

EQUALITY OUTCOMES AND MAINSTREAMING PROGRESS REPORT 2019

Introduction

The University of Edinburgh has a strong and long-standing commitment to equality, diversity and inclusion and to promoting a positive culture, which celebrates difference, challenges prejudice and ensures fairness. Our staff and students are our greatest assets and all members of the University community should expect to be able to excel, and to be respected and valued for their unique perspectives and contributions.

This document sets out the University's combined Equality Outcomes and Mainstreaming progress reporting, for the period 30 April 2017 – 30 April 2019. It gives highlights of the University's progress in embedding its equality duties and provides links to employee and student equality data.

Context

Under the Equality Act 2010, the University is bound by the Public Sector Equality Duty (PSED) and must – in all its activities – have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

The 'protected characteristics' defined by the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

In Scotland the PSED is underpinned by additional duties. These include the duty to publish a set of equality outcomes every 4 years, and to report progress on the outcomes and on mainstreaming equality, every 2 years. The University published its second set of Equality Outcomes in April 2017 covering the period 2017-2021. Many of the underpinning actions have a clear mainstreaming purpose, and all aim to advance equality across our institution. **Section 1** of this report presents highlights of our progress on mainstreaming equality across the institution, and **Section 2** presents an overview of progress made on each action underpinning our Equality Outcomes 2017-2021.

Section 1. Mainstreaming Equality

Mainstreaming in governance and decision-making

Our commitment to **equality, diversity and inclusion is embedded in the University's strategic priorities and planning** through the overarching University Strategic Plan and its Key Performance Indicators, the Equality Outcomes, successive Outcome Agreements with the Scottish Funding Council (SFC), and the SFC Gender Action Plan. University Court and the University Executive oversee the University's performance against key indicators which include equality-related measures.

University Court has implemented a succession plan to improve the diversity of the University's governing body. The gender diversity of Court now stands at 45% (10) male, 50% (11) female and 5% (1) non-binary compared with 70% (16) male, 30% (7) female in 2017.

The University publishes biennial equal pay audits covering all employees. We have, like many other HEIs, a gender pay gap in favour of male employees largely due to a greater proportion of men in higher grades and women in lower grades (vertical segregation). However, we also have a gender pay gap within our highest pay band, Grade UE10. As a result of a dedicated review of the gender pay gap, **improvements have been made to the evidence used in decision-making for the remuneration of Grade UE10 employees.** These actions have resulted in a significant decrease in the gender pay gap at UE10, from 2015 figures of 11.3% and 9.3% (mean and median) to 2019 figures of 4.9% and 3.7%.

The University has a long-standing practice of reporting on equality information for staff and students, predominantly through the **annual Equality & Diversity Monitoring and Research Committee (EDMARC) report.** Since 2015 Schools and Professional Services departments are provided with data for their area, to enable the identification of local equality issues and targeted action-planning.

The development and implementation of School and Professional Services departments equality action plans is supported by a nominated E&D Coordinator in each area. E&D Coordinators also promote and provide advice on Equality Impact Assessment in local decision-making.

Assessment of the equality impacts of a new or revised policy, practice or procedure is an integral and embedded part of any proposal for change, and taken into account in the approval process. **All University committee papers require information on the equality implications of proposals and recommendations,** including, where appropriate, the full equality impact assessment (EqIA). Policy/process owners have access to University EqIA guidance, template forms and online training.

Mainstreaming an accessible and inclusive culture

The University has developed an **Accessible and Inclusive Learning Policy which mainstreams seven learning adjustments as standard,** thereby reducing the need for

specific adjustments for disabled students. This has been further embedded by a Lecture Recording Policy, published in 2018.

In January 2019 the University launched the **'Don't Cross the Line' campaign, to promote a culture of respect** by demonstrating the University's zero tolerance stance towards bullying and harassment; raising awareness of our existing Dignity & Respect policy; and the guidance and support available to staff and students. The campaign is underpinned by a dedicated web hub (www.ed.ac.uk/respect), and both online and face-to-face training. 50% more staff have felt confident to come forward to speak to a Dignity and Respect Advisor since the launch, compared to the same time period in the previous year.

A task group has been established to explore how institutional action can assist in **promoting inclusion, equality and diversity in the curriculum**. A set of principles has been developed (<https://www.ed.ac.uk/academic-services/projects/promoting-inclusion-equality-diversity-curriculum/principles>), and recommendations for action were presented to Senate Learning and Teaching Committee in March 2019. The University's Institute for Academic Development has created an online Inclusive Learning resource for learning and teaching staff.

The University launched a **Student Mental Health Strategy** in 2017, to improve support for students at Edinburgh who experience mental health issues. The strategy also aims to promote good mental health in the wider student population. The University has further invested in its Student Counselling Service, with 85% of respondents to a recent evaluation survey stating that counselling had helped them stay at university. We are committed to delivering mental health training to all personal tutors and to continuing to provide access to specialist services and self-support resources.

We have **established a support service for disabled staff**, which encompasses advisory services to staff and their managers. Guidance on how to access support, and training, e.g. Making Reasonable Adjustments, is available to all staff. <https://www.ed.ac.uk/equality-diversity/help-advice/staff-disability-service>

The **Principal's Review of Support for Disabled Students** was published in 2017, covering the accessibility of the physical estate and learning support for disabled students. The review has resulted in clarity on roles and responsibilities in the identification and implementation of learning adjustments, improvements to IT infrastructure, and enhancement of governance arrangements for overseeing implementation of adjustments. In a recent survey 95% of students who responded said their adjustments had been implemented as expected.

The University **commissioned AccessAble to produce accessibility guides for our core buildings and teaching spaces**. Access guides are now freely available for ~180 of our core buildings and over 600 teaching spaces, improving the information that is available to staff, students and the public about accessibility at the University of Edinburgh. In 2017, the University Court approved the sum of £15,000,000 to be spent over a 5 year period (2018 – 2023) to **make access improvements across the University's estate**, and a Disability Access and Equality Manager was recruited to ensure that **access and equality are embedded into**

change and development of the University estate through planned projects, reactive maintenance and reasonable adjustments to meet individual needs.

The **Widening Participation Strategy** was launched in October 2018, accompanied by a three-year implementation plan to further improve access into higher education. The strategy incorporates consideration for students with protected characteristics, in particular where these intersect with socio-economic disadvantage. We have already exceeded the Commission for Widening Access 2020 target of 10% of our student intake to come from the 20% most deprived areas in Scotland.

We have a **Corporate Parenting Strategy** and action plan to enable us to further support our care-experienced students. This year we have also been a founding partner in the Hub for SUCCESS (<https://hubforsuccess.org/>), a service supporting care-experienced students to access education.

The University is working to ensure that students from a wide range of diverse backgrounds thrive and feel a sense of belonging. To enhance the student experience of our students from widening participation and care-experienced backgrounds **we provide additional funds to support participation in sports and student societies.**

Attracting, promoting and celebrating diversity

The University has developed its first **British Sign Language (BSL) plan for 2018-2024**, to ensure that we are attractive and welcoming as a place to work, study or visit. The plan commits to 54 targeted actions covering all areas of the University's work, including a commitment to employing a BSL Officer and a BSL Teacher.

The University **successfully renewed its Athena SWAN Institutional Silver Award in 2018.** We remain the only HEI in Scotland to hold this level of award recognising our significant commitment and progress in promoting gender equality in higher education. **All of our Schools hold departmental Athena SWAN Awards**, including one at Gold level. Mainstreaming gender equality is embedded in both institutional and departmental Athena SWAN action plans.

We continue to be one of the premier destinations for international talent in the UK higher education sector. Over 35% of our staff and student body is international, bringing educational, social and cultural enrichment to our community. We have established a **Staff Immigration Service**, which provides specialist advice and support on UK immigration matters for prospective and current staff, and for visitors and their families.

Throughout 2018/19 the University has funded the **UncoverED project to diversify the University's 'Notable Alumni' list and celebrate alumni of colour.** The project produced biographies of notable alumni from Africa, the Caribbean, Asia and the Americas since 1700, which are available on the University website and are being promoted in a current exhibition on campus (<http://uncover-ed.org/>).

The University works in partnership with the **MasterCard Foundation Scholars Program**, providing **200 full postgraduate and undergraduate scholarships to talented African students** who have limited educational opportunities. In addition to the scholarship the programme provides transformative leadership training to support and inspire scholars in delivering change in their communities and countries after their return. Moray House School of Education offers scholarships to its MSc Transformative Learning and Teaching Programme to **address issues of persistent underrepresentation in the Scottish teaching profession**, particularly in the areas of ethnicity and gender. The Business School is offering two LGBT+ MSc scholarships for 2019/20 entry to candidates committed to **making a difference to LGBT+ equality in business**.

We are committed to being a national and international leader in progressing equality. We have taken the lead in sharing our experiences and good practice across the academic community in the UK and beyond through the **publication of the book 'EqualBITE: Gender Equality in Higher Education'**. The book collates academic research alongside gender equality 'recipes' gathered from our staff and students. These recipes share real-life experiences of gender challenges and opportunities, and their constructive responses. A pdf of the book is available at: <https://brill.com/view/title/38000>

The **University regularly consults with staff networks and student equality representatives on policy and practice** that is relevant to them. For example, the Staff Pride Network contributed to a review of the Trans Equality Policy in 2017. We also have staff networks for Black and Minority Ethnic (BME), and disabled staff, providing valuable fora for support, engagement and celebration.

Our **Staff Pride Network** now has over 800 members and is highly visible both within the University and externally. There are over 6,000 staff and students proudly wearing a rainbow lanyard to signal support for LGBT+ colleagues. **The Network was awarded 'Stonewall Scottish Network 2018'**, and is held up as a beacon of good practice by Stonewall. Working collaboratively with the network the University has risen over 100 places in the Stonewall Workplace Index. The University recognises the importance of having LGBT+ allies and role models across the institution and has provided in-house Allies and Role Model Training Programmes, facilitated by Stonewall Scotland. The number of staff feeling safe to disclose a trans identity has doubled in the last year.

Events to celebrate the diversity of our community are an integral part of the university calendar. Each year the University celebrates LGBT+ and Black History months, International Women's Day, cultural festivals such as Chinese New Year, hosts student-led celebrations such as Latin America week and Africa Week, and raises the Bi/Trans/Rainbow flags to mark awareness days/events. We also hold regular Wikipedia 'Diversithons' to address underrepresentation on Wikipedia and improve the visibility of diverse role models.

Section 2. Equality Outcomes Action Plan 2017-21 – Progress Report 2019

Outcome 1: We provide an environment that is accessible, inclusive and safe.				
Which of the PSED general duties does this outcome support? - Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not - Foster good relations between people who share a protected characteristic and those who do not				
Which protected characteristic(s) does the outcome relate to?: All protected characteristics				
Objective	Actions and timescales	Protected Characteristics	General Duty needs	Progress
Provide an inclusive and enabling environment for work and study	Promote a culture of respect by raising awareness of the University's Dignity and Respect Policy, and providing guidance to staff and students from Academic Year 2017/18.	All	<ul style="list-style-type: none"> • Eliminate unlawful discrimination and harassment • Foster good relations 	<p>In January 2019 the University launched the 'Don't Cross the Line' campaign, demonstrating the University's zero tolerance stance towards bullying and harassment.</p> <p>The campaign is underpinned by a dedicated web hub at www.ed.ac.uk/respect and both online and face-to-face training. 50% more staff than previously have felt confident to come forward to speak to a Dignity and Respect Advisor (DRA) since the launch, compared to the same time period in the previous year.</p>
	Develop and publish a British Sign Language Plan by October 2018 to improve equity in education and employment.	Disability	<ul style="list-style-type: none"> • Advance equality of opportunity 	British Sign Language (BSL) Plan for 2018-2024 launched in 2018. The plan commits to 54 targeted actions covering all areas of the University's work, including a commitment to employing a BSL Officer and a BSL Teacher. http://bit.ly/2GF1xJJ
	Improve awareness of, and support for mental health issues through	All	<ul style="list-style-type: none"> • Advance equality of opportunity 	New strategy to improve support for students who experience mental health issues was launched in 2017.

implementation and promotion of the University's Student Mental Health Strategy and continuing to enhance support for student and staff wellbeing.		<ul style="list-style-type: none"> • Foster good relations 	£140K investment was provided and has been invested in student counselling support and a range of other initiatives. http://bit.ly/2PyhmDG
Develop policy and provide dedicated support to disabled staff and managers encompassing advisory services, guidance and training, and promotion of understanding of equality in relation to disability.	Disability	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations 	Established a support service for disabled staff, which encompasses advisory services to staff and their managers. Guidance on how to access support, and training, e.g. Making Reasonable Adjustments, is available to all staff. https://www.ed.ac.uk/equality-diversity/help-advice/staff-disability-service
Promote and embed the Accessible and Inclusive Learning Policy (AILP) into standard learning and teaching practice.	Disability	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity 	<p>Developed an Accessible and Inclusive Learning Policy which mainstreams seven learning adjustments as standard, thereby reducing the need for specific adjustments for disabled students. http://bit.ly/2XE84Zu</p> <p>The AILP is further embedded by a Lecture Recording Policy, published in 2018. http://bit.ly/2XE84Zu</p>
Enhance support for disabled students through improvements to infrastructure, communications and the implementation of adjustments.	Disability	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity 	<p>Review of Support for Disabled Students in 2017 introduced senior designated contacts to act as coordinators of adjustments for disabled students. The Student Disability Service (SDS) maintains a web list of contacts. http://bit.ly/2PwuSrd</p> <p>An enhanced IT student records student adjustments and their implementation.</p>
Deliver on the Learning & Teaching Strategy commitment to promote equality, diversity and inclusion in the curriculum.	All	<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	Established a task group to explore how institutional action can assist in promoting inclusion, equality and diversity in the curriculum. A set of principles have been developed. http://bit.ly/2XJBG82

<p>Pilot the Higher Education Academy's standard for Embedding Equality and Diversity in the Curriculum (EEDC) in a small number of programme areas in Academic Year 2017/18.</p>			<p>Recommendations for action were presented to Senate Learning and Teaching Committee in March 2019.</p> <p>Our Institute for Academic Development has created an online Inclusive Learning resource to promote accessibility and inclusiveness in curriculum design at: http://bit.ly/2XFwHF7</p>
<p>Actively celebrate the diversity of our staff and student community through an ongoing programme of events, and strengthen international and intercultural competencies on our campuses.</p>	<p>All</p>	<ul style="list-style-type: none"> • Foster good relations 	<p>Annual events celebrating the diversity of our community include: LGBT+ and Black History months; International Women's Day, cultural festivals such as Chinese New Year, student-led celebrations such as Latin America week and Africa Week. We also raise the Bi/Trans/Rainbow flags to mark awareness days/events. We hold regular Wikipedia 'Diversithons' to address underrepresentation on Wikipedia and improve the visibility of diverse role models. The Festival of Creative Learning (FCL) is an annually held year-long festival with over 100 events on creative learning and innovation at the University.</p> <p>We are the UK's leading university for securing Erasmus+ funding that supports hundreds of professional services staff of all grades, and students to learn abroad across the year and visit partner universities: https://global.ed.ac.uk/features/go-abroad-staff-2018</p> <p>Low and Middle Income Countries (LIMCs) Travel & Partnership Fund supports small grants of up to £3K to build links with LIMCs.</p>

	Act as a University of Sanctuary, providing supported opportunities to access English-language and degree-level study to asylum seekers, refugees and people with humanitarian protection.	All	<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	<p>Edinburgh Global operates a Refugee Advisory Service and manages the University's membership as a 'University of Sanctuary', the only one in Scotland. It offers advice and assistance to prospective students and staff with protected humanitarian or refugee status.</p> <p>The University has entered a strategic partnership with the Council for At Risk Academics (CARA) by supporting the Cara Syria Programme for academics who have been displaced from Syria to Turkey and other neighbouring countries. Over 70 Syrian colleagues are currently involved in one or more of the programme strands.</p>
Outcome 2: Equality, diversity and inclusion are embedded in all that we do.				
Which of the Equality Act 2010 general duties does this outcome support?				
<ul style="list-style-type: none"> - Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not - Foster good relations between people who share a protected characteristic and those who do not 				
Which protected characteristic(s) does the outcome relate to?: All protected characteristics				
Objective	Actions and timescales	Protected Characteristics	General Duty needs	Progress
Provide an environment that is accessible and safe.	Improve the accessibility of the University's estate through continuing to integrate equality consideration into the building and maintenance programme and ensuring timely	Disability	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity 	AccessAble produced accessibility guides for our core buildings and teaching spaces. Access guides are now freely available for 180 of our core buildings and over 600 teaching spaces, improving the information that is available to staff, students and the public about accessibility at the University of Edinburgh.

	response to required equality adjustments.			In 2017, the University Court approved the sum of £15m to be spent over a 5 year period (2018 – 2023) to make access improvements across the University’s estate. A Disability Access and Equality Manager was recruited to ensure that access and equality are embedded into change and development of the University estate through planned projects, reactive maintenance and reasonable adjustments to meet individual needs.
	Develop a more effective system to generate and execute Personal Emergency Evacuation Plans (PEEPs).	Disability	<ul style="list-style-type: none"> • Eliminate unlawful discrimination 	In 2017 a full review of student PEEPs was carried out. This resulted in a new plan, updated guidance and forms. In 2018, a new appointment within Health and Safety incorporates the role of University PEEP Co-ordinator. Focus on reviewing the process for staff PEEPs is ongoing. http://bit.ly/2W6Ypdw
	Continue to develop communications, support services, policies and procedures to reduce sexual harassment and sexual violence on campus.	All	<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	The University has implemented a range of guidance and training for staff on what to do if a student reports sexual harassment or assault. See: http://bit.ly/2PtLpfN This is supported by an online course to for staff and student leaders to handle disclosures of sexual violence in line with best practice and university procedure. The University Advice Place also provides advice, practical or emotional support to students. https://www.eusa.ed.ac.uk/noexcuse/
Provide data to support progression of equality, diversity and inclusion.	The University’s Equality and Diversity Monitoring and Research Committee (EDMARC) will continue to publish comprehensive annual reports of student and staff data by protected characteristics.	All	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity 	The University has a long-standing practice of reporting on equality information for staff and students, predominantly through the annual Equality & Diversity Monitoring and Research Committee (EDMARC) report. Since 2015 Schools and Professional Services department are provided with data for their area, to enable the

	<p>Heads of School will formally respond to their data and implement actions to address areas of concern, from April 2017.</p>			<p>identification of local equality issues and targeted action-planning. http://bit.ly/2IRzeI6</p> <p>The development and implementation of Schools and Professional Services departments equality action plans is supported by a nominated E&D Coordinator in each area. E&D Coordinators also promote and provide advice on Equality Impact Assessment in local decision-making.</p> <p>Staff and student Dashboards have also been developed for easy access to summary information for both staff and student populations.</p>
<p>Equality, diversity and inclusion principles are embedded in our governance, strategy and planning.</p>	<p>Implement a succession plan to improve the diversity of University Court. This comprises the following:</p> <ul style="list-style-type: none"> • Compile the gender and ethnic composition of Court and use this to inform recruitment of new co-opted members; • Regularly update the skills register of current Court members and use this to inform recruitment of new co-opted members; • Widely advertise Court vacancies, including using the Women on Boards platform, and encourage applications from under-represented groups; • Collect equality information from applicants and use this to 	<p>All</p>	<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	<p>University Court has implemented a succession plan to improve the diversity of the University's governing body.</p> <p>The gender diversity of Court now stands at 45% (10) male, 50% (11) female and 5% (1) non-binary compared with 70% (16) male, 30% (7) female in 2017.</p> <p>We will continue to encourage applications from under-represented groups for future vacancies.</p> <p>Other actions ongoing or under consideration.</p>

	<p>inform future recruitment exercises;</p> <ul style="list-style-type: none"> • Operate a Court mentoring scheme and induction process for new members; • Encourage and fund new Court members to attend relevant training courses, including those with equality and diversity content (e.g. Leadership Foundation for Higher Education New Governor courses); • Review the Court's Equality and Diversity Policy; • Consider unconscious bias training for Court members involved in recruitment. 			
	Promote the effective use of Equality Impact Assessment (EqIA) to improve the account taken of equality impact in governance, decision-making, policy and practice across the University.	All	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations 	<p>EQIAs for any new or revised policy, practice, procedure is embedded as standard in University practice. All University Committee papers require information on any equality implications, or include a full EqIA.</p> <p>Policy/process owners have access to University EqIA guidance, template forms and online training.</p> <p>Approved EqIAs suitable for publication are published as required on the University Equality & Diversity website, and include examples of good practice for others carrying out assessments.</p>
	Review and refresh the University's Equality & Diversity Strategy.	All	<ul style="list-style-type: none"> • Eliminate unlawful discrimination 	Under consideration.

			<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	
Promote understanding of equality, diversity and inclusion throughout the University community.	Expand provision and improve take-up of equality, diversity and inclusion training and learning opportunities.	All	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations 	A range of online equality staff and student training modules are in place. Expansion of training provision is in progress.
	Continue to improve religious literacy and understanding through a sustained programme of activity across the University and the wider community.	Religion/ Belief	<ul style="list-style-type: none"> • Foster good relations 	<p>The Chaplaincy continues to provide range of religion and belief guidance, activities, and culturally sensitive support. It has the largest Multi-faith and Belief Honorary Team of any UK University, providing traditional and culture-specific support.</p> <p>The Religion and Belief Advisory Group continues to meet each semester to advise on religion, belief, and equality issues concerning students.</p> <p>Events and activities include: Sanctuary Walk for Refugees and the gaining of Sanctuary Status for the University; creation of the UoE Humanitarian Assistance Fund; Language and International Groups; a wide range of Social Welfare and Campaign Societies.</p> <p>More in the Chaplaincy Annual Report at: http://bit.ly/2LhYhHd</p>

Outcome 3: We have equity of pay for all staff.				
Which of the Equality Act 2010 general duties does this outcome support? - Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not				
Which protected characteristic(s) does the outcome relate to?: All protected characteristics				
Objective	Actions and timescales	Protected Characteristics	General Duty needs	Progress
Use data to inform reward management, policy and practice.	Continue to conduct and publish biennial Equal Pay Audits, and report on the pay gap by gender, race and disability.	All (and particularly Gender, Race, Disability)	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity 	The University publishes biennial equal pay audits covering all employees at: http://bit.ly/2UWLfDk
Reduce the gender pay gap at Grade 10.	Implement recommendations from the Gender Pay Gap Task Group. These include: <ul style="list-style-type: none"> • reference to internal and external comparators for staff newly appointed or promoted to grade 10; • increased use of Performance data in Grade 10 contribution review process http://bit.ly/2PFhKQT	Gender	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity 	As a result of a dedicated review of the gender pay gap, improvements have been made to the evidence used in decision-making for the remuneration of Grade UE10 employees. These actions have resulted in a significant decrease in the gender pay gap at UE10, from 2015 figures of 11.3% and 9.3% (mean and median) to 2019 figures of 4.9% and 3.7%.

Outcome 4: We have a diverse community of staff and students, who are able to reach their full potential.				
Which of the Equality Act 2010 general duties does this outcome support? - Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not - Foster good relations between people who share a protected characteristic and those who do not				
Which protected characteristic(s) does the outcome relate to?: All protected characteristics				
Objective	Actions and timescales	Protected Characteristics	General Duty needs	Progress
Attract a diverse workforce and student body	Attract the world’s most talented students and staff through the implementation of the Edinburgh Global Engagement Plan 2017-2020. This will include: <ul style="list-style-type: none"> Continuing to design and pilot global access recruitment and support programmes such as the MasterCard Foundation Scholars Program; Attracting students from a wider range of socio-economic backgrounds around the world through new scholarships and financial assistance; Providing a dedicated support and guidance for international staff. 	All	<ul style="list-style-type: none"> Advance equality of opportunity Foster good relations 	<p>We are one of only two universities in Europe to work with the MasterCard Foundation Scholars Program partnership providing full UG and PG scholarships to talented African students who have limited educational opportunities. The programme provides transformative leadership programming to support and inspire scholars in delivering change in their communities and countries after their return.</p> <p>Our Widening Participation Strategy was launched in October 2018, accompanied by a three-year implementation plan to further improve access into higher education. The strategy incorporates consideration for students with protected characteristics, in particular where these intersect with socio-economic disadvantage. We have already exceeded the Commission for Widening Access 2020 target of 10% of our student intake to come from the 20% most deprived areas in Scotland.</p> <p>Edinburgh Global has dedicated web pages which includes policies, guides and procedures for international</p>

				staff, including pre-arrival guidance and induction processes. Regional teams are also in place to support strategic relationships in key regions.
Provide employment opportunities to young people from diverse backgrounds through the implementation of a Youth Employment Strategy. This will include: <ul style="list-style-type: none"> • increasing the numbers of Modern Apprenticeship opportunities; • enhancing existing on campus employment of students; • actively promoting the University to young people in the local community. 	All	<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	<p>The University Youth and Student Employment Strategy has been launched to cover the period 2017-2021 to increase number of employment opportunities across Scotland for young people and students. It commits to long-term goals to ensure we are delivering opportunities that enhance their employability. http://bit.ly/2Dy6mRE</p> <p>The University continues to offer a range of Apprenticeships & Student Employment initiatives for the employment of students on campus and in the community. http://bit.ly/2XJWITF</p> <p>In April 2019 the University was awarded Best Apprenticeship / Graduate category at the S1jobs Recruitment Awards. This award recognises employers that are committed to and have shown excellence in developing their workforce through graduate or apprenticeship schemes.</p> <p>Peopleplus training providers recently presented one of our apprentices with their Apprentice of the year award.</p> <p>Benchmarking work has commenced to determine areas for improvement within our recruitment policies, processes, and training of recruiting managers relating to enhancing diversity within the recruitment process.</p>	
Provide supported internship opportunities for disabled people in	Disability	<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	The programme was piloted but a decision was taken not to progress at this stage, due to funding issues.	

	partnership with Inclusion Scotland from Academic Year 2017/18.			
	<p>Continue to engage with the Equality Challenge Unit 'Attracting Diversity in Student Recruitment' project and develop actions and pilot initiatives to address gender imbalance in specific Undergraduate programmes.</p> <p>Provide training for admissions and student recruitment practitioners including sessions on Equality and Diversity in Admissions, and the Risk of Unconscious Bias in Admissions.</p>	Gender	<ul style="list-style-type: none"> • Eliminate unlawful discrimination • Advance equality of opportunity 	<p>Following the project to address gender imbalance in specific Undergraduate programmes, recommendations and a report were published on ECU website in 2017, at: http://bit.ly/2J5O9Ph</p> <p>As one of the pilot organisations, the University contributed their recommendations based on the learning and progress of their attracting diversity projects. The full report is available at: http://bit.ly/2GSufFZ</p> <p>Student Recruitment and Admissions (SRA) Crack the Code video was launched in January 2018, which included many of the people who had been involved in delivering this part of the project.</p> <p>SRA participated in the Festival of Learning event which closed the whole Attracting Diversity project, in June 2018. An Attracting Diversity workshop and presentation event was held, which included streaming of the Student Recruitment and Admissions Crack the Code video (launched in January 2018). The video includes many of the people who had been involved in delivering this part of the project. The University Principal also spoke at the event.</p> <p>A report on training for admissions and student recruitment is progressing.</p>
Provide a supportive culture where	Continue to participate in the Equality Challenge Unit's Athena SWAN award scheme, maintain our	Gender/ Gender reassignment	<ul style="list-style-type: none"> • Advance equality of opportunity 	Once again successfully awarded Silver Institutional in 2018. New Action Plan already progressing well,

all can progress and succeed.	Institutional Silver award, implement the University's Athena SWAN action plan, and provide support for departmental submissions.			<p>overseen by the Advancing Gender Equality Steering Group.</p> <p>All eligible University departments now hold Athena SWAN Awards, including one at Gold level.</p>
	Further develop and implement the University's Race Equality Action Plan to remove barriers to progression and drive systemic change.	Race	<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	Our Race Steering Group has been in abeyance, but is being re-established in 2019. Membership currently under review.
	Continue to support, engage and consult with Staff Networks and Student Groups to inform the development and delivery of policies, practices and services to maximise value and impact.	All	<ul style="list-style-type: none"> • Advance equality of opportunity • Foster good relations 	<p>The Equality, Diversity & Inclusion unit (EDI) continue to support and resource our equality networks. EDI consults Networks on policy related matters, e.g. we consulted the Staff Pride Network regarding the recent review of the Trans Policy.</p> <p>We also have staff networks for Black and Minority Ethnic (BME), and disabled staff, providing valuable fora for support, engagement and celebration.</p>

RELATED LINKS

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC) REPORT 2019:

<https://www.ed.ac.uk/equality-diversity/monitoring-statistics/edmarc>

EQUAL PAY AUDIT 2019:

<https://www.ed.ac.uk/equality-diversity/monitoring-statistics/equal-pay-reports>

