



THE UNIVERSITY *of* EDINBURGH

MAINSTREAMING THE EQUALITY DUTY AND EQUALITY OUTCOMES PROGRESS REPORT 2017



Table of Contents:

[Section A: Introduction](#)

[Section B: Governance and Structure](#)

[Section C: Monitoring and Reporting](#)

[Section D: Policy, Practice and Processes](#)

[Section E: Mainstreaming Highlights and Ongoing Initiatives](#)

[Section F: Learning and Development Opportunities](#)

[Section G: Equality Mainstreaming at College and Support Groups level](#)

[Section H: External Bodies](#)

[Section I: Reporting and Publication](#)

[Appendix 1: Equality Outcomes Progress Report 2017](#)

Key to Abbreviations:

Vice Principal People & Culture (**VPPC**)

College of Arts Humanities and Social Sciences (**CAHSS**)

College of Medicine and Veterinary Medicine (**CMVM**)

College of Science and Engineering (**CSE**)

Corporate Services Group (**CSG**)

Information Services Group (**ISG**)

University Services Group (**USG**)

Equality, Diversity & Inclusion Unit (**EDI**)

Advancing Gender Equality Steering Group (**AGE**)

Equality Impact Assessment (**EqIA**)

Equality and Diversity Monitoring and Research Committee (**EDMARC**)

Institute for Academic Development (**IAD**)

Student Recruitment and Admissions (**SRA**)

Social Responsibility and Sustainability (**SRS**)

Communications and Marketing (**CAM**)

Scottish Funding Council (**SFC**)

Athena SWAN (**AS**)

A. Introduction

1. Through this latest report, the University is delighted to describe the progress since 2013 and 2015, on how it continues to make the general equality duty integral to the exercise of its functions, so as to better perform that duty. Further information can be found in the Action Plan 2013-17 progress report at Appendix 1, which evidences our equality outcomes and mainstreaming to date, at institutional, department and individual levels.
2. The University's 2017-2021 [Equality Outcomes and Action Plan](#) sets out the University's continued commitment to a wide range of actions to advance and further embed EDI into University policy, practice and processes, to help the University meet its general equality duty.
3. This report also provides links to the University's employee and student equality data at **Section C**.

B. Governance and Structures

1. Equality increasingly continues to be part of the structures (institutional and devolved), strategy, and culture of the University as evidenced in the following section:
2. The [University's Outcome Agreement](#) with the SFC has a range of equality aims, including:
 - improve access to Higher Education for people from the widest possible range of backgrounds;
 - create an evidence base regarding the factors affecting gender imbalances in HE, specifically re male participation in caring professions and art and design, and female participation in STEM, to inform policy development;
 - promote opportunities for female and male researchers to return to work after a career break on a flexible fellowship, such as the Daphne Jackson, British Heart Foundation and Wellcome Trust.
3. The University's over-riding Strategic Vision includes:
 - maintaining a fair, inclusive and diverse community of students and staff;
 - ensuring all staff and students achieve their potential by providing a supportive environment and learning culture;
 - widening educational and employment and employment opportunities for those from traditionally under-represented groups,
4. A **University Court** succession plan has been developed to meet the '**Board Diversity**' regulations to report on the gender composition of the University's governing body. At the time of this report the gender balance of University Court is 59% (13) males , 41% (9) female.
5. The Court, and its Nominations Committee as appropriate, will undertake the following succession planning activities:

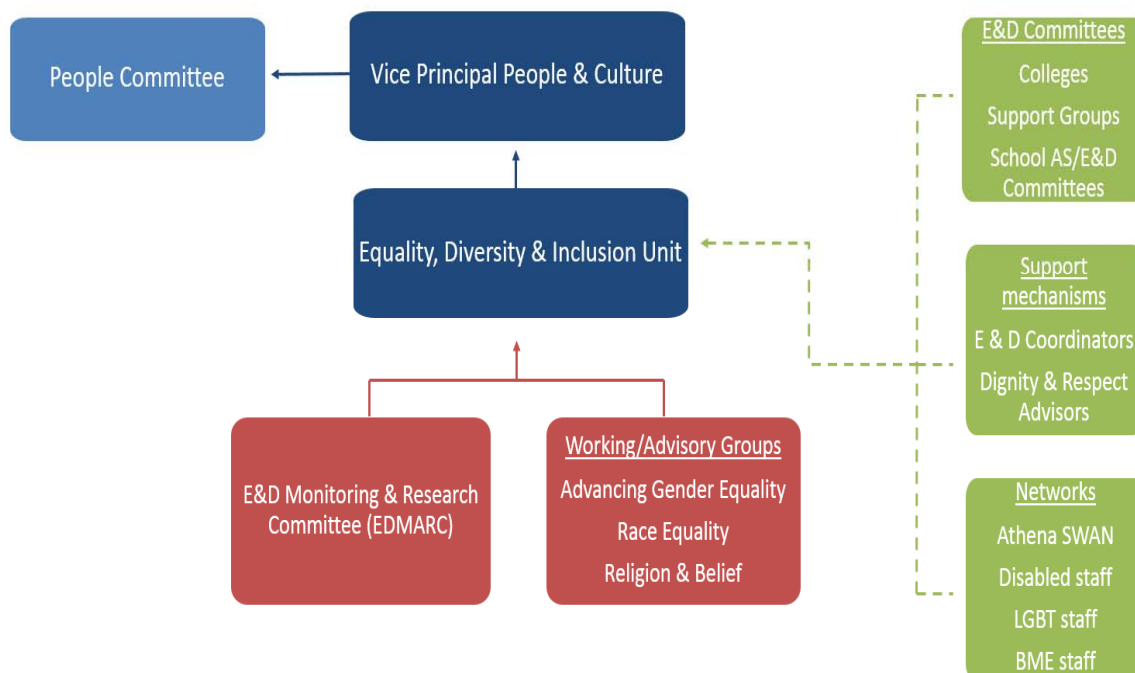
- Compile the gender and ethnic composition of Court and use this to inform recruitment of new co-opted members;
 - Regularly update the skills register of current Court members and use this to inform recruitment of new co-opted members;
 - Widely advertise Court vacancies, including using the Women on Boards platform, and encourage applications from under-represented groups;
 - Collect equality information from applicants and use this to inform future recruitment exercises;
 - 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.
6. **University Senate** holds thematic presentation and discussion sessions open to all staff. Equality-related presentations and discussion included the University-wide Race Equality Staff and Student Survey; the Review of Support for Students with Disabilities and the Student Mental Health Strategy.
7. **Edinburgh Global Engagement Plan (2017-2020)** will take forward the following, with the aim of attracting and retaining global talent at the University:
- The 'Global Community' strand will seek to support a much larger and more international community of staff and students to ensure that Edinburgh is positioned even more strongly as a welcoming and supportive destination and employer/host for students and staff from across the world.
 - "The University seeks to be recognised as a University of Sanctuary, providing a supported opportunity to access English language and degree level study to asylum seekers, refugees and people with humanitarian protection. In financial terms, we have provided scholarships, fee waivers and we recognise asylum seekers as home students for fee purposes. Additionally, under our activities in relation to University of Sanctuary, we aspire to provide a welcoming environment to sanctuary students and use the University's position to positively advance the agenda for inclusion and support."
 - Edinburgh Global will seek to deliver new scholarships and financial assistance to support greater access to Edinburgh and, attract the world's most talented students and staff, regardless of where they are from. The MasterCard Foundation Program at Edinburgh is a current example of this. Edinburgh Global continues to extend its activity overseas with regards to increasing the diversity and quality of our international student community.
8. The University's revised EqIA template form, policy, and guidance was approved in March 2015. These documents and completed assessments are published as required, (including

some good practice examples) on our Equality, Diversity & Inclusion website at: <http://www.ed.ac.uk/equality-diversity/monitoring-statistics/impact-assessment> The guidance also includes a link to on-line E&D and EqIA training.

9. Training on **Equality Impact Assessment** (EqIA) is ongoing to meet the requirement to consider equality impact. EqIA is carried out on key University systems and processes, as well as policy. A statement is included papers to formal University committees asking if an EqIA has been carried out on the subject of the paper, and its status.
10. The University has reviewed and streamlined its central **Equality Structure** to allow more efficient focus on equality matters. The fundamental vision of this new structure is to mainstream equality across the University. The structure now has that a dedicated Equality, Diversity & Inclusion team (EDI) at its centre. The team includes a dedicated Staff Disability Officer, recruited in 2016.
11. Students continue to be provided with advice and support for disability/ies by the **Student Disability Service** (SDS). SDS employs **Student Support Assistants** to support disabled students, which might include things like proofreading services; assistance in the library; or providing study skills support. Support is also available from Specific Learning Difficulties (SpLD) Tutors.



Structure



12. **People Committee's** purpose is to exercise strategic and management oversight of the University's people policies, including E&D for staff and students in the University, and to

ensure E&D policies and practices are being managed and implemented effectively at all levels of the University. The People Committee, along with the EDI, are responsible for monitoring progress of the Equality Outcomes and Actions. Terms of Reference and membership of People Committee can be viewed at: <http://www.ed.ac.uk/human-resources/people-committee>

13. Our **Heads of Colleges and Support Groups** are fully supportive mainstreaming and promoting equality, diversity & inclusion throughout their Schools/Departments to support the University's aims and vision. Each of the three Colleges has an E&D Committee, and one E&D Committee represents the three Support Groups areas. Each has an equality action plan in place. Sections throughout this report will evidence more fully how our equality committees, networks and our devolved structure of Colleges/Support Groups contribute to the equality agenda.
14. Each School/Support Dept. has a nominated [E&D Coordinator](#) whose remit includes supporting the implementation of the University's Equality and Diversity Strategy, assisting the University in meeting its equality duties within their School/Dept and through relevant involvement in College/Support Group and University bodies and activities. Following the provision of EqIA training in 2016 to our Equality and Diversity Coordinators they now also promote and provide advice on Equality Impact Assessment in their areas.
15. The University provides a network of [Dignity and Respect Advisors](#) (DRAs) made up of staff from across the University and in a variety of roles. DRAs are volunteers trained to work with staff who feel they have been subject to, or have been accused of bullying, harassment, or discrimination. Dignity and respect advice and support for students is provided ongoing by the student [Advice Place](#).
16. [LiberatEd](#) is an initiative created by Edinburgh University Students' Association being taken forward by its four [Liberation Groups](#) for Black and Minority Ethnic (BME), Disabled, LGBT+ and Women students from across the University. The University aims to challenge the academic establishment to become more diverse, more inclusive, and more critical of historically dominant narratives.
17. The [Advancing Gender Equality](#) Steering Group has strategic oversight of the Action Plan, and reviews the University's performance and progress in promoting gender equality. There are a number of subgroups under this Group being established to take this work forward, including: Values; Parents & Part-time; Students; Childcare provision; Healthy Work & Study; Data; and Learning and Teaching.
18. Over the last thirteen years, engagement with the **Athena SWAN** Charter to advance gender equality in Higher Education has grown from an initiative in one school, to the active application of the Athena SWAN (AS) process in all STEM schools and expansion to all Arts, Humanities and Social Sciences schools. The University now has [eighteen awards](#) with all eligible Schools holding an award, or preparing submissions. The positive impact for women – and in fact all staff – in the Schools are summarised in the University's successful AS [Institutional Silver Award](#) in 2015 – this first in Scotland. In addition, a substantial programme of work has been developed to promote women's career

progression in all parts of the University, and a mentoring connections framework particularly targeting women, is in place.

19. The University also has an institutional level **AS Network** to facilitate and support achievement of University, College and School goals in relation to AS to share good practice and identify opportunities to collaborate on activities relating to AS. This Network reports to the Advancing Gender Equality Steering Group where formal strategic decisions and actions are required.
20. [The Chaplaincy](#) continues to provide pastoral and spiritual support for students and staff of “all faiths and none” and plays an important role in promoting good relations between groups in the University community. The Chaplaincy also convenes the **Religion and Belief Advisory Group** (noted in the above structure) which meets each semester, with a remit of dealing with equality matters that may arise in relation to religion or belief.
21. The University is a member of the ECU Race Equality Charter, and has established a **Race Equality Steering Group** which meets three times per year and is convened by the VPPC. This Group developed an Action Plan to advance race equality which is being taken forward over the next three years. One of the actions is to have in place a BME Staff Network in the near future.
22. An LGBT+¹ Staff Network was established in 2012, and in 2016 the Network was re-energised and re-badged as the [Staff Pride Network for LGBT+ colleagues & allies](#). The Network enables the involvement of LGBT+ staff in the development and consultation of University policies and plans; brings together staff with common interests; and promotes a more inclusive working environment.
23. The [Disabled Staff Network](#) established in 2013 continues to be well attended by disabled staff, carers or anyone with an interest in disability matters. Its purpose is to provide a network of mutual support and a collective voice for disabled staff across the University to progress issues relating to disability. This Network also enables consultation with disabled staff in the development and consultation matters in the same way as our LGBT Network.

C. Monitoring and Reporting

1. The University has a long-standing practice of gathering, and reporting on, equality information for staff and students, predominantly through the annual E&D Monitoring and Research Committee (EDMARC) report. The EDMARC report includes data on the composition of the University’s employees in relation to most protected characteristics. This includes information about vertical and horizontal occupational segregation, through analysis by grade and job type respectively. Since 2015 Heads of School/Support Department are provided with data broken down to School/Support Dept. level, which makes them aware of the make-up of their staff/student population, and provides them with the ability to identify equality concerns and act accordingly. From 2017 Heads of

¹ Lesbian, Gay, Bisexual, Transgender

School have been asked to formally report on actions to address concerns identified in their data.

2. Equal Pay Audits are carried out and published biennially, which incorporate the University's equal pay statement and include information on the gender pay gap. They have been expanded to report on ethnicity, and disability.
3. These reports, along with information on staff development and recruitment are published on the University's E&D website at:
 - [Equality Outcomes and Action Plan](#),
 - [Mainstreaming and Progress Reports](#) (progress report to be added shortly)
 - [EDMARC](#)
 - [Equal Pay Audits](#)
 - [Additional Employment Information](#)
4. This information will continue to inform the University's E&D Strategy (currently under review), Equality Outcomes and Actions. The EDMARC report is considered by People Committee, CMG, and Court annually. The Remuneration Committee considers the University's Equal Pay Audit and gender pay gap information as a standard part of its business, and also commissions an annual equality report by an external observer based on that information.
5. The University has taken steps to improve its protected characteristics information. A questionnaire is issued to staff every two years, to encourage more staff to provide information for equality monitoring and support purposes. The latest survey was disseminated in 2016 and the information is being uploaded to our personnel data base for analysis reporting and will be included on our 2017 EDMARC report.
6. Student Recruitment and Admissions (SRA) are participating in the SFC-funded Attracting Diversity in Student Recruitment project run by ECU until July 2017. SRA organised a well-attended Attracting Diversity in Student Recruitment workshop in November 16. An action plan is under development for pilot activity re the 6 degree programmes included in the project. UoE are looking at gender imbalance in the applicant pool across 6 specific programmes: Computer Science; Veterinary Medicine; Primary Education; History of Art; Graphic Design; Performance Costume.
7. SRA also provided written evidence to the Scottish Parliament Equality and Human Rights Committee in relation to disabled applicants and student admissions processes. The Director of Student Disability Service gave oral evidence to the committee in December 2016.

D. Policy and Practice/Processes

1. The University's Dignity and Respect Policy, guidance and reporting mechanisms for staff has been reviewed, and more Dignity and Respect Advisors (DRAs) have been recruited and trained. Training will continue for recruited DRAs on a quarterly basis. More detailed guidance on how to deal with D&R issues is now available for staff and managers is available on the Equality

website at: <http://www.ed.ac.uk/equality-diversity/help-advice/dignityrespect> See also **Section E** on the Dignity and Respect campaign.

2. The University's [Trans Equality Policy](#) was given a minor review in 2016/17, mainly to update language. The Staff Pride Network were consulted and also suggested a future changes when the policy undergoes its fuller review by 2019. In the meantime the plan for 2017 is to develop web guidance for staff and managers to support the staff on the transition process, including action plan templates.
3. The University published its enhanced Shared Parental Leave Policy in 2016. All University employees, irrespective of their length of service or hours worked, have the right to take SPL, and are also eligible for University of Edinburgh Enhanced Shared Parental Pay, if the criteria are met.
4. A Maternity Leave Toolkit was published in 2015 and includes guidance for staff and their managers for pre, during, and post maternity leave. <http://www.ed.ac.uk/human-resources/policies-guidance/leave-absence/maternity-toolkit>
5. In 2016 the University contracted an external provider (The Career Management Organisation) to deliver a Returning Parents Coaching Programme to support staff to transition back to work after Maternity Leave, Shared Parental Leave or Adoption/ Surrogacy Leave. This has been successfully piloted in one of our Colleges over the last six months and the intention is to roll the programme out across the institution in 2017.
6. Guidance on **Caring for Carers** was launched in 2015 which outlines the support available to employees who have a caring responsibility so that they can balance work with caring commitments and continue to be effective in their role. A workshop on supporting working carers (delivered by VOCAL) was very well received by managers who attended. <http://www.ed.ac.uk/human-resources/policies-guidance/leave-absence/caring-for-carers>
7. **Mainstreaming Disability Adjustments:** The Student Disability Service (SDS) continues to implement approved plans on a range of student disability adjustments as standard practice in relation to teaching and learning. The wide range of services, developments and action in relation to student disability is described in the [Student Disability Service Annual Report 2015-16](#).
8. A Working Group was convened by the VPPC in 2016 to review Personal Emergency Assistance Plans (PEAPS), to help disabled staff students and visitors to buildings to effectively egress out of hours. The Work of this Group is now coming to a conclusion and new guidance and policy will be published in 2017.
9. A thematic review of University Mental Health Services has resulted in the publication of the [Student Mental Health Strategy](#). The Strategy includes training on mental health for Personal tutors and Student Support Officers.

10. The University has revised its [Web Accessibility Policy](#) with clear accessibility principles that all University of Edinburgh websites must follow. This ensures that its websites are accessible to the widest possible audience, including disabled users.

11. The University has in place a number of initiatives to support **Youth Talent, Apprenticeships, and Student Employment**, which the University has signed up to, including:

- [Modern Apprenticeships Policy](#) implemented 2015, the University is committed to recruit through the Modern Apprenticeship Frameworks provided by Skills Development Scotland.
- Piloting the [Ambitious Futures](#) graduate trainee programme for 2017/18. Ambitious Futures have been successfully running this national programme for a number of years and now have 17 partner institutions involved from across the UK. We have already funded one of our own graduates, to start in September 2017.
- [The Edinburgh Guarantee](#) to increase the number of job opportunities targeted towards young people leaving school, and to provide development in these roles to enhance future employability.

E. Mainstreaming Highlights and Ongoing Initiatives

The following section highlights some work-streams/projects/campaigns etc. already established and strands of work which will continue into the next stage of our Outcomes and Mainstreaming commitments.

1. A **Dignity and Respect Campaign** for all protected characteristics to raise awareness of the University's zero tolerance stance began in 2016. Under the umbrella of this campaign a working group was established with a focus on race equality. The Group included the VPPC, representation from the EDI unit, SRS, and CAM. An intern was recruited to design 'Expect Respect' posters which were disseminated and are displayed across the institution, and on social media posts. As part of the same piece of work, in-house **Active Bystander** training is being developed.



2. Edinburgh University Students' Association has a zero tolerance policy towards all forms of sexual harassment in their venues. Anyone experiencing sexual harassment can report it to any member of their staff or to the Advice Place, and they will work with them to resolve the incident, or support a formal complaint. In September 2016 a **“No One Asks For It”** campaign was launched to raise awareness of sexual harassment and assault on and off campus, and to encourage students and staff to sign up to a pledge to combat it. The aim of the campaign is to create campus environments where everyone feels respected, supported and able to challenge sexual harassment. The campaign was launched in partnership with the University and the University Sports Union.
3. Our Institute for Academic Development is coordinating the [EqualBITE](#) project as part of the University's AS Institutional Silver Award Actions. EqualBITE is a crowd-sourced 'recipe' book which aims to share practical and effective strategies for creating more gender balanced working environments in higher education. The recipes have been written by University of Edinburgh staff and students, drawing from their real life experiences. The book is due to be published later in 2017.
4. Our [Online Portrait Exhibition](#) (launched 2014) showcasing our Inspiring Women, continues to grow year on year. The latest section Women in History was launched at our 2017 International Women's Day Lecture.
5. Our [International Women's Day \(IWD\) Annual Lectures](#) continued to be held on 8 March each year. In 2017 the lecture by Dr Catherine Calderwood, Scottish Government Chief Medical Officer on the 'The Importance of Women' was fully subscribed and attended by staff, students and the public. It was also streamed live for the first time.
6. Linking to International Women's Day (IWD) 2016, the University's Institute for Advanced Studies in the Humanities (IASH) launched the year-long [Dangerous Women Project](#) . The project asked the question: 'what does it mean to be a dangerous woman' and curated 365 responses to those questions from all over the world between IWD 2016 and IWD 2017. The responses were brought together at a closing event 'A Year of Dangerous Women', on 8 March 2017, and was well attended.
7. The University became a **Carer Positive Engaged Employer**. The [Caring for Carers](#) web page on the University's HR site is a particularly good example of providing real focus and raising awareness on the range of support available to carers. The University is featured numerous times on the [Carer Positive](#) website: in a video highlighting employer best practice, and best practice policies.
8. The Staff Pride Network partnered with EUSA and student societies to organised a calendar of seminars and social events to mark [LGBT+ History Month 2017](#). Film screenings, discussions, an open mic night and a Valentine's Day Ball featured in the programme. The rainbow flag is raised above Old College and other prominent buildings of the University for the month of February. The EDI unit is increasingly using social media to raise awareness of equality initiatives and events, as the following media example of raising the rainbow flag which was posted of various University Twitter and Facebook accounts show:



Figure 1: Raising of the Rainbow Flag in celebration of LGBT History Month

9. The Staff Pride Network are consulted and have input into the University's annual **Stonewall Workplace Equality Index** submission. In 2016 we improved our ranking position, but there is room for improvement. A discussion on feedback on our submission and how to improve our next one was held with Stonewall in March 2017 with the EDI unit and representatives of the Staff Pride Network.
10. SRA/Widening Participation are committed to [Care Leavers](#) who are one of the most under-represented groups in higher education. The University welcomes applications from talented students with a background in care, and is committed to doing all it can to help care leavers apply to, and successfully study here.
11. In 2016 the **Disabled Staff Network** disseminated a questionnaire to University staff, with the aim of obtaining an overview of the experiences of disabled staff within the University, to ascertain what support is valued and where disabled staff feel improvements can be made. The outputs of the questionnaire resulted in nine recommendations around improvements to, and more standardisation of support mechanisms and available guidance for disabled staff and managers. The majority of these recommendations are already being addressed by our recently recruited (2016) Staff Disability Support Officer. The Staff Disability Support Officer with Occupational Health is also now providing training to raise awareness of mental health issues and available support. The University is still committed to the '**see me**' pledge but has mainstreamed its actions in to the University's actions to support mental health issues.
12. The University hosted a successful National Association of Disabled Staff Networks UK Conference in March 2017, organised by the Convener of the Disabled Staff Network, and supported and resourced by the EDI unit.
13. A Doctoral Researcher from the School of Health in Social Science, assisted by the EDI unit, hosted a talk on **Multicultural Education** in March 2017. Dr Damian Spiteri from University of York provided an overview of how students and staff at universities can form meaningful sustained interactions across cultural and racial divides and how consequently they can identify

and create opportunities and celebrate diversity effectively. The talk was well attended, mainly by academic staff, and some students, from across the University.

14. **The Chaplaincy** regularly holds events such as social gatherings, fundraisers, discussions, volunteering fairs and the popular 'What Is the University For?' events. Some recent examples include a Religion and Belief Literary Conference; Hate Crime Workshop; Exploring our Faiths and Values workshop; and regularly run Wellbeing and Mindfulness sessions. Further information available in the [Chaplaincy Annual Reports](#).

F. Learning and Development Opportunities

1. The range and take-up of learning and development opportunities relating to E&D have been extended considerably. e-Diversity in the Workplace, Annual Review and Recruitment and Selection and the Law on-line courses and workshops on [Developing an Understanding of E&D and Internationalisation](#) run regularly and continue to be fully subscribed. On-line Unconscious Bias (UB) training, and face to face UB training has been provided to senior managers across the University. Six half day face to face UB training sessions are is being scheduled in 2017.
2. E&D Training provision is highlighted at the Welcome Day for New Staff, through the provision of the regular EDI presentation by the VPPC, or Senior Partner, EDI. The undertaking of equality training is also a pre-requisite to attending many of our training events. Equality training is also mandatory for staff participating it recruitment or promotions panels.

G. Equality Mainstreaming at College and Support Groups level

The following examples are snapshots of information from local Equality and Diversity Committees/Networks from across the institution showing how they assist the University to mainstream equality for impact or benefit across the institution, not just locally.

1. Equality and Diversity Committees/Networks from across the Institution provide the EDI team with quarterly reports on what is happening in relation to equality from their areas. This has the benefit of assisting the EDI team to example mainstreaming and demonstrates that the University is embracing equality matters as part of its culture and ethos.
2. The VPPC meets annually with the Conveners of the College and Support Groups Equality Committees and to work together address any cross-University equality matters. It is also an opportunity to share ideas/actions, knowledge, and good practice. Committee Chairs can also liaise with EDI on any equality matters at any time. EDI will provide advice or escalate to the VPPC, as appropriate.
3. The Heads of Colleges/Support Groups are fully supportive of promoting equality, diversity & inclusion throughout their Schools/Support Departments in support of the University's equality aims and vision. As well as College level Equality Committees, the majority of Schools in the Colleges have a School level equality committee, and AS SAT Teams/Networks. The Support

Groups have representation from each Support Department on the Support Groups E&D Committee.

In the College of Arts, Humanities and Social Sciences (CAHSS):

4. The School of Economics has organised an international conference in June 2017 to look at gender issues, with an emphasis on the academic labour market, primarily through the lens of its own discipline but also of other social sciences.
5. The School of Philosophy, Psychology and Language Sciences ran three “Promotion & Reward” lunchtime learning sessions for different groups of staff (Principal Investigators, research staff Grades UE06-08 and Professional Services staff).
6. The Business School has developed an [Executive Education Course](#) focused on women leaders to help them prepare for senior management roles.
7. In 2017 the College organised and hosted a workshop for its AS leads on the new AS submission forms and process, which was facilitated by the Equality Challenge Unit.

In the College of Medicine and Veterinary Medicine (CMVM):

8. Click on the link to this [College Equality Committee](#) website and action plan.
9. Edinburgh Clinical Medical Schools provided various equality training for Principal Investigators. Since the 2015 mainstreaming report they have discussed with section Heads data on female representation on committees, seminars and outreach activities; held a biennial ‘Inspiring women – inspiring everyone’ full-day event open to staff and students. In 2014 speakers included Dame Sally Davies and Prof Nancy Hopkins of MIT and in 2016 included Dame Jocelyn Bell Burnell. A student engagement group was established, to engage with medical school staff who administer and deliver UG teaching. They are reviewing recruitment/selection procedures and review personal tutor and career guidance to ensure gender neutrality.
10. The Roslin Institute developed a Family Support booklet (working with Easter Bush HR) that summarises University policies and lists all the specific related activities and resources at Easter Bush.

In the College of Science and Engineering (CSE):

The Equality and Diversity Committee in this College is convened by the Head of the College.

11. The School of Engineering ran a Career Development Focus Group to look at how they could better support Staff.
12. The School of GeoSciences WISE Day was a huge success and attracted a large and varied audience and high profile speakers, including our Principal. Discussions in the afternoon Focus Groups are being written up into an academic paper (in preparation).

13. In the School of Informatics all committees are now being encouraged to rotate membership and also improve diversity by ensuring all staff are made aware of committee vacancies.
14. The School of Biological Sciences WISE Mentoring Group for women PhD students and postdoctoral scientists is facilitated by three female Principal Investigators from the School. The 'Coaching for Success' programme is a partnership project between Equate Scotland and the School of Biological Sciences and has been set up as part of the School's commitment to Equality and Diversity. The success of this initiative was reviewed early 2016 and coaching as offered to another 6 staff in 2017 <http://www.equatescotland.org.uk/women/coaching-success>; lunchtime learning sessions on topics relevant to Equality and Diversity, including on family friendly policies and learning sessions on "Promotion and reward", are provided; and a Family Support Fund was introduced for PhD students with caring responsibilities to ensure they are disadvantaged in their ability to attend conferences or other career development opportunities.

Corporate Services Group

15. Social Responsibility and Sustainability (SRS) run a Student Forum which gives students an informal space to share ideas, explore opportunities to work together, and discuss social responsibility and sustainability issues that impact their day to day life at University. In January 2017 SRS ran a session entitled Let's Talk About Racism by the University's recently-appointed Professor of Black Studies, who introduced the event by giving a talk on "Life at Stake: Imagining Slavery, Imagining Freedom in Black Histories, Memories and Narratives". The event was well attended by staff and students. The Forum also heard from the University and Student Association representatives, as well as the student Black and Minority Ethnic Liberation Group, on what forms racism takes at the University, and what is being done to tackle it.
16. SRS and the EDI unit work closely to on various projects, e.g. Dignity and Respect campaign including Expect Respect (campaign as previously noted). The Director of SRS Convenes the Support Groups Equality and Diversity Committee.
17. Estates have published a new [Estates Accessibility Policy](#) and supporting [Guidance](#). All staff within Estates Development are being given disability awareness training to ensure that they are aware of their duties in respect of maintaining and improving accessibility to the estate.

Information Services Group

18. Information Services Group (ISG) conducted a gender equality survey within the context of the University's commitment to AS, and in line with a broader approach to change management in ISG. They are taking the opportunity to make some innovative moves to address equality and diversity issues for their staff. The survey received over a 50% response rate.
19. The Group has Equality and Diversity as one of the 9 themes within its Change Programme. A range of events, activities and opportunities are advertised across the institution under this theme and it is broadly branded as the 'Playfair Steps' initiative. The name is chosen to reflect the emphasis on 'fairplay' and benefits for all. Notable activities in 2016 included: an open meeting by Dr Rowena Arshad, Head of the School of Education who spoke on 'Race Matters in

the Workplace’; a Presentation from a student intern on using LinkedIn to market ourselves as a diverse and inclusive workplace; Playfair Steps working group meeting sought views and input from across ISG as to activities, initiatives and steps they could be taking; a presentation on [Coding for Diversity](#) which covered gender and accessibility and showed that equality involves everyone, and web developers in particular can design and build solutions that benefit all.

20. ISG have promoted to their departments’ the revised Dignity & Respect Policy and guidance. They have centralised management of application of HR Policy and guidelines concerning leave and absence to avoid unconscious bias. ISG have compliance built into their project planning (e.g. for implementation of new software). They actively promote staff attendance on E&D events, and supported female staff to attend Aurora Leadership Programmes.
21. ISG have a Wikimedian in Residence who has facilitated a range of ‘editathon’ events to improve under-represented areas of Wikipedia and encourage a more diverse group of people to engage with and write for Wikipedia. Events have included Ada Lovelace Day (2015 and 2016) celebrating women in STEM and focussing on biographies of women graduates of Informatics at Edinburgh; Innovative Learning Week 2016 celebrated women in medicine and particularly biographies of Edinburgh graduates; and ‘Edinburgh Spyweek’ writing about women in espionage.
22. The ISG Disability Information Support Officer regularly provides Disability Awareness Training to ISG staff, and most recently to Estates staff. Other activities include: EqIA training to ISG staff; accessibility testing of new IT software systems; input into building developments from an accessibility point of view.

University Secretary’s Group

23. In relation to the Scottish Funding Council Gender Action Plan (GAP), Student Recruitment and Admissions (SRA) published their final GAP in August 2016, and presented the Educated Pass project at a ministerial launch event. They carried out analysis of gender data for applications, offers and acceptances by subject area 2010-2015 (extension of work done for Attracting Diversity project); and also submitted a bid for an intern to research progression and outcomes for students from the under-represented gender in subjects/programmes which are beyond the 75:25 target set in the GAP. SRA are reviewing: outreach to see whether this can address gender imbalance more directly, and Teachers Conference and teacher CPD sessions to see if gender balance issues can be included (as part of the “influencing the influencers” strand of the GAP).
24. SRA also revised information for [mature students and adult learners](#), published on the UoE website, and increased outreach work with colleges to ensure adult learners understand our entry requirements. Evidence shows that adult learners often fail to submit complete applications e.g. missing predicted grades, reference or digital portfolio.
25. The Institute for Academic Development (IAD) ran Ingenious Women, a residential programme (run over a series of 3 weekends) which empowers female researchers to take control of their careers. This ran from April – June 2016 for 30 female researchers. More information at <http://edin.ac/2bij4DF>

26. IAD ran an undergraduate workshop for Student Disability Service Advisors in 2016. This was a follow on from a workshop in 2015 about our online learning resources. The main idea was to let the advisors have a window into what happens in undergraduate workshops. This was split into two themes: firstly, what works and what doesn't in terms of learning; secondly, how we teach critical thinking in the workshops.
27. IAD's Postgraduate Certificate Academic Practice run an entire 10 credit course called 'Engaging with student diversity' with between 20-25 University staff participating each year. The course considers the range of ways in which we can promote equality and diversity amongst the student population. The course is taught by a range of experts from within the University, and Pauline Hanesworth from the Higher Education Academy.
28. IAD featured a few posts on inclusivity and diversity, and ran a special edition of Teaching Matters on the topic in December 2016.
29. The SDS reported to the Learning and Teaching Committee on the implementation of the University's [Accessible and Inclusive Learning Policy](#), and communicated with all Heads of Schools to discuss how the Student Disability Service can work more effectively with their School.

H. External Bodies

1. The University works, consults, and liaises with a wide range of organisations and individuals. For example:
 - The EDI unit attends Equality Challenge Unit Scotland meetings, including Scottish Liaison Group, the AS Scottish Network, (and has chaired this Group for two one year periods), and the Race Equality Network.
 - The University is a member of Stonewall and the EDI unit and members of the Staff Pride Network regularly attend and collaborate on training and events.
 - The University is also a member of the Business Disability Forum, and all staff have access to the members section of their site for information and advice on disability matters. The University Staff Disability Support Officer has regular discussions with the Forum on disability matters and case work.
 - The University is an invited member of the League of European Research Universities (LERU) and the VPPC & EDI staff are members of the Gender Expert Working Group (GEND). This year's GEND meeting is being hosted at Edinburgh University.

I. Reporting and Publication

- 1.** This report, including the progressed Action Plan will be published on the University's [E&D website](#) along with the new Equality Outcomes and Action Plan, and the most recent monitoring and employment information.

Appendix 1 – Action Plan Progress

The following 2013-2016 Action Plan provides progress on actions from the last four years. It includes a column on the reported and published progress as at 2015, and a further column providing information on progress since then to March 2017.



THE UNIVERSITY *of* EDINBURGH

Equality Actions 2013-16 (Progress Report as at March 2015 and March 2017)

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress 2013-15	Progress 2015-17
Equality Outcome 1: Improve the inclusivity of the working and studying environment					
1.1 Continue to develop and further promote the University's Dignity and Respect Policy and associated support, to encourage a culture of mutual respect.	Recruit and train further Dignity and Respect Advisers (DRAs) and publicise their service by September 2013	University HR Services (UHRS) Employee Relations team with the Staff Counselling Service (for staff) Senate Quality Assurance Committee (QAC) for students	All three needs in respect of all PCs (students and staff)	DRAs recruited and in place. Quarterly training provided ongoing. (10 staff DRAs – 6 Student DRAs) DRAs providing annual reports which	Policy review completed & published. 10 further DRAs recruited and trained May 16. New web based framework/toolkit developed & published which includes reporting mechanism. Dignity and

				will allow UHRS to monitor the provision and to decide if more DRAs are required.	Respect Campaign began (Dec. 2016 to Mar. 2017) to raise awareness of the policy, and support systems in place.
1.2 Widen accessibility and inclusion for students - and in particular mainstream common adjustments to provide an equitable level of support and better meet the needs of disabled (and dyslexic) students - through implementation of a new Accessible and Inclusive Learning Policy in 2013/14. Following evaluation, extend mainstreaming of relevant adjustments for disabled staff and visitors during 2015/16.	<p>Publication of Accessible and Inclusive Learning Policy by end June 2013</p> <p>Satisfactory audit of mainstreaming of adjustments by end of 2014/15.</p> <p>Increased student satisfaction ratings in the annual Student Disability Service (SDS) student evaluation survey and Edinburgh Student Experience Survey (ESES) survey.</p> <p>Reduce number of specific adjustments recommended by the SDS.</p> <p>Cessation of use of coursework stickers from 2013-14</p> <p>Recommendations in relation to mainstreaming of adjustments for disabled staff and visitors developed by August 2015.</p>	<p>Senate Learning & Teaching Committee with Student Disability Service (implementation)</p> <p>QAC (monitoring)</p> <p>tbc</p> <p>tbc</p> <p>People Committee</p>	<p>Eliminate discrimination and Advance equality in respect of Disability, with benefits for other groups (students initially, then staff and the wider community)</p>	<p>Accessible and Inclusive Learning Policy published.</p> <p>Mainstreaming of relevant adjustment to staff and visitors not been addressed.</p> <p>Student Satisfaction in the SDS student evaluation survey 2013 = 55% 2014 = 69% (+14%) 2015 = 62% (-7%)</p> <p>The International Student Barometer 2013 = 91%, (up from 84% in previous year).</p>	<p>Complete – Policy published and promoted across the institution.</p> <p>The 2016 Edinburgh Student Experience Survey (ESES) results show no change in student satisfaction within SDS since 2015/16 and remains static at 62%.</p> <p>The International Student Barometer 2016 = 86% (down from 97% in the previous year). A review was carried out and a number of recommendations for improvements will be taken forward intended primarily to enhance the experience of disabled students, and to ensure that the University is fulfilling its legal obligation to make reasonable adjustments. ESES suspended in 2016 pending further review.</p>

<p>1.3 Improve the extent to which new curricula are inclusive by design through revision of the course and programme approval documentation and briefing of Boards of Studies.</p>	<p>Implementation of revised course/programme approval documentation by end of 2013/14</p>	<p>Senate Curriculum and Student Progress Committee</p>	<p>All three needs in respect of all PCs (students).</p>	<p>-Degree Programme Specification includes equality and diversity. -Revision of course/programme approval documentation by end 2013/14 is ongoing work in Programme & Course Information Management Project. - A revised Board of Studies terms of reference was approved for implementation in 2014/15 and "Draft University Level Principles for Programme and Course Design, Development, Approval, Changes and Closure" have been agreed for implementation in 2015/16.</p>	<p>Complete – Policies/ documents live at:- Degree Programme Specification: http://www.ed.ac.uk/academic-services/staff/curriculum/degree-prog-specific</p> <p>Board of Studies terms of reference: http://www.edinburgh.ac.uk/files/atoms/files/board_ofstudies.pdf</p> <p>University Level Principles for Programme and Course Design, Development, Approval at: http://www.ed.ac.uk/files/atoms/files/prog_course_approval.pdf</p>
<p>1.4 Ensure on-going accessibility throughout programme delivery and increase the opportunities for sharing good practice in accessible and inclusive</p>	<p>Evidence of consideration of accessibility in internal programme reviews and sharing of good practice, where relevant, at IAD's annual Sharing Good Practice event.</p>	<p>QAC Institute for Academic Development (IAD)</p>	<p>All three needs in respect of all PCs (students).</p>	<p>QAC: accessibility in programme delivery is part of the standard remit for internal programme review and good</p>	<p>Complete - See 1.3 above.</p>

learning through internal programme reviews.				practice is disseminated where identified. Not all PCs can be covered, since student data is not collected for all PCs.	
1.5 Challenge discrimination and improve awareness of mental health issues University-wide through progressing the University's See Me action plan (attached as Appendix 1) and revising the University's (Student) Mental Health code of practice (CoP) Mental health Strategy Group to be set up and a Fitness to Study Policy to be produced.	As set out in the See Me action plan Publish revised Mental Health CoP by September 2013	As set out in the See Me action plan Work now being headed up by Dep Uni Secy, and UoE mental health strategy to be developed with Student Disability Service and Student Counselling Service.	All three needs in respect of Disability (students and staff)	Mental Health training now revised and to be rolled out across UoE. More work required on this, but has progressed. Current CoP now being taken forward as Good Practice Guidelines: Student Mental Health currently under review but timescale not met?	Complete. The review of support for students with disabilities and the student mental health strategy has concluded and recommendations for improvement were discussed at an open meeting of Senate in Feb. 2017. See also 1.2 Our commitment and actions in support of the 'see me' pledge are now mainstreamed into our equality actions.
1.6 Implement adjustments recommended by the Student Disability Service on an on-going basis, to facilitate disabled students to achieve their full potential.	Increased student satisfaction ratings in annual SDS student evaluation survey and ESE survey. Both sets of survey results show increased levels of satisfaction with the Student Disability Service. Monitor attainment levels of disabled students compared to non-disabled students.	Academic staff (e.g. course organisers, Coordinators of Adjustments), Academic Registry, Library staff. EDMARC		The University now has (an Accessible and Inclusive Learning Policy which mainstreams 7 individual adjustments, previously recommended only for disabled students. Work continues on revising/honing the	Complete. See 1.3 above

				policy and on embedding the mainstreamed support. See http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible_and_Inclusive_Learning_Policy.pdf	
1.7 Enhance support for students with Asperger Syndrome by encouraging and supporting social activity and interaction, to enable their greater participation in University life.	Pilot undertaken during 2013-14	Student Disability Service (SDS) acted in a consultancy basis for EUSA on a separate peer support/befriending project. Update would have to come from EUSA.	Advance Equality and Promote Good Relations in respect of Disability (students)	The Student Disability Service ran a pilot "Transition" event in July 2014 for 8 new students with Asperger Syndrome. Excellent feedback and it is intended to provide this event annually.	Complete. SDS ran an event in July 2016 for students with ASD or Asperger's, to introduce prospective students to academic life. The purpose of this transition event helped these future students to get to know the University & to meet new people & make friends.
1.8 Implement the new staff disability policy and service to provide improved and more visible services and support to meet the needs of disabled staff and promote an environment that encourages staff to let the University know they are disabled and receive individual support.	Project plan in place by September 2013 with clear milestones and timescales, including establishing baseline usage data and a recording system to monitor service delivery. Staff Disability Policy approved by Court. Cannot publish until project undertaken and support required scoped. Disabled staff currently supported/advised through HR.	UHRS Employee Relations team and Staff Disability Steering Group	All three needs in respect of Disability (staff)	Delayed because of funding and establishing reporting lines for staff to refer to. However, project underway to celebrate disabled staff to be launched 3 Dec. 14 Disabled Staff Network established July 2014	A dedicated staff Disability Support Officer appointed Jan 16. Service provision now scoped. Details of the service and guidance added to Equality web, but Support for Disabled Staff Policy is undergoing further review.

<p>1.9 Continue to improve and extend support for the increasingly international and multicultural University community, involving students and staff in the design of services to ensure that they provide value and impact.</p>	<p>New Relocation Service in place by end 2013/14 and positive feedback from international staff.</p> <p>Achieve relevant milestones from the International Student Support Strategic Plan 2012-16</p>	<p>UHRS Resourcing team</p> <p>International Office with Student Experience Project and other student services.</p>	<p>Advance equality and Promote Good Relations in respect of Race (students and staff)</p>	<p>New relocation Policy Guidance and Support for staff currently being consulted on and will be in place circa Sept. 2014.</p>	<p>Complete. See: http://www.ed.ac.uk/human-resources/jobs/working-with-us/relocation-support/relocation-suppliers</p>
<p>1.10 Develop and implement an action plan to advance equality for LGBT students and staff, taking account of the Stonewall Workplace Equality Index and Gay by Degree guide and tailored for UoE.</p>	<p>Action plan developed by December 2013 incorporating governance arrangements and measures and timescales on each action.</p>	<p>UHRS Employee Relations team for staff and QAC for students, working with the LGBT Staff Network and student LGBT groups</p>	<p>All three needs in respect of Sexual Orientation and Gender Reassignment for (students and staff).</p>	<p>Workplace Equality Index submitted and UoE did go up 37 places but more work required. Work underway to refresh/refocus the LGBT staff network.</p> <p>Gay by Degree - UOE Section included.</p>	<p>The 2016 submitted Index scored more than the previous years, but due the increased number of organisations made the process even more competitive, therefore we did not progress up the rankings. We are in discussion with Stonewall Scotland on how to make improvements for the next submission.</p>
<p>1.11 Create a new, University purpose-built childcare facility at King's Buildings and provider pointers to those at other locations with regard to local nursery provision, to help meet the needs of students and staff.</p>	<p>Implementation in summer 2014</p>	<p>Vice-Principal & Director of Corporate Services</p>	<p>Advance equality in respect of Pregnancy/Maternity and Sex, with potential benefits for all groups (students and staff).</p>	<p>Arcadia Nursery due to open Aug 14.</p>	<p>Complete. Nursery opened 2016 and is fully subscribed. See: http://www.arcadianursery.co.uk/</p>

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress 2013-15	Progress 2015-17
Equality Outcome2: Improve the mainstreaming of equality through governance and management					
2.1 Revise and implement new E&D governance, management and consultation structures with the effect that there are both improved clarity of responsibility for equality matters at all levels up to and including the University Court, and effective means of consulting stakeholders, including equality groups.	<p>Establishment of the Equality Management Committee, with regular meetings during 2013/14.</p> <p>2 Revised management and communication structures put in place within Colleges and Support Groups during 2014/15.</p> <p>Review and recommendations for improving consultation with equality groups, including associated resources, completed by end of 2013/14</p>	<p>Vice-Principal E&D</p> <p>EqMC</p> <p>EqMC</p>	All three needs in respect of all PCs (students, staff and wider community)	Excellent. EqMC established Nov 2013. ToR agreed. The Committee has now met five times. http://www.ed.ac.uk/schools-departments/equality-diversity/governance-committees/management-committee . Membership includes an individual from University Court.	Revised equality structures are now in place. EqMC was subsumed into People Committee. See 2.3 below. New Support Groups E&D Committee established and are finalising their action plan. This mirrors the E&D Committees in the Colleges. The dedicated Equality, Diversity & Inclusion Unit, formed in 2015, has taken forward the action on consultation with equality groups.
2.2 Promote the effective use of Equality Impact Assessment (EqIA) to improve the account taken of equality impact in governance,	Evidence of EqIA being undertaken at UoE, College and school/service levels in the University, and of resulting improvements in performance of the Public Sector Equality Duty, during the	EqMC	All three needs in respect of all PCs (students, staff and wider community)	Good. Form and guidance revised and simplified. EqIAs published. Good practice examples	E&D Co-ordinators (EDCs) role re-defined to incorporate EqIA advice EDCs provided with EqIA training. EqIAs now

<p>decision-making, policy and practice across the University, during the period of these Equality Outcomes.</p>	<p>period from May 2013 to April 2017.</p>			<p>added to the Equality web.</p>	<p>embedded as standard practice in many areas, but further work progressing in other areas. Over 250 EqlAs have been published but more action on undertaking EqlAs, including rolling out further training is progressing into 2017.</p>
<p>2.3 Review school/service E&D plans and incorporate into College/Support Group and University strategic/action plans as part of the annual planning cycle, in order to mainstream equality into planning at all levels.</p>	<p>Evidence of E&D plans at school/service and College/Support group levels each year.</p>	<p>Heads of College and Support Group</p>	<p>All three needs in respect of all PCs (students, staff and wider community)</p>	<p>Excellent. EqMC established Nov 2013. ToR agreed. The Committee has now met five times. http://www.ed.ac.uk/schools-departments/equality-diversity/governance-committees/management-committee. Membership includes an individual from University Court.</p>	<p>EqMC replaced by People Committee. College & Support Groups have agreed to provide equality reports from their areas three times a year which will inform Equality annual reporting. The VP People and Culture meets once a year with the Chairs of each E&D Committee, and ad hoc meetings can be scheduled for any pressing equality matter.</p> <p>Central E&DC stood down in favour of Support Groups E and D committee to mirror those in the three Colleges. Membership established and 1st SG</p>

					E&DC Meeting held 1st Feb 16. Members have a dual role and are also EDCs for their area. A Support Groups equality action plan is under development.
2.4 Promote the advancement of equality through procurement criteria and conditions on an on-going basis.	Evidence of used of E&D criteria in relevant procurement exercises.	Director of Procurement	All three needs in respect of all PCs (students, staff and wider community)	Tender documents include equality criteria requirements. UoE Procurement Strategy 2012-16 Procurement includes sections on Equality and Widening Participation and Sustainability.	Complete

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress 2013-15	Progress 2015-17
Equality Outcome 3: Improve awareness and understanding of equality in the University					
3.1 Augment quantitative data on PCs for students and staff to enable better monitoring of academic and employment outcomes.	On-going improvement in availability of data on PCs for staff and students. Plans in place to gather data where it is not held by end 2013/14.	UHRS for staff; Academic Registry/Student Recruitment & Admissions (SRA) for students	All needs in respect of the PCs of: disability, gender reassignment, race, religion and belief, sexual orientation (students and staff)	Survey on staff data still to be implemented.	Complete. Survey on staff data disseminated Oct 2015. Outputs being analysed and added to personnel database (for reporting from 2017). Only 18% return rate received, but this may be because staff don't consider that their profile has changed since the previous survey, so staff may have felt they didn't have to complete it. We will take this into account for the next survey and encourage all to participate.
3.2 Improve availability of data on maternity leave and return, other parental/carers' leave and flexible working for staff (particularly parents/carers)	Ability to report on maternity/parental leave and flexible working through HR systems by end 2014/15.	UHRS and local HR teams	Eliminate discrimination and advance equality in respect of the Age, Pregnancy/Maternity and Sex (staff)	Revised Flexible Working Policy published and guidance being finalised. Flexible retirement	Work patterns for special/family and leave can now be logged on the personnel database. Enhanced Shared Parental Leave (SPL) Policy and

and those nearing retirement) to enable the University to better meet their needs.				already in place. Systems work progressing.	processes also now in place. Uptake on SPL is 31 (15 mother/16 partner who were all males) staff so far for AYL 2016-17 so far.
3.3 Expand regular reporting on equality data in relation to employment, recruitment, development, promotion, Annual Review and occupational segregation, to support the achievement of strategic objectives and other Equality Outcomes.	Publication of EDMARC report annually and additional reports as required to meet the needs of Court reporting on the Strategic Plan, Remuneration Committee, Athena SWAN and others, as well as fulfilling the Scottish Specific Duties. Annual consideration of reports to identify disparities by PC in relation to student and employment lifecycles, and relevant action.	Governance & Strategic Planning (EDMARC) and UHRS EDMARC	Eliminate discrimination and Advance Equality in respect of all PCs except Marriage/Civil Partnership (staff).	EDMARC to sit under umbrella of EqMC, and can include attendance of current membership of EDMARC to discuss data/reporting and annual reports.	EDMARC now reports into People Committee, for consultation and endorsement of annual reporting before going forward to University Court for final approval. EDMARC reports are still progressing annually. Continuing review of data is discussed by the EDMARC Committee. From 2017 Heads of School have been asked to formally report on actions to address concerns identified in their data.
3.4 Analyse student survey data to identify disparities in experience by PC and relevant action.	Equality analysis of 2013 student survey undertaken and recommendations for associated action made by December 2013.	QAC	All needs in respect of all PCs (students)	Surveys are completed anonymously therefore cannot be linked to specific PCs of an individual in the student record. Not all PCs are	We will continue to consider what more can be done to gather student PCs.

				collected in the student record.	
3.5 Promote academic communication and collaboration between and by UoE researchers in fields associated with equality, diversity and inclusion in order to enhance research quality and knowledge exchange for strategic and wider benefit.	Continued collaboration through the LGBT Staff Network between May 2013 and April 2017. Plans for development of academic collaboration in relation to other equality fields set out by end 2014/15.	LGBT Staff Network EDI Unit	Advance equality and Promote Good Relations in respect of all PCs (wider community)	LGBT Network lost momentum but is currently being refreshed. New Committee formed Aug 14. -Disabled Staff Network formed. -Celebrating Disability Project underway. - Part of the Race Equality Charter Mark Pilot - Religion & Belief Task Group formed.	Now fully functional and rebadged as Staff Pride (for LGBT+ colleagues and allies). Member of Network Committee trained by Stonewall and ally, and another staff member trained as LGBT role model for UoE. The Network were consulted. The Celebrating Disability Project has been shelved until 2017.
3.6 Promote and extend staff development to improve awareness and understanding of equality, diversity and inclusion, with a view to enabling staff to advance equality through their work and ensuring an inclusive University culture that values difference.	Substantive increase in take up of relevant staff development opportunities by key groups (e.g. personal tutors, managers) in the period from May 2013 to April 2017.	UHRS, IAD and Heads of College and Support Group	All needs in respect of all PCs (students, staff and wider community)	e-Diversity online module updated. Unconscious Bias training to be implemented Sept. Face to face UB training for Snr Managers being scoped.	Over £3.5k staff undertaken eDiversity. Face to face UB training provided to Snr. Managers 2015/16 and being repeated in 2017. Workshops available on Working in a Diverse University available as standard and always well subscribed.
3.7 Extend staff development provision on mental health	Increase in staff attendance at mental health awareness seminars in the	Occupational Health with HR Learning & Development team	All three needs in respect of Disability (students	Further Action required. OH	Moving forward, the Staff Disability Officer is co-

awareness and related services.	period from May 2013 to April 2017.		and staff)	Review underway. Pockets of training provided but not Uni level.	facilitate the stress and mental health awareness workshops with OH.
3.8 Improve religious literacy through a programme of activity in order to encourage mutual respect and reduce potential conflict relating to differing beliefs.	Attendance at events and publication of guidance during the period from May 2013 to April 2017.	Chaplaincy	Promote good relations in relation to Religion and Belief (students, staff and wider community)	New Religion and Belief Task Group being formed. Can also pick up under Race Equality Charter	Complete and operational.
3.9 Actively publicise E&D activity – with particular attention to race, disability and LGBT activity - with a view to on-going improvement in awareness of the value of equality and diversity and improving the ability of students and staff in minority and disadvantaged groups to feel comfortable in the University.	Positive feedback from students and staff.	EqMC (now People Committee)	Advance equality and Promote Good Relations in respect of all PCs (students, staff and wider community)	<p>Reviving LGBT Network and updating web. Staff News article to make aware of network.</p> <p>-Int. Women’s Day -Portrait Exhibition - New Disabled Staff Network formed + Celebrating Disability Project. - Religion & Belief Task Group formed</p>	<p>Complete all networks and events carried out and ongoing, excluding the Celebrating Disability Project which was delayed until the Staff Disability Support Officer was recruited and scoped the service. It is hoped to revisit the project in 2017.</p> <p>The latest mainstreaming report provides fuller information on equality events.</p>

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress 2013-15	Progress 2015-17
Equality Outcome 4: Improve equity of pay and career progression for all University staff					
4.1 Embed biennial equal pay audits covering all staff and all PCs (where meaningful data is available), to identify of pay gaps and inform action.	Publication of biennial equal pay audit report and identification of action to address disparities.	UHRS Reward and Systems team and Remuneration Committee	Eliminate discrimination and Advance equality potentially covering age, disability, race, religion & belief, sex, sexual orientation (staff)	This already happens for gender. A Group has been set up to look at the analysis of the gender pay gap at Grade 10.	Completed and ongoing. Future reporting will take account of occupational segregation obligations.
4.2 Apply the principles and practices of the Athena SWAN and equivalent Charters in all three Colleges.	Majority of STEM ² schools achieve Athena SWAN awards by the end of 2014. Achieve the Institutional Athena SWAN Silver award, during the Strategic Plan 2012-16. Majority of HSS schools submit for the equivalent award for Humanities and Social Sciences within its first year of operation.	Heads of Colleges and Schools	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (students and staff)	On Target. All CSE and MVM Schools have an award. All of HSS will hopefully have AS or GEM equivalent by 2015.	All eligible areas now hold an Athena SWAN award, except for remaining 5 of the 11 Schools in CAHSS who are submitting in 2017. UoE hold a total of 18 awards, including Institutional Silver.
4.3 Progress the University's Athena SWAN Action Plan	As set out in the University's Athena SWAN Action Plan 2012 (attached as	As set out in the Athena SWAN Action Plan 2012	Eliminate discrimination and advance equality in	Progressing well. See Appendix 2.	UoE achieved Institutional Silver and the Bronze Action

² Science, Technology, Engineering, Maths and Medicine

2012.	Appendix 2).		respect of Pregnancy/Maternity and Sex, with action benefiting most groups (students and staff)		Plan was met. Focus now on the Silver Action Plan. See 4.4 below
4.4 Address the disparity in pay and career progress for women relative to men, through an 'Advancing Gender Equality Programme' covering all staff, to integrate with and supplement already established action.	Set out the Advancing Gender Equality Programme by end of 2012/13. Increase the proportion of female academic staff at lecturer, senior lecturer, reader and professor levels and reduce the gender pay gap for University staff, during the Strategic Plan 2012-16	UHRS Heads of Colleges and Schools	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (staff)	AGE Group set up and met twice this year already. Further meetings being scheduled.	The Group continues to meet and has been rebadged as a Steering Group to more clearly identify as the overarching Group to provide steer gender equality matters and action plans on behalf of the University.
4.5 Address the disparity in the proportion of black and minority ethnic staff on fixed-term contracts relative to white staff, through further investigation and production of recommendations for action by April 2014.	Report and recommendations made to EqMC by April 2014	UHRS with local HR and management.	Eliminate discrimination and advance equality in respect of Race (staff)	UoE accepted into pilot for new race Equality Charter Mark, An action plan will be required as part of the submission to address any issues.	UoE was unsuccessful for a Race Equality Charter Award, but still intend to take forward and action its Race Equality Action Plan over the next 3 years. Progress will be reported in the 2017-21 Equality Outcomes Action Plan.

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress	
Equality Outcome 5: Improve equity of access to education in the University					
5.1 Identify and address disparities in application and admission rates between those who share protected characteristics and those who do not.	EqIA of admissions policies and procedures undertaken, and recommendations for action made to address any disparities identified from available PC data, by August 2014. Plans in place for gathering data for other relevant PCs by April 2014.	SRA with Colleges/Schools	Eliminate discrimination and advance equality in respect of Age, Disability, Race, Religion & Belief, Sex, Sexual Orientation (students)	SRA have set up a project plan to EqIA student policies. Many already assessed. Generic EqIAs of admissions policies and procedures were undertaken in 2013-14 and were published in June 2014.	EqIAs can be viewed at: http://www.ed.ac.uk/equality-diversity/impact-assessment/good-practice The EqIAs highlighted difficulties related to the lack of available equality monitoring data for applicants, which made it difficult to analyse application and admissions rates based on protected characteristics other than age and sex. Refer to Annex A for fuller report.
5.2 Improve the accessibility of the University's estate through continuing to integrate equality consideration into the building and maintenance	On-going improvement in the proportion of the estate that is accessible for disabled people.	Estates & Buildings	Eliminate discrimination and advance equality in respect of Disability (students, staff and visitors)	E&B have agreed to make new & refurbished buildings accessible (not	This is happening and will continue ongoing. Accessibility levels of venues/ meeting rooms now included in Room Booking systems and an accessibility statement is

programme and ensuring timely response to required equality adjustments.				always possible in older buildings) Accessible campus maps/meeting rooms published.	included on campus maps.
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Annex A – fuller reporting on Action 5.2

Data

The EqlAs highlighted difficulties related to the lack of available equality monitoring data for applicants, which made it difficult to analyse application and admissions rates based on protected characteristics other than age and sex.

Pre-application - SRA introduced an online equalities monitoring survey in 2014 for prospective applicants who were booking places at Open Days and other on-campus events to help us understand something about the E&D profile of people who research the possibility of applying to the University. Following negative feedback, the survey was changed to decouple it from the booking form, with a link being included in the confirmation email. Response levels have dropped as a result but it still gives us more information than we have before.

Undergraduate applicants - UCAS provides only gender, age, and any self-disclosed information related to disability at the time of application. Universities are provided with ethnicity data for applicants who had accepted an offer at the end of the cycle.

From 2015 full application data from 2004-2014 was provided by UCAS which allowed year on year analysis of undergraduate application and admissions rates by ethnicity. An updated file including 2015 data was published in June 2016, and a further update is expected in June 2017. In addition, UCAS has started to publish a statistical analysis of equality data for each HEI, with the first one released in June 2016 (for admissions cycle 2015) and the second in January 2017 (for admissions cycle 2016). This means we now have data to allow us to make a more detailed

UCAS began to collect data on other protected characteristics from September 2015 (2016 entry), covering religion or belief, sexual orientation and gender at birth. As with ethnicity, this information is not available to HEIs until end of the cycle. We also expect it to be included in the detailed data provided in June each year.

Direct entry - Postgraduate and other applicants who use the University's direct application process are asked information related to gender, age, disability and ethnicity only. Entrant data is monitored through the EDMARC process.

Ongoing monitoring of data is carried out by SRA to inform admissions staff in Colleges and Schools, and to inform the development of policies and projects to address any disparities.

Analysis shows that there are increasing numbers of female students applying to and entering the University. Numbers of female students applying to and entering STEM subjects is generally showing a small increase, although male applicants are still predominant in CSCE. However, applications to CMVM and CAHSS are increasingly from female students, and male students are very much in the minority.

Applications from UK students from a minority ethnic background have increased in each of the last five years for which we have data. In 2015, 10.7% of applicants indicated that they were from a minority ethnic, up from 8.8% in 2011.

Policy development

Development of the Policy and procedure for applicants who have declared a disability to replace previous Code of Practice. This was approved by RASG in March 2014, and training was provided for admissions staff as part of the implementation of the policy. A further review was carried out in 2016 to assess the impact of the policy's implementation, and changes have been proposed but these are on hold pending publication of the report on the University's review of support for disabled students.

- Development of a new Policy and procedure for undergraduate applications from adult returners to higher education, designed to remove barriers for applicants returning to education, most of whom will be aged 21+ so defined as being mature students. This was approved by RASG in April 2014.
- Development of the Policy and procedure for the recognition of prior learning in admissions to the University of Edinburgh, designed to remove barriers for adult returners and other applicants who may have non-standard qualifications e.g. those who have been unable to attend school or college due to illness or disability. This was approved by RASG in September 2014.
- Publication of a Policy statement on the admission of children, to clarify arrangements for the admission of students under the age of 16.