



**Northumbria
University**
NEWCASTLE

EQUALITY, DIVERSITY AND INCLUSION.

Annual Report 2017-18



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Introduction

Throughout 2017/18, Northumbria University widely consulted on the development of a new strategy to support the achievement of its vision, to be a research-rich, business-focused, professional university with a global reputation for academic excellence. At the heart of the new strategy is 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 individual 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 key work and achievements that have taken place throughout the year to advance the Equality, Diversity and Inclusion agenda. This report does not provide new policy recommendations, but it does outline some key priorities for the year ahead.



Equality, Diversity and Inclusion Structures and Committees

In September 2017, the University Executive recognised the need to advance the Equality, Diversity and Inclusion agenda at pace to be in line, if not ahead, of other universities. A new structure was approved and a number of key changes have been implemented:

- Each Faculty now has an academic colleague with a Director of Equality, Diversity and Development portfolio.
- Equality and Diversity leads have been identified in each academic department.
- Professional Services departments have appointed Athena Swan leads, with some also taking on the responsibility for the wider Equality, Diversity and Inclusion remit within their Service.
- HR has appointed an Organisational Development Manager dedicated to Equality, Diversity and Inclusion for staff.

The Equality, Diversity and Inclusion Committee has four sub-groups reporting into it (the LGBTQ* Steering Group was included as a sub-group in November 2018) as detailed below:

Equality, Diversity and Inclusion (EDI) Committee

Purpose - To lead the development of equality and diversity related activities across the University ensuring excellence through inclusion for all students and staff.

Chair: Professor Andrew Wathey - Vice-Chancellor

E&D Special Interest Group

Purpose - To consult with recognised Trade Unions on equality and diversity issues and processes within the University.

Chair: Lorraine Masters, Deputy Director of Organisational Development

Athena SWAN Self-Assessment Team

Purpose - To lead a successful application for the University's Athena SWAN Award at the highest level possible. To facilitate commitment to the ten charter principles across the University with the aim of eliminating gender bias.

Chair: Lucy Winskell, Pro Vice-Chancellor (Employability and Partnerships)

Accessibility Review Group

Purpose - To improve access to both the internal and external environments at Northumbria University and to develop existing procedures and policies to provide a safe and accessible working environment for disabled people.

Chair: Emrys Pritchard, Assistant Director of Health, Safety and Sustainability

LGBT* Steering Group

Purpose - To provide a forum to consider and advise on cultural and policy matters and their implementation to support the visibility and wellbeing of LGBT* staff, and the implications of these for students and other stakeholders.

Chair: Adam Dawkins, Head of Governance Support

Staff Profile

The staff profile as at 31 December 2018 is detailed below. Whilst the University currently does not collect data relating to an individual's sexuality or religious belief, it was agreed by the Equality, Diversity and Inclusion Committee that this data will now be collected from new starters and existing staff will have the ability in the future to provide this data via MY HR.

Age

Age Band	Headcount	Headcount %	FTE	FTE %
16 to 24	79	2.71%	73.50	2.78%
25 to 34	561	19.26%	531.78	20.10%
35 to 44	838	28.77%	772.36	29.20%
45 to 54	818	28.08%	753.67	28.49%
55 to 64	550	18.88%	465.55	17.60%
65+	67	2.30%	48.52	1.83%
Grand Total	2913	1	2645.374	1

Sex

Gender	Headcount	Headcount %	FTE	FTE %
Female	1,604	55.06%	1,390.92	52.58%
Male	1,309	44.94%	1,254.45	47.42%
Grand Total	2913	1	2645.37	1

Ethnicity

Ethnicity	Headcount	Headcount %	FTE	FTE %
BME	247	8.48%	238.10	9.00%
Unknown	45	1.54%	41.63	1.57%
White	2,621	89.98%	2,365.64	89.43%
Grand Total	2913	1	2645.374	1

Disability

Disability Status	Headcount	Headcount %	FTE	FTE %
Disabled	60	2.06%	53.11	2.01%
Not disabled	2,786	95.64%	2,535.69	95.85%
Unknown	67	2.30%	56.58	2.14%
Grand Total	2913	1	2645.374	1

Nationality

Nationality	Headcount	Headcount %	FTE	FTE %
Non EU	165	5.66%	161.10	6.09%
Other EU	135	4.63%	128.72	4.87%
UK	2,602	89.32%	2,346.00	88.68%
Unknown	11	0.38%	9.55	0.36%
Grand Total	2913	1	2645.374	1

Charter Marks and Programmes



Northumbria University was awarded a Bronze Athena SWAN Award in 2015 for the work undertaken in STEMM departments to address gender inequality. Subsequently the Charter criteria has been broadened to cover AHSSBL (Arts, Humanities, Social Sciences, Business and Law), Professional Support staff and trans staff and students. On the 30 November 2018, the University submitted an institutional application for renewal of its Bronze Award under the expanded Athena SWAN criteria. Notification of the result will be received in April 2019.

It is the University's ambition to achieve an institutional Silver Award by 2022 and there is now a plan in place for all academic departments to submit departmental applications.

Faculty	Department	Award	Proposed date for submission
Business and Law	Law	Bronze	April 2020
	Business	Bronze	April 2020
Health and Life Sciences	Applied Science	Bronze	Nov 2019
	Psychology	Bronze	Nov 2019
	Nursing Midwifery and Health	Bronze	April 2020
	Sport Exercise and Rehabilitation	Bronze	Nov 2019
	Social Work, Education and Community Wellbeing	Bronze	April 2020
Engineering and Environment	Architecture and Built Environment	Bronze	Nov 2019
	Geography and Environmental Sciences	Bronze	April 2019
	Mathematics, Physics and Electrical Engineering	Bronze	April 2020
	Mechanical and Construction Engineering	Bronze	Nov 2019
	Computer and Information Sciences	Bronze	April 2020
Arts, Design and Social Sciences	Arts	Bronze	Nov 2020
	Design	Bronze	Nov 2020
	Humanities	Bronze	Nov 2020
	Social Services	Bronze	Nov 2020

The Athena SWAN departmental submission plans for academic departments are incorporated into the University's five year planning process and this has facilitated monitoring of progress.



The LGBTQ* Steering Group are working with Stonewall; Stonewall is a lesbian, gay, bisexual and transgender (LGBT) rights charity based in the UK. The Stonewall Diversity Champion Programme provides organisations with the expertise, support and guidance to work towards a truly inclusive workplace for all employees. The Stonewall Workplace Index will be used to allow the University to benchmark its progress to becoming fully LGBTQ+ inclusive.



Time to Change is a mental health charity based in England that has the objective of reducing mental health-related stigma and discrimination. In September 2018 Professor Andrew Wathey, CBE, Vice-Chancellor and Chief Executive, signed the Time to Change Pledge to demonstrate the University's commitment to changing how it thinks about, and act towards mental health in the workplace; to ensuring that employees who are facing these problems are supported; and to address mental health stigma and discrimination at every level of the organisation.

As part of this commitment, a 12-month action plan has been developed which has commenced with the roll out of Mental Health First Aid and Mental Health Awareness training. The University now has 41 individuals trained as Mental Health First Aiders. The University has also been working with the Charlie Waller Foundation Trust to deliver Mental Health Awareness training; over 50 staff have now received this training.

Staff Networks

LGBTQ* Staff Network

Northumbria University's LGBTQ* Network was established in March 2018 and is a fully inclusive community for staff and postgraduate researchers. 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 may wish to support their colleagues who identify as LGBTQ+.

The main purpose of the group is to create and support an LGBTQ+ staff community to work with the University to ensure all policies in place are inclusive and to ensure LGBTQ+ visibility across all our campuses.

The Network works closely with the Students Union and student LGBT* Society to ensure that students are aware of our zero tolerance on hate crime and to provide a safe space for LGBTQ+ students to talk should they have any concerns during their time at the University.

The LGBTQ* Network meet regularly for socials and PRIDE/LGBTQ* events. The Network are also involved in events for non-LGBTQ+ colleagues which aim to raise awareness of issues affecting the LGBTQ+ community.

In July a member of the LGBTQ* Network attended the launch of the 'LGBT+ Network of Networks in Higher Education' in London. This is a national network for LGBT+ staff networks from HE institutions across the UK which allows the sharing of best practice and advice to reduce 'Reinventing the wheel' on LGBT+ initiatives.

To mark World AIDS Day on 1 December, Northumbria's LGBTQ* Network presented a screening of Stuart Marshall's 1984 film Bright Eyes, followed by a discussion with activists and researchers on HIV/AIDS.

Women Networks

The University have two, subject-focussed staff networks for women; NU WISE for women in science and a similar network for women in humanities. There has been staff turnover in both networks over the last 12 months limiting the activity that has taken place. NU WISE delivered workshops on 'Resilience' and the 'Impostor Syndrome' and are planning to deliver a workshop on 'Effective Influencing and Negotiating' in the near future.

Both networks have indicated that they are not opposed to the possibility of creating a general Women's Network across the University and this will be explored to identify the level of interest from staff.

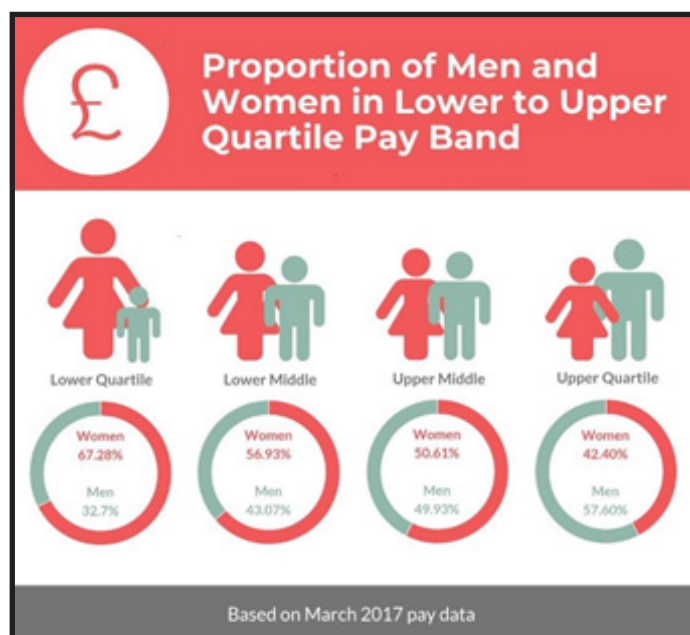
LGBTQ*, LGBTQ+, LGBT+, LGBT* - The acronym LGBT stands for lesbian, gay, bisexual and transgender; over the years these four letters have expanded to become more inclusive. A popular variant adds the letter Q for 'queer or 'questioning', the addition of the '+' or '*' is to show that it also encompasses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

Gender Pay

From April 2016, employers in the UK with 250 or more employees have been required by law to publish data on how large the pay gap is between their male and female employees. The gender pay gap shows the difference in the average pay between all men and women within the organisation. It is important that this is not confused with equal pay (pay differences between men and women who carry out the same job, similar jobs or work of equal value). The following is published data on our gender pay gap as at 31/03/17.

Data as at 31/03/17	Mean	Median
Pay Gap	16.38%	22.74%
Bonus	66.8%	0%*

* bonus payments include awards for 'Going the Extra Mile' (GEM) and long service awards – excluding these, results in a median bonus gap of 36%



The University's mean gender pay gap is 16.38%, which is broadly aligned to the sector average, and 1.1% lower than the UK average for all industries (Source ONS – ASHE Survey 2017). There is confidence that the gender pay gap is not an equal pay issue due to a gender neutral job evaluation process for almost all roles and that the University pays men and women the same rate of pay for the same type of work.

A small number of senior management roles fall outside of the job evaluation process, however a Remuneration Committee closely scrutinises pay decisions in relation to these roles.

The analysis of the data suggests that the pay gap is primarily driven by occupational segregation. Some of the key findings are outlined below:

- 54% of the University's workforce is female.
- There is a higher proportion of women (62%) in the lower and lower middle pay quartiles than men.
- The upper quartile has a higher proportion of men (57%). The imbalance is most apparent at Grade 9 and Grade 11 where the representation of females is 29% and 17% respectively.
- In the upper middle quartile, where the gender balance is 50:50, the mean gender pay gap is -0.36%.

The University's mean and median bonus pay gap (excluding GEM and long service) appears to be a result of the lower representation of females in roles eligible to participate in the senior management bonus scheme.

The Athena SWAN Self-Assessment team looked at what measures can be put in place to address the gender pay gap and encourage diversity across the University. Actions have been captured within the Institutional Athena SWAN Action Plan. Some of the key priorities to address the gender pay gap are:

1. Recruitment

The University will consider how to encourage and better progress applications from all members of the community by:

- a) Further analysing recruitment data for posts at grades 8 and above to identify the stages (application/interview/appointment) where drop off of female applicants occurs.
- b) Exploring additional ways to best promote the availability of part-time /flexible working throughout the recruitment process.
- c) Introducing mandatory unconscious bias training for all recruitment chairs and encouraging panel members to complete the training.

2. Progression

The University has a structured academic career framework and support in place but further work is needed. The University will:

- a) Monitor the performance of women within the academic promotion process and consider any amends to the practice and/or guidance.
- b) Introduce a Mentoring Scheme for professional services staff (similar to that currently available to academic staff).
- c) Ensure women have equal access to development opportunities/secondments.

3. Review pay policies and practices

The University has identified a number of policies and practices that may be contributing to the gender pay gap. The University will Undertake a review of the following policies and/or practices to consider impact and to ensure that they are fair and transparent:

- a) Starting salaries
- b) Market, recruitment and retention supplements
- c) Eligibility for bonuses and allowance
- d) Pay protection

Training and Development

Equality and Diversity e-learning

In 2017-2018, the University continued efforts to increase the proportion of staff who have completed Equality and Diversity e-learning. The module was completed by 2509 individuals but it was recognised that non-core staff completion rates were extremely low for all e-learning. An Essential Information Pack was created and sent to all existing non-core staff and is now issued to all new staff who fall into this category.

E&D e-learning module completion rates (July 18)

Date	Staff with training	Complete	Completion rate
30/07/2018	2653	2509	95%

There is currently a review of the content of the Equality and Diversity e-learning module to ensure a more interactive and improved user experience.

Recruitment and Selection (including unconscious bias)

Recruitment and selection training now incorporates a section on unconscious bias to raise the awareness of the impact this can have on decision-making.

Leadership Matters – Senior Women

This is a bespoke 5-day programme designed for senior women in leadership roles who are aiming for the highest level of leadership in Higher Education. In 2018, we supported two female members of staff to attend the course, with a third attending in 2019.

Unconscious bias

The University delivered three unconscious bias courses in 2017-18 and further courses are planned for 2019.

Mental Health First Aid

In July 2018, the University delivered the first Mental Health First Aid Course to delegates from HR, Trade Union representatives and E&D Leads. There are now 41 trained Mental Health First Aiders. Two half-day sessions on Mental Health Awareness were delivered in December 2018 in-line with our commitment to the 'Time to Change' pledge.

Promoting Equality, Diversity and Inclusion at Northumbria

Support for EU and International Colleagues

Northumbria University recognises and celebrates the valuable contribution that our EU and international colleagues bring, through their research, teaching and through the internationalisation of the University in general. A support package was introduced in which the University:

- Agreed to fully reimburse personal immigration fees for current and new EU and international colleagues.
- Introduced an interest free loan scheme for current and new EU and international colleagues to help them with other immigration-related application costs for themselves and dependents.
- Partnered with a local law firm who are immigration specialists to deliver advisory workshops for staff on the anticipated impact of Brexit and to provide EU and international colleagues with advice.
- Developed a dedicated webpage, which is updated with relevant information and a set of FAQ's.

This support package has been well received by colleagues. The support the University provides is above the level available at all other UK universities and has been described by the local academic trade union as *'pioneering in the UK and worthy of commendation'*.

Women's 100 initiative

A series of innovative events have taken place across Newcastle to mark 100 years since women finally got the right to vote.



Northumbria academic Dr Sarah Ralph is the University's lead representative for the Women's 100 group, whose other members are drawn from Newcastle City Council, Newcastle University, Newcastle CVS, Central Library, and Tyne and Wear Museums.

Dr Ralph said: "The Women's 100 events and activities aim to celebrate and honour the struggle of those who campaigned to achieve the vote for women, as well as the many women activists who have fought for women's rights over the last 100 years". One of the events that took place on Northumbria's campus as part of Women's 100 Day was a

'Knicker Revolution' in which donated undies were transformed into bunting by a North-East artist. These were then used to decorate an iconic Newcastle landmark.

In addition, the University created a Women's 100 Scholarship supported by the Catherine Cookson Charitable Trust who have donated £25,000.

Regional Cross-Institutional Action Learning for Women

In November 2016, a Regional Development Programme for Women was launched. 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). Northumbria University were a lead partner in developing this programme and obtained a small start-up grant from the Staff Developers Forum to initiate the work.

Utilising Action Learning Sets, the Programme is providing 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. Seven academic colleagues from the University participated in the Programme in 2017/18.

Inclusion Matters Project

A consortium of nine northern UK Universities and six industrial partners were successful in being awarded Engineering and Physical Sciences Research Council funds through the Inclusion Matters Project, to create an inclusive culture in the Engineering and Physical Sciences community. The Project started in December 2018 and has identified seven critical challenges (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), and outlines six activities to address them:

- shared-characteristic mentoring
- reverse mentoring
- on-line networking
- leadership and networking development
- Industry collaboration
- data capture and analysis

The Programme draws together resources, opportunities, experience and best practice to influence and bring about changes to practices and policies beyond the consortium. The University has specific responsibility for the delivery of a work package on 'collaborating with industry'.



EPSRC
Pioneering research
and skills

VC Diversity Fund

The Equality Diversity and Inclusion Committee has approved the development of a VC Diversity Fund to support one of the University's key business outcomes; 'programme to improve the diversity of the workforce'. The Fund will be agreed on an annual basis by the Committee, and is designed to provide funding for equality, diversity and inclusion initiatives and activity that will contribute to a culture of diversity and inclusion across the University.

Any proposed initiative must have breadth of impact, be sustainable and achieve one or more of the following:

- Assist in the achievement of a strategic objective (e.g. those outlined in the University Strategy, Faculty or Service Plan, Institutional Athena SWAN Plan etc.).
- Address equality, diversity and inclusion challenges in an innovative way or accelerate the implementation of practices that give support to, or remove barriers for, under-represented groups.
- Allow equality, diversity and inclusion events or activities to take place that would not otherwise be supported.

Trans Lives North East Conference

On Transgender Remembrance Day of Awareness (20 November 2018), the University hosted the North East Trans Lives Conference, working with 11 partner organisations from across the North East. Over 140 people attended the Conference, including a number of Northumbria transgender staff and students.



Inclusive Sport

Engaging people from LGBT+ backgrounds in sport and activity

Northumbria Sport continued their support of Northern Frontrunners (the North-east's only lesbian, gay, bi, trans and gay-friendly running club) via discounted facility hire of our multi-purpose sport center 'Sport Central' to host the club's strength and conditioning sessions. Since using Sport Central, the club's membership has increased.

The Northumbria Sport Foundation has supported LGBT+ sport clubs, Newcastle Panthers FC and Newcastle Ravens RFC, providing grants to part-fund new team kit for both clubs.



The University has continued to champion and promote the LGBT+ Week initiative involving all sport teams and clubs, actively promoting their inclusiveness using social media and special open sessions. This included the sale of Rainbow Ribbons to all sport teams and athletes to wear around their wrists or tied to boots/trainers while they perform, with money raised donated to Stonewall.

Disability Sport Access

The University's Community Engagement Programme has included weekly sport sessions for adults with learning disabilities in partnership with local charity LD: North East. This has involved the charity bringing a number of people who access their support services to Sport Central to take part in activities, coached by Northumbria students. Through the relationship with LD: North East, the University now also supports their Siblings Project, where children who have a brother or sister with a learning disability can book onto our holiday sport camps.

In March 2018, after only 7 months of operating, the project with LD: North East was nominated for Outstanding Group of the Year at the North East Disability Sport Awards.

The University has also worked with Benton Dene Special School, with the school bringing in a different year group each half term to take part in weekly sport and activity sessions delivered by Northumbria students. This summer one of the children who took part in these sessions booked onto our summer sport camps.

Team Northumbria have supported a number of Para-athletes: Taka Suzuki (Para-swimming); Lyndon Longhorne (Para-swimming); Ewan Waite (CP middle distance); Brooke Mottram (TASS – wheelchair basketball); Jamie Foster (TASS – VI futsal)

Wheelchair Basketball has grown from an informal session to being part of the NORTH participation programme, and entering teams into national competitions. Wheelchair Basketball's coach, Claire Harper, was also highly commended at the North East Disability Sport Awards for Coach of the Year.

There are 251 gym members who have disclosed a disability.

Engaging Women in Sport

Every year Northumbria Sport champions and promotes British University and College Sports 'This Girl Can Week' (19 to 25 November 2018), by showcasing female students who are role models across performance, participation and volunteering. In addition special female only sport sessions are held during this week helping female students try a sport. 70 female students who were previously inactive engaged in sport during the week.

Northumbria Sport took part in FA Girls Football Week, engaging 80 female students in football activity, 30 of which had never played football before. The FA Wildcats sessions involve weekly football sessions for girls aged between 5-11 hosted at Coach Lane. Sessions are only £1 to attend and our sessions have the highest attendance and feedback in Northumberland FA's area with attendances regularly over 25 per week.

There are 1,092 female members of the gym (43%).



Activities Promoting Good Mental Health

Northumbria Sport linked with the Prince's Trust's Young Ambassador of the Year, Thomas Rebar, who had personal experience and knowledge of having mental health problems while being heavily involved in sport. Thomas delivered a workshop to our coaches, sport staff and students around supporting good mental health in sport, how to spot signs of poor mental health and how individuals can be supported.

Three Northumbria Sport staff have also completed their Student Minds Mental Health in Sport Course. Each staff member who completed the course must complete at least one workshop a year to students and staff at Northumbria around mental health in sport.

Northumbria Sport is in the process of working with Student Support and Wellbeing to deliver a Student Referrals Programme. The Programme will involve referring students, when appropriate, to discounted opportunities and bespoke exercise programmes delivered by Northumbria Sport to help those experiencing mental health difficulties to become regularly active and improve their wellbeing.

Sport for older and younger groups

The Northumbria Sport Foundation successfully applied for £115k of Sport England funding to run 1 of 20 Active Ageing Projects (out of 725 applications). The Project will help Northumbria University staff aged 55+ become more active as part of our wider Active Staff Programme. The Active Ageing Project, to be known as Active Staff+, will specifically focus on the pre-retirement phase of individual's lives as evidence shows people who are active before retirement will be active in retirement and therefore be less susceptible to health problems associated with inactivity in older age.

The Foundation supported Blue Flames Walking Football Club with a grant to fund the purchase of new equipment and play in local Walking Football events and competitions. The Club runs two weekly Walking Football sessions, predominantly for people aged over 50.

As part of Northumbria Sport's Community Engagement Programme, 2,280 young people aged 18 or under have been engaged with sport and activity through Team Northumbria Experience Days, providing opportunities for schools to bring in their pupils to experience what being a student athlete is like; regular holiday sport camps; Netball Super league community activity; FA Wildcats sessions; and wider community activity including running sport sessions at schools.

There are 155 gym members aged 55+ (6%).

Engaging people from BAME backgrounds in sport and activity

As part of Northumbria Sport's Community Engagement Programme, there is the Knockout Sisters Project in partnership with local charity EMTEP (Ethnic Minorities Training and Education Project). The Project is a weekly female only boxing class for women and girls from the Muslim community delivered by one of our female Team Northumbria boxers at the Nunsmoor Centre in the West-End of Newcastle. The Project regularly has 20-30 weekly attendees, aged 14-44 and the success has been recognised regionally and nationally with both the BBC's Inside Out programme and The One Show, featuring the project.

The Northumbria Sport Foundation received Sport Relief and Rugby Football Union funding to deliver a Try for Change Project, using rugby union to improve the lives of disadvantaged people in England. The Project was delivered in partnership with the West End Refugee Service (WERS) and focussed on engaging refugees and asylum seekers. Despite the extreme challenges faced by individuals who access WERS, 10 adult male participants engaged in the Project, all of whom were from BAME backgrounds, classed as destitute and suffered from a mental health condition.

Northumbria Sport is supporting the Faculty of Health and Life Sciences in applying for research funding from the Dunhill Medical Group to investigate physical activity interventions with older age people from Asian communities.

Supporting Students

The University continues to develop a range of innovative projects to support all students. Examples include:

- A comprehensive package of support for disabled students to ensure equal access to learning and all elements of the student experience.
- Investment in online Counselling and Mental Health Team resources to ensure that students in need can access timely, high quality and accredited mental health support.
- Further investment in the University's financial inclusion offer to support students from the most disadvantaged backgrounds and those in finance hardship so they can access, stay and thrive on their course.
- An investment of over £800k in 13 new staff to support activity around Access, Success and Progress for vulnerable students.
- Close working with ISoc (Student Islamic Society) and other student bodies to ensure effective prayer arrangements are available on campus.
- Amendments to arrangements to support Muslim students during Ramadan, ensuring that our Muslim students on campus over the summer months can access appropriate support related to learning, teaching and assessment.
- An improved package of comprehensive support for student carers, working with partners in the voluntary sector to ensure they receive personalised support from a welfare adviser as well as financial support from the Financial Inclusion Service.
- A new online student transitions module to enable all new students to make a seamless and successful transition to higher education at Northumbria and contribute to improving the student experience, retention, progression and attainment.
- New accessible spaces in City Campus Library including the addition of height adjustable desks in the Library Reading Room.
- Student and Library Service support for University and subject level TEF activity.

Student Data

Access, Success & Progression of different student groups at NU

Data collated from multiple sources & multiple cohorts (2015-2018) but as up-to-date as possible for each indicator - refer to table below for specific cohort info.

		Applications to NU	Offers	New Enrolments	Total Enrolments	Positive Retention	Stage 1 Retention	Positive progression	Good Honours	Satisfaction	Positive Graduate Prospects
Gender	Female	56%	77%	56%	56%	95%		91%	83%	86%	76%
	Male	44%	87%	44%	44%	92%		88%	77%	83%	68%
Age on entry	Young	86%	86%	82%	82%	94%		90%	81%	85%	70%
	Mature	14%	55%	18%	18%	93%		88%	77%	83%	84%
Ethnicity	White	31%	95%	90%	90%	93%	87%	90%	81%	85%	73%
	Black	1%	76%	1%	1%	93%	85%	84%	62%	83%	75%
	Asian	2%	91%	5%	5%	94%	92%	89%	69%	76%	68%
	other	1%	93%	3%	3%	94%	84%	87%	71%	85%	64%
	Unknown	66%	75%	0	0	93%	86%	83%	75%	*	100%
Disability	Learning disability	4%	84%	6%	6%	93%	86%	90%	75%	83%	75%
	Other disability	5%	85%	8%	8%	91%		90%	78%	79%	71%
	No disability	91%	81%	87%	87%	94%		80%	81%	86%	73%

Indicator cohort
Applications to NU - 17/18
Offers -16/17
New Enrolments - 16/17
Total Enrolments - 16/17
Positive Retention - 16/17
Stage 1 Retention (APP 19/20) - 16/17
Positive Progression - 16/17
Good Honours - 16/17
Satisfaction (NSS overall) - 2017
Positive Graduate Prospects (SOC 1-3) - 15/16

	5% + negative difference
	2-5% negative difference

Campus Accessibility

The University's Accessibility Review Group continues to be an effective mechanism for the contribution of accessibility improvements for both internal and external environments. The group also develops existing procedures and policies to ensure a safe and accessible working environment for people with a disability.

During the past 12 months, a number of key initiatives have been undertaken including:

- A review of the Code of Practice for Personal Emergency Evacuation Plans (PEEPs) and PEEPs training delivered to those staff identified as having the responsibility to carry them out.
- Working in partnership with 'Access Able' (formally Disabled Go), new campus maps for City, Coach Lane and London Campuses were produced to identify accessible routes into each building. These also include defibrillator locations, accessible parking and baby changing facilities etc. The 'Access Able' links have now been included in the 'NU Connect' app and on the University website.
- A full review of all emergency call points including fire refuge two-way communication devices and call points in student accommodation.
- A review of the quiet rooms (available to both staff and students.)
- An accessibility audit covering City, Coach Lane and London Campuses.
- Evacuation chair training.
- A review of the disabled and gender-neutral toilets.
- Completion of a lift breakdown analysis.
- The installation of new door opening devices.
- The introduction of a new 24-hour access parenting room in the library.
- A number of adjustments to the accommodation estate to facilitate the needs of disabled students, including the provision of dog spending pens (spending pens are provided for the toilet needs of guide/assistance dogs) at Claude Gibb and CCE1 for two students starting in September 2018, one of which has a guide dog and the other an assistance dog. Provision has also been made for students requiring accessible/carers rooms and walk in wet rooms with hoist facilities.
- Increased engagement with Student Welfare Services to ensure more adequate provision of accessibility equipment than in previous years.



Equality, Diversity and Inclusion priorities for the next 12 months

The priorities for the next 12 months have been identified from discussions that have taken place with, and the work undertaken, by the Equality, Diversity and Inclusion Committee sub groups.

Key priorities for Staff

- Accelerating our progress in the development and implementation of focussed departmental Athena SWAN Action Plans to make definitive steps towards achieving a gender equitable culture.
- Widening our work to further identify and remove barriers to women's progression, so that we can significantly improve our gender profile in senior roles.
- Reducing our gender pay gap by targeted action.
- Self-assess against the Stonewall Workplace Index to develop an action plan to address LGBTQ* Inclusion across the University.
- Launch the VC Diversity Fund to underpin work on embedding Equality, Diversity and Inclusion across the University.
- Developing a staff Equality, Diversity and Inclusion Intranet and webpages to promote the work being undertaken to improve equality, diversity and inclusion.
- Establish additional staff networks e.g. Women's Network, BAME network.
- Update the Equality and Diversity mandatory learning offer.
- Development of international staff on-boarding resources.



Key priorities for Students

What does the data show for SLS Activity – where should we target activity to support the University Strategy. The areas we intend to target include:

- Retaining students with a disability
- Improving good honours degrees for, mature students, and those with a disability
- Improving progression and good honours degrees for BME students
- Increasing employment opportunities for male students and in particular male BME students
- Young, above median employment

How do we do this? – We should action plan to:

Providing Inclusive learning, teaching and assessment

- The University embed Inclusivity within the curriculum and assessments – i.e. to adopt a practice of Inclusivity by Design and ensure that this is part of Education Strategy. This starts with the student using co- creation and design to harness the knowledge and experience of all student groups. We will work in partnership to help deliver this
- Programme approval (University Approval Panel) and periodic review to include consideration of E&D impact and inclusive Learning.
- The University further promote Unconscious Bias training and develop CPD resources for staff to support inclusive teaching and learning.
- Work with faculty equality and diversity leads, student reps and student support services to raise awareness of inclusive teaching and learning across the University.
- Ensure that the planned reviews of both the Programme Framework for Northumbria Awards and programme governance and performance identify inclusivity and diversity as a priority area for action and monitoring.

Improving our pre-entry engagement

- Develop a programme of activity that engages with schools to raise aspirations on those identified groups and improve resilience
- Improve activity with targeted disabled students to manage transition from school to University through a range of funded activity
- Embed as part of core activity the new online student transitions module to enable all new students to make a seamless and successful transition to higher education at Northumbria and contribute to improving the student experience, retention, progression and attainment

Improving personal tutoring, peer support and on course support for students

- Work with stakeholders to evaluate the role of the personal tutor at Northumbria and the potential contribution to reducing attainment gaps.
- Ensure support is provided by staff who have been prepared to do so and who have access to ongoing support and resources to enhance their practice and the experience of all students.
- Deliver professional support activity that prepares students to 'take on tomorrow'; engaging with and succeeding in a diverse global society.
- Research and build on good practice in communication with mature and commuter students, from both within and outside NU.
- Evaluate and support implementation of peer mentoring and other schemes which facilitate the development of a shared identity with a view to increasing capacity and opportunity for engagement of students in groups where progression and achievement are a concern.
- Develop new CPD activities and on-line resources which will enable staff to challenge the inclusivity of pedagogical norms across the life of the student journey.



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