognising and addressing the fact that biases and inequalities in our institutions, educational practices, forms of knowledge production, and society more broadly are based on racialised, colonial legacies. It is an anti-racism group that seeks to examine the racialised hierarchies of power globally and within our University and work to dismantle them. The work focuses on five themes:

- The Decolonising Research strand is working towards de-privileging Eurocentric and racist discourses in staff and postgraduate research and aiming to rethink structures related to university research and in funding agencies.
- The Decolonising the Curriculum strand aims to develop an understanding of how to transform curricula at Northumbria University and encourage and enact change. It seeks to develop and recommend an understanding of how to transform the curricula at Northumbria University.
- The Decolonising Staffing strand is committed to tackling racism in terms of recruitment, retention, promotion, and treatment of staff at all levels of the University. It aims to take tangible steps to initiate, contribute to and lobby for reviews of all relevant processes and policies; to institute an anti-racist recruitment policy going forward, and in so doing contribute to the process of decolonising Northumbria University.
- The Student-Facing Decolonising strand focuses on building a safe and welcoming space for students and staff to share their experiences and opinions and to foster dialogues, tailor resources for Northumbria students. It aims to find out more about the issues students and staff are facing and to build participation among students and staff from within/outside the institutional structures.
- The Anti-Racist Classroom strand aims to advance the decolonisation of Northumbria University by working to remove all forms of racism from the classroom (both face-to-face and online). The work of this strand seeks to move classrooms at Northumbria to a space of active anti-racism, where practices are embedded that challenge and counter inequalities, prejudices, and discrimination based on race.

VC Diversity Fund

The VC Diversity Fund provides funding for EDI initiatives and activity that will contribute to a culture of diversity and inclusion across the University. There was an overwhelming level of interest and high-quality applications submitted.

The Fund was recognised as an example of best practice in the 2020 UHR Awards where we were joint runners up in the 'Equality, Diversity and Inclusion category'.

Below are examples of some of the fantastic projects that were supported:

Male students experience in Nursing, Healthcare, Social Work and Education. This project involved holding focus group and interviews with male students. A thematic analysis of all interview transcripts was undertaken using a phenomenographic methodological approach. Early thematic analysis indicates three themed areas. Each area influences how male students experience their education at Northumbria.

- Before starting at university - The influence of role models; going against the norm; early careers advice; first contacts with the university.
- During the programme - Forming relationships; dealing with gendered language; standing out as a male; fitting in
- The end of the programme and going forward - Career progression (linked to gendered language); improving the programme; advice to other men.

Further analysis is still being undertaken. The team are working on a publication and looking to present at a conference in 2021.

The Rainbow Project. This project was to create an educational interactive resource to raise awareness of LGBTQ* inclusion for students. The main learning outcome of the Rainbow Project was to develop Learning and Teaching materials to promote and embed LGBGTQ+ awareness within the pre-registration curriculum. The project has been highly successful, having delivered sessions to first-year cohorts in 2019 and 2020. The materials are now part of mainstream education for all student nurses. Over 1000 students have now benefitted from this initiative.

LGBTQ+ Travel Policy. This project researched travel advice for LGBTQ+ people travelling internationally. Using responses from a sector-wide Freedom of Information request, this report provides analysis and commentary on the extent and adequacy of policies addressing international travel by LGBTQ+ staff and students in the UK Higher Education sector. The continued prioritisation of internationalisation across UK Higher Education presents challenges for lesbian, gay, bisexual, transgender, and queer staff, and students, at all levels because of the various dangers that LGBTQ+ travellers can face when travelling abroad. A conference was held at Northumbria for the dissemination of the findings.

EDI Matters Posters led by UCU. This project was a collaboration between UCU, UNISON and the Student Union. The campus-wide poster campaign 'Equality and Diversity Matter' featured colleagues and students from across the University explaining why equality and diversity matters. It aims to promote and celebrate the diversity that makes Northumbria special and the necessary drive for equality that makes such diversity possible. There was also an exhibition of individual portraits in the Library and a sample is shown below.

Student poster competition celebrating diversity and inclusion in Business and Law. This project involved students being engaged in a competition to develop posters incorporating and celebrating EDI.

The poster competition was run in the Faculty of Business and Law, who had already carried out an audit of their visual displays and felt there were clear opportunities for positive representation. Long-listed and short-listed submissions received prizes. The winning poster was then displayed within the Faculty and University library. There was brilliant student engagement with the project and some outstanding submissions. There were 10 winning posters (1st place shown right) that is to be displayed in the Business and Law building and the Library Foyer (delayed due to COVID-19).

Faculty EDI Key Updates

Health and Life Science

- The departments of Nursing Midwifery and Health and Psychology achieved a Bronze Athena Swan Award in 2020. The departments of Sports Exercise and Rehabilitation and Social Work, Education and Community Wellbeing submitted an Athena Swan Application in November 2020 and are awaiting the outcome.
- The department of Nursing Midwifery and Health has created a new EDI Working Group, to replace the Athena Swan D-SAT, to develop their approach to EDI. Work includes but is not restricted to coordinating and implement EDI activities, implement the departments Athena Swan action plan, repeating the Working Culture Survey, creation of an EDI Teams site.
- The department of Psychology has been working through its Athena Swan action plan. Several actions have already taken place:
    * launch of the department's Athena Swan intranet site that signposts to resources such as parental leave policies, feeding rooms, promotions activities etc.
    * regular seminar series with guest speakers that take place at 3pm, to fall within core working hours and enable more staff to attend.
    * 'gender equality allies' have been introduced and will actively support those seeking to apply for promotion
- The departments of Nursing Midwifery and Health and Social Work, Education and Community Wellbeing have held EDI Drop ins' sessions, with findings reported back to the departmental management group, on the following themes:
    * What are the challenges/benefits of working at home in the current circumstances?
    * Fitting in Research
- Two Equality matters@Coach Lane Seminar series sessions held:
    * Exploring the roles of Higher Education institutions in promoting equality for Gypsy, Roma, and Traveller members of our communities
    * Care leavers and higher education
- The department of Sports Exercise and Rehabilitation has created a Working Culture Group to oversee their work on EDI. Examples include work to improve staff mentoring activities, support development towards promotion, held a sabbatical workshop to encourage and support staff applying for a sabbatical.
- The department of Sport Exercise and Rehabilitation held an online presentation and QandA session provided for students by Dame Tanni Grey-Thompson on her experiences as a Paralympic athlete, and her work on safeguarding and discrimination in sport took place in November. It was attended by over 100 students as well as departmental staff.
- The department of Applied Science held an accessible/online departmental research seminar series that had a diverse set of presenters. It had high levels of engagement and very positive feedback.
- Student volunteers in Applied Science have generated outreach online resources for first-time overseas students.
- The department of Social Work Education and Community Wellbeing set up 'Homes(pre) schoolers Utd' peer support group in May 2020 in response to the first national lockdown for staff parents. This was extended to the wider HLS Faculty in September 2020.

- The department of Social Work, Education and Community Wellbeing has developed the PGCAP (PG Academic Practice – postgrad). This apprenticeship for all our early career academic staff at Northumbria University has EDI running throughout sessions (Equality Act; protected characteristics; reasonable adjustments; signposting students; differentiating pedagogic practices; Inclusive assessment design, marking and feedback; decolonialising the curriculum; Lived experiences, underrepresented career pathways; work-life balance).
- The department of Psychology has established the following working groups: racial equality, LGBTQ+, accessibility and inclusion, and gender. Staff and students meet regularly to share and develop resources.
- The department of Psychology has been awarded funds for two Education Quality Enhancement Fund projects that focus on gender equality. The first is exploring reasons behind the poorer outcomes for male undergraduate students in terms of degree award and completion rates and the second is focussing on the poorer progression rates for female students between undergraduate and postgraduate study.

Business and Law

- EDI representatives in each department reported being more embedded in continuous operational discussions e.g. engaging with staff on COVID-19 workload and home-schooling.
- The Faculty of Business and Law were awarded Bronze for their Athena Swan application and commended for embedding their approach to equality, diversity and inclusion and for their innovative initiatives such as the student led Curriculum Audit, Law Zine and Menopause Cafe.
- Parenting Network was established in Jan 2020. The Network offered support and outreach throughout the COVID-19 pandemic.
- Teachable moments workshops delivered on Transgender and Autism experiences and non-visible disabilities.
- Feminist and Queer Zine is a student-led project that is coordinated by members of Gender, Sexuality and Law society.
- Wellbeing session embedded in Student Law Office as part of wider Law curriculum and Increasing number of equalities-focused research in the student-led law reform module.
- Law Dept staff organised an Equal Pay Conference in November 2020. Within this conference, the EDI poster competition showcased work from Law foundation year students.
- Departmental Activities include:
  * Developing departmental/faculty staff support and guidance in relation to domestic abuse.
  * Integrate EDI considerations into the recruitment process.
  * Coordinating the allocation of Athena Swan action plan items.
  * Updating line management and Induction process for new starters to adapt to pandemic context.
  * leading a departmental response to Black Lives Matter Protest.
  * Holding a charity run event in support of young homeless LGBTQ people in Newcastle (Three members of staff took part in the run event and a total of £377 was raised and donated).
  * Engaging in central training provision for EDI training on suicide prevention.
  * Providing ongoing engagement and support for international students.

Engineering and Environment

- EDI considerations and resources for online/blended learning distributed to departments.
- Insights from work on 'lad culture' disseminated in teaching excellence video, staff CPD combined session with careers service and gender-based violence network.
- Staff are participating in the WILD STEM initiative. The Women in Leadership Development program is a 12-month course that builds qualification skills and confidence to help women in STEM attain senior leadership roles.
- Staff research has made higher education accessible to minoritized groups such as asylum seekers e.g. six Sanctuary scholarships paying full tuition fees and a bursary for living expenses.
- Promotion of gender and racial equality by working with agencies such as the Women's Budget Group, New Economics Foundation, Green European Foundation and The International Network of Women's Funds.
- Education Quality Enhancement Fund Project fund awarded to 'Decolonising the CIS and Criminology curriculum' this involved working with students as co-creators of online reading lists.
- Attended Athena Swan Workshops:
  * Workshop 1: Deciding what to do and how.
  * Workshop 2: Learning from others in anticipation of submitting departmental Athena Swan applications in 2021.
- EDI Department Committee established.
- Staff have joined the BCS Women Lovelace network, which is a specialist group that provides networking opportunities for professional women working in IT around the world. It provides support for female IT professionals, mentoring and encourages women to enter IT as a career.
- Research published on Gender Inequality and Confucianism embedded in Domestic Environment.
- Staff attended a virtual conference 'North East: Taking steps towards a diverse and inclusive organisation'.
- Lead for the EPSRC Inclusion Matters project, working in partnership with eight northern universities and several businesses to deliver a package of activities to support underrepresented groups in career development.

Arts, Design and Social Sciences

- All departments now have an EDI Steering Group to enable a broader, intersectional approach to EDI. They provide the opportunity to bring together existing good practice across departments in areas such as: gender and LGBTQ+ equality, race, intersectionality and widening participation and serve as a discussion forum to share projects and work that have an EDI focus and to raise and address EDI concerns.
- A successful co-authored bid between Arts, Humanities and Social Sciences has funded a research assistant to work on an equality audit of the curriculum to provide data on its inclusivity. This follows existing research funded by the VC Diversity and Inclusion Fund in 2019 that examined diverse teaching practices in the department of Humanities and showcases the collaborative working practices of EDI colleagues across the Faculty.
- Colleagues are working with other faculties in this newly forming decolonising network around recognising and addressing the fact that biases and inequalities in institutions, educational practices, forms of knowledge production, and society more broadly are based on racialised, colonial legacies. Work focuses on the following themes: Decolonising Research; Decolonising the Curriculum; Decolonising Staff; Student-Facing Decolonising; The Anti-Racist Classroom.
- Initial mentoring training has begun for an emerging programme for women's career development and leadership mentoring.
- EDI colleagues have fed into faculty considerations of the EDI-related impacts of work in the context of the pandemic, particularly relating to the move to online/blended learning and the increased childcare and caring responsibilities that have impacted colleagues (especially women) during the pandemic.

Black Leaders and Black Lives Matter

The Student Union President launched the Black Leaders Project in January 2020 as part of the mentoring offer and, as a black student, actively supported the Black Lives Matter protests and student voice during the summer.

COVID-19 and Lockdowns

The first lockdown in March 2020 highlighted how issues of equality exacerbated student conditions. NSU have campaigned for support for students throughout, including:

- Support for international students
- Resources for digital poverty
- Allowing students out of their accommodation contracts (University and private providers)
- Fair application of no detriment
- Sunflower Scheme to support students with a hidden disability or invisible illnesses

NSU also funded Iftar meals for Muslim students who were unable to meet to celebrate the end of Ramadan.

Equality Officers

Eight volunteer Equality Officer positions were filled in 2020 to support and represent students from minority or underrepresented groups: international, BAME, women, gender diverse, sexual, and romantic diversity, disabled and students with caring responsibilities.
In term one, the Gender Diversity Officer, produced a guide for trans, non-binary and gender diverse students and the Women's Officer, is working with staff and Sabbatical Officers to develop consent training for students, to run alongside Active Bystander training.

LGBT History Month and Pride

NSU collaborated with the National Union of Students Officers to put on a workshop for students on the intersectionality between disability and LGBT+ issues, in February 2020. As Pride couldn't go ahead as normal in the summer, NSU celebrated Black LGBT+ icons across social media throughout Pride season.

Mental Health First Aid training

Certified by Mental Health First Aid England, the Adult Mental Health First Aid (MHFA) training is delivered by Student Wellbeing and Resilience Manager who is an approved MHFA England Instructor. 118 students received training in 2020 and provision moved successfully online during the lockdown.

Mentoring

NSU runs a series of mentoring programmes aimed at empowering students to achieve their goals. These are particularly aimed at students who are the first in their family to come to University (First Gen) and women, through the Women in Leadership Development programme (WILD). In 2020, the Gender Diversity Rep led the launch of the WILD STEM Mentoring programme allowing female students within STEM subjects to receive specific mentoring from a professional in their field. The schemes successfully switched to online provision during the lockdown and in term one ran three training sessions for new mentors. 73 students signed up to one of the mentoring strands between September 2019 and the end of 2020.

NSU Student Foodbank

The Student Foodbank continues to provide short-term support to students facing financial difficulties by providing them with a basic food parcel to last three days. Students and staff have been very generous since the foodbank launched, donating items and students volunteering their time to help organise items and pack food parcels.

Period Poverty

NSU received £9,000 of free period products from the University which will be distributed once lockdown ends. NSU will continue to work with the University to ensure equity of access and price on campus.

Sabbatical Officer team

Following the elections in February, the Sabbatical Team is the most diverse it has ever been with one black student, one asian student and 2 non-UK students.

Support for care experienced and students with caring responsibilities

The Vice President Education and Vice President Welfare are working with the University's Access and Inclusion team to improve support for care experienced and students with caring responsibilities respectively.

Inclusive Sport

Engaging people from BAME backgrounds in Sport

Northumbria Sport met with groups of international and BAME students to discuss what sport and physical activity provision they would like to see offered at the University. This led to the introduction of a new indoor cricket programme after a successful trial phase. However, due to COVID-19 this, unfortunately had to be paused. We hope to relaunch the programme in the near future.

Northumbria Sport launched a successful Social Sport programme, which has offered free activity to all students. The programme offered a flexible sport offer that gave students the opportunity to pick and choose what sport they would like to access and when they would like to access it. During the pandemic, this offer was adapted to a 'Household Sports Programme' to be in line with government restrictions.

Combined, the Social Sports programme and Household Sports programme engaged 126 students and whilst the programme was accessible to all students, Northumbria Sport targeted international and BAME students through several social media campaigns. This led to over 40% of students who accessed the programme being from BAME backgrounds.

Activities promoting good mental health

Building on the successes of last year, Northumbria Sport have continued to approach the issues surrounding Mental Health positively and proactively. Their in-house mental health trainer has continued to run 'Mental Health in Sport Workshops' to sport development officers, sports coaches and other support staff.

In addition, Student Sports Clubs committee members have continued to have access to the Mental Health Awareness training. This training was accessed by over 150 committee members in 2019-20, providing participants with the knowledge of how to make their club more inclusive, how to spot signs of poor mental health, and how they can positively support staff around the issues of mental health. On top of this training students also had access to CHANGES (Challenging Hazing and Negative Group Events in Sport) interactive workshops aimed at being a proactive method of changing unwanted behaviour delivered to Sport Club Committee members to ensure clubs have a positive and inclusive culture.

Northumbria Sport worked closely with the Students Union to help promote Wellbeing Week. This involved advice on methods of how students could improve their wellbeing during the pandemic through sport and physical activity. The Sport Vice-President also delivered a workshop to the Northumbria Sports Women's Football Team during well-being week, where he gave guidance on the support that is available to students and allowed students to speak honestly about issues surrounding mental health.

Many of Northumbria's Sports Clubs supported Movember through fundraising and positive social media campaigns that highlighted the issue of male mental health. During November Sports Clubs raised a combined total of £5,802 through a range of different initiatives. During Movember, the Sport Vice-President also visited the Athletics club to encourage and facilitate a positive conversation around men, manhood and masculinity, and the role sport can play in improving student Mental Health. Northumbria Sport also proudly supported World Mental Health day through a Social Media campaign with the Women's Rugby Union team, which detailed how they have kept connected during the pandemic and advised students of the importance of keeping connected with other students and how best to do this.

Over the 2019/20 academic year, Northumbria Sport worked with several departments across the University to adapt and relaunch the NU Thinking programme, which aims to use sport to improve student mental health and well-being. After feedback from students who accessed the previous programme, Northumbria Sport developed a more student-centred offer that includes different elements from outside of but linked to, sport such as goal setting and nutritional support. This more student-centred approach recognises the uniqueness of each student and allows students the opportunity to engage in a wide variety of activities. As part of the programme, students had access to fitness classes, the newly refurbished gym, fantastic swimming facilities and the opportunity to get involved with the Social Sports programme. We are also delighted that NU Thinking can be accessed virtually, meaning all students will be able to get access to our support.

Disability Sport Access

The Northumbria Student Athlete Scholarship programme has seen the University support four Paralympic Swimmers: -

- Taka Suzuki (Graduate of BSc Sport Management with a 2:1 in July 2018, and currently studying a PhD, a five-time medallist at World Champs in September 2019 and ambassador for Tokyo 2020).
- Phelipe Rodrigues (BA in Leadership and Management, 3x World Champion 2017, 10 Paralympic medals).
- Claire Cashmore (Masters in Leadership and Management, current ITU World Champion for Para Triathlon).
- Josef Craig MBE (BSc Sports Management, Paralympic Champion 2012 and BBC Young Sports Personality of the Year, keen mental health campaigner).

In the 2020 Sport taster week, Northumbria Sport launched a Wheelchair Basketball taster session with a view to making part of their club programme for the 2nd semester. This inclusive session for all students was very successful, however, due to the pandemic, the regular offer was unable to launch.

Engaging people from LGBT+ Backgrounds in Sport

Northumbria Sport were proud to promote LGBT+ History Month through social media and within clubs highlighting the inclusiveness of the offer. During LGBT+ History Month they ran Pride Week, which engaged students from a wide range of backgrounds to participate in free sessions and successfully promote Northumbria Sport as a safe and inclusive environment for all students.

Engaging Women in Sport

Northumbria Sport worked closely with the Students Union, to offer students a range of free activities during Sport England's This Girl Can week. Students were encouraged to come along to sessions through a social media campaign, that underlined the inclusiveness of the offer and that there are activities for all students regardless of their ability or experience of being active.

There were also opportunities for females to take part in female only and mixed sessions throughout the 2019/20 academic year, with sports like boxing offering female-only sessions lead by a female coach.

It was also made compulsory for Students Sports Club to have a Participation and Inclusion Officer and an Engagement Officer. These roles have a clear remit around ensuring sports clubs are inclusive for females and underrepresented groups. All of this positive work led to 46% of student sport club members in 2019-20 being female participants.

Supporting Students

Although Northumbria has made consistent progress towards EDI for students, 2019/20 saw a step-change in the development of aligned and consistent measures to support students from underrepresented groups. Much of the planned work across the University was negatively impacted by the Covid-19 pandemic, however, there has still been significant support and progress for these students. To complement the comprehensive package of support for disabled students, students needing wellbeing and mental health support, and students in financial hardship, a new Student Inclusion Team has been established to align student-facing EDI work and provide a consistent and tailored support package for student carers, care leavers, estranged students, Sanctuary Scholars, and other groups as discussed below.

To prepare to support students in line with the University's new 2020-2025 Access and Participation Plan, the student EDI work can be broken down into supporting all students' 'continuation', 'attainment' and 'graduate outcomes' outlined in last year's EDI report. Throughout the 2019/20 year, we have made progress against these themes as outlined below:

Supporting Student Continuation

Successfully delivered the Neurodiversity Access Programme for a second year which provides transition coaching and orientation support to support neurodiverse student transition, receiving extremely positive feedback from students involved. Students are also able to access ongoing support through a social group for ASC students which runs every three weeks throughout the year.

A Digital Inclusion Scheme was created to ensure students facing digital poverty and lack of access to equipment during Covid-19 were able to successfully complete their academic year. Introduced and supported a peer mentoring scheme led by the Students' Union to enhance the transition of students who are the first in their family to attend Higher Education.

The Gender-Based Violence protocol was reviewed and updated, alongside ongoing work to improve harassment reporting and supporting processes.

Worked closely with the Students' Union to update guidance and processes for transgender students to enable more effective support for gender diversity and reassignment.

Supporting Student Attainment

A No Detriment Policy was introduced and all programme assessment requirements were individually considered to ensure the pandemic did not have a detrimental impact on student outcomes. Northumbria has become a member of the Race Equality Charter committing to understanding racial inequalities at Northumbria and developing an action plan to remove or overcome them. Our aim is to create a culture in which our staff and students feel supported to discuss, question, challenge and recommend action around issues pertaining to race and race inequality in a safe environment. A Decolonising Northumbria project has been established with several strands, including decolonising the curriculum and student facing strands to embed the student voice in this work.

Supporting Positive Graduate Outcomes

The Employability Learning Fund continued and supported students to overcome financial barriers which make accessing experiential employability opportunities difficult for some, although this was significantly impacted by the pandemic.

Targeted internships and shadowing schemes have been developed for specific student groups to increase social mobility and enhance graduate outcomes. Although the pandemic had a detrimental on the delivery of some of these, they have helped shape increased provision for underrepresented groups.

The Student Inclusion Team recruited student interns, all of whom had lived experience of being an underrepresented student at Northumbria to shape the direction and priorities of the new team. The Careers and Employment Service monitors attendance at events, and engagement with different support activities, against these criteria (where the data is available) and seeks to provide targeted messaging and support to students to ensure appropriate take-up of help and support.

Student data

		Entry			Continuation			Good Honours	Positive graduate employment
		UG			PGT	PGR	UG	UG	UG
		Apps	Offers	Enrolled	Enrolled	Enrolled	Retention	1st and 2:1	
Gender	**Male**	10154	8663	2756	1880	103	86.6%	78.1%	73.4%
	Female	13113	10348	3291	1701	104	89.1%	79.3%	76.6%
	Other	2	2	0	2	0			
Age on entry	**18-20 yrs**	19102	16256	4619	38	0	88.2%	83.6%	73.1%
	21-24 yrs	1810	1236	574	2106	42	85.8%	73.1%	78.8%
	25-29 yrs	927	601	309	694	49	89.0%	75.9%	87.2%
	30 yrs+	1430	920	545	745	116	88.6%	64.3%	88.1%
Ethnicity	**White**	20503	16882	5387	1676	144	88.0%	83.9%	76.0%
	Black	560	367	113	133	14	90.1%	57.5%	81.8%
	Asian	1245	1000	316	1636	25	88.2%	60.3%	59.2%
	Other	850	684	210	124	21	88.0%	68.7%	73.8%
Disability	**No known disability**	20646	16912	5193	3303	180	88.0%	80.7%	76.2%
	Disabled	2618	2097	850	279	27	88.3%	79.5%	69.8%

Campus Accessibility

The Accessibility Review Group continues to be an effective mechanism for the continuation of accessibility improvements for both internal and external environments at Northumbria University. The group develops existing procedures and policies to provide a safe and accessible working environment for people with a disability. The group meets every quarter and is chaired by the Director of Health, Safety and Sustainability and has representatives from key areas across the University.

During the past 12 months, several key initiatives have been undertaken including:

- A review of the Code of Practice for Personal Emergency Evacuation Plans (PEEPs).
- PEEPs training delivered to those staff identified as having the responsibility to carry them out.
- Working in partnership with 'Access Able', the campus maps have been reviewed for City, Coach Lane and London Campuses that identify accessible routes to each building. These include defibrillator locations, accessible parking locations and baby changing facilities. The 'Access Able' links have now been included in the 'NU Connect' app and on the University Website.
- A stair climber was purchased which allows wheelchair users to have safe access around the Campus in the event of single use lift breakdowns.
- A series of programmed inspections by Tyne and Wear Fire and Rescue Service resulting in positive feedback.
- The creation of a Changing Place facility project at Coach Lane Campus.
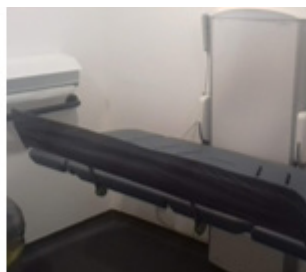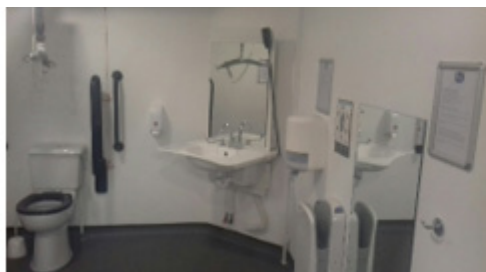
- The review of the disabled and gender-neutral toilet facilities in support of the Athena Swan submission that has been partially completed but has temporarily been put in hold due to Covid 19. This will continue on a return to Campus.
- The University was made Covid secure and is seen as exemplar in its approach.
- There has been an increase in engagement with Student Welfare Services and we are much better placed to ensure the adequate provision of accessibility equipment than in previous years.

Equality, Diversity, and Inclusion Priorities for the Next 12 Months

Key priorities for Staff

Whilst acknowledging that all equality groups are important, the focus of our work will be in four key areas:
- Women
- Race/ethnicity
- LGBTQ*
- Disability

Our aims are to:

- Increase the representation of women at a senior level.
- Increase the representation of colleagues from BAME backgrounds across the University.
- Increase the number of colleagues from underrepresented groups applying for and achieving academic promotion.
- Reduce the gender pay gap.
- Increase awareness work around LGBTQ* inclusion.
- Increase the % of staff disclosing their EDI Data.
- Become a Disability Confident leader (Level 3).

We will achieve our aims by carrying out the following actions: -

- Implementation of the Institutional Athena Swan Bronze Action Plan.
- Submission of a further five departmental Athena Swan applications (Applied Science; Architecture and Built Environment; Computer and Information Sciences; Mathematics, Physics and Electrical Engineering; Mechanical and Construction Engineering).
- Understand how our EDI data can be better utilised to advance EDI for our staff.
- Tackle the University's gender pay gap by the implementation of agreed actions around recruitment, progression and pay policies/practices.
- Increase the development opportunities for women by further developing a comprehensive Women's Leadership Development offering.
- Develop a SMART action plan to address racial inequality.
- Portfolio of work in support of achieving a Bronze Race Equality Charter award.
- Deliver targeted communications to increase awareness of EDI
- Develop an action plan to address LGBTQ* Inclusion across the University.
- Self-assess and consideration of submission to Stonewall's Workplace Equality Index.
- Have a Northumbria presence at and support Northern Pride.
- Plan for the collection of sexual orientation data to align with the implementation of the new Enterprise Resource Planning (ERP) system in 2022.
- Develop a plan to increase disability disclosure rates of staff.
- Work towards becoming a Disability Confident Leader (level 3).
- Improve the reasonable adjustment process (consider the passport scheme).

- Delivery of a programme of EDI training (i.e. active bystander, microaggressions, dealing with disclosure of sexual violence, supporting neurodiverse staff, race equality, unacceptable behaviours, policy into practice).
- Development of accessible guidelines for training events.
- Support the LGBTQ*, BAME and Women's Networks to deliver a programme of activities for their members.
- Pilot a reverse mentoring scheme, using the findings from the Inclusion Matters project.
- Develop an EDI Calendar of events that we will celebrate e.g. Black History Month, LGBT+ History Month.
- Simplify the University's equality analysis process and develop supporting guidance.

Key priorities for students

An EDI Operational Group has been established as a sub-group of the Education Committee to continually monitor outcomes gaps and develop and review approaches to addressing these gaps. The group has a particular focus on enhancing the student experience of 20 specific student groups identified as facing additional barriers to accessing, succeeding in, and progressing from HE including students from military families, Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) communities, refugees, international students, new parents, commuter students, as well as reviewing support for protected characteristics.

Some work related to this sub-group includes: -

- Development of new data dashboards to identify more localised gaps in BAME, Disabled, Mature and POLAR4 Q1/2 student outcomes with the ability to identify the impact of intersectional characteristics.
- Research into the experience of GTRSB students has led to the development of an action plan to implement enhanced support for this group, as well as staff training sessions to raise awareness of the barriers students may face.
- Improving data collection to enable increased ability to monitor outcome gaps more effectively, and encourage early disclosures

The Student Inclusion Team will continue to work collaboratively across all Faculties, Professional Services, and the Student Union to offer central support and sustainable provision for both students and staff (to support students). The team have developed a website where you can find out more information and keep up-to-date with their work which continues to be aligned with the Access and Participation Plan. Some examples of current priorities for the next 12 months are:

Supporting Student Continuation

- Continue the Digital Inclusion Scheme to support access to remote learning for students facing digital poverty during the pandemic.

- Establish a Peer Support Working Group and identify a holistic sustainable approach to peer support for implementation in 21/22, learning from existing good practice.
- Develop a central support offer for staff including personal tutors to raise awareness and visibility of the 20 student groups and the barriers they may face throughout their studies, aiming to improve signposting and encourage early disclosures.
- Include an EDI 'lens' within existing practice at Northumbria to better identify local gaps for students and introduce initiatives to address these. For example, by including additional categories within our Education Analytics work, and considering EDI data within Subject Surgeries.
- Improve awareness and accessibility of inclusion team and financial support by streamlining student support offer, based on evaluation of current support
- Increase collaborations with Global Marketing and Business and external organisations to help identify those students that may need additional support and as early as possible.
- To build the principle of partnership into the approach to student engagement, particularly for underrepresented students to empower them and enhance their voice.

Supporting Student Attainment

- Develop action plans targeting attainment gaps and other local quality enhancements identified through reviews of relevant data sets, and work with students and staff to implement relevant interventions to close gaps, including Student Union, Teaching Excellence team, Access and Participation Directors and Faculty Registrars.
- Review the Student Engagement Policy and consider 'inclusion' of opportunities for students to feed into University developments, including curriculum, decision making and quality assurance.
- Identify opportunities to better understand the inclusivity and impact of current engagement opportunities, including the Access to Learning Fund, Digital Inclusion Scheme and Student Representation.
- Conduct work towards embedding inclusivity and diversity as a priority area for action and monitoring within Northumbria's Programme Framework for Northumbria Awards.
- Continue to develop and review policies as relevant to ensure students can access the right support during potential remote learning caused by the pandemic. For example, explore the introduction of a Carers Student Support Recommendations process.
- Provide inclusive learning and teaching which will enable all students to achieve good honours equitably.

Supporting Positive Graduate Outcomes

- Expand the financial support available to students through the Employability Learning Fund to ensure it is still an effective support route to employability opportunities during pandemic lockdowns and restrictions.
- Introduce opportunities for careers and employability support developed in partnership with students.
- Offer targeted experiential opportunities for underrepresented students to enhance their graduate outcomes, including the 'NU Futures' scheme.
- Develop targeted 'exit strategies' in partnership with Graduate Futures to improve graduate outcomes for underrepresented students.