



**Queen Margaret
University**
EDINBURGH

MAINSTREAMING REPORT

With associated reviewed

Equality Outcomes and Employment Information

APRIL 2021

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**MAINSTREAMING REPORT *with associated reviewed* Equality Outcomes and
Employment Information**

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INTRODUCTION

Queen Margaret University is pleased to publish this report, which sets out progress on mainstreaming equality against a number of outcomes established for the period 2019-2021, and establishes outcomes for the period 2021-25.

Under the requirements of the Public Sector Equality Duty (PSED) introduced in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, the University is required to report on how it is *mainstreaming* equality. The specific duties are stated as aiming to help listed authorities to better meet the general duty and are designed to help develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland.

To meet the specific duties, the University is required to:

- report on progress on mainstreaming the general duty into all functions every 2 years;
- develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered);
- assess the impact of policies and practices against the needs of the general duty;
- gather and use information on employees;
- publish gender pay gap information;
- publish statements on equal pay for gender, race and disability;
- have due regard to the general duty in specified procurement practices;
- publish information in a manner that is accessible.

In 2016, the Scottish Government amended the specific duties to introduce a new requirement on listed bodies to publish the gender composition of their boards and to produce succession plans to increase the diversity of their board.

We consider that there has been significant movement towards mainstreaming equality and diversity throughout the University in the period since the publication of the University's original report in April 2013. Equally, however, we recognise that we need to continue to establish outcomes where we have evidence to suggest inequality, with such evidence providing the basis for targeted action, including enhanced policy and practice.

The last year of the period under review has been extremely challenging as we have dealt with the unprecedented events caused by the COVID-19 outbreak, and planned for recovery and renewal. During the crisis, we have continued to work towards meeting our duties and to achieving the outcomes established in our Mainstreaming report for the period 2017-21.

Throughout this Report, the University has had due regard to the general duties as specified under the Equality Act 2010, and which require the University to:

1. Eliminate unlawful discrimination, harassment, and victimisation.
2. Advance equality of opportunity by having due regard to removing or minimising disadvantage, meeting the needs of a particular group that are different from the needs of others and by encouraging participation in public life; and
3. Foster good relations by tackling prejudice and promoting understanding.

The equality outcomes reflect the protected characteristics of Age, Disability, Faith/belief, Gender identity, Marriage/civil partnership, Pregnancy and maternity, Race, Sex and Sexual orientation.

The University also seeks to remove inequality created by social and economic deprivation in line with Scottish Government objectives and set out in the University's Outcome Agreement with the Scottish Funding Council (SFC): <http://www.sfc.ac.uk/funding/outcome-agreements/2019-20/queen-margaret-oa2019-20.aspx>

The Scottish Funding Council and the Equality, Diversity and Human Rights Commission signed a memorandum of understanding in 2020 designed to ensure greater alignment between University Outcome Agreements and their Public Sector Equality Duty Reporting. A link to this Mainstreaming Report will be included in our Outcome Agreement 2021-22.

The University's Mainstreaming Report 2021 has been developed in consultation with the Equality and Diversity Committee, the membership of which represents staff and student stakeholders, and includes representation from each of the recognised Trades Unions. This report has been approved for publication by the Chair of the University Court.

It is important to state however that Outcomes 2021-25 have been developed in the context of the Coronavirus pandemic. This has reduced the degree of consultation that would ordinarily have taken place, although the development of Outcomes has been informed by ongoing engagement with equality stakeholders and networks, including Advance HE Scotland, and by the evidence we have collected over the period since our last published report in April 2019.

The pandemic has raised significant challenges for the university. It has also served to reinforce our commitment to helping to create a better society through education, research and innovation and by providing a supportive and creative learning environment in which students and staff thrive. Along with other bodies in Scotland and elsewhere, we are continuing to develop our understanding of the equality impact of COVID-19, and how that should inform our planning and the delivery of learning and teaching, and the support we provide to students and to our staff. Consequently, the actions and outcomes described in this report will be reviewed and developed after they have been published.

The report is divided into three sections:

- **Section 1: Mainstreaming Equality:** sets out progress made in mainstreaming equality within the University.
- **Section 2: Review of Current Equality Outcomes:** reflect on progress made in relation to equality outcomes established for 2017-21, and provides an evidence base for revised Outcomes.
- **Section 3: Equality Outcomes 2021-2025:** sets out revised equality outcomes for 2021-2025.

These sections are supported by management information, and by two Appendices: Staff Equalities Data and our Equal Pay Review.

SECTION 1: MAINSTREAMING EQUALITY WITHIN THE UNIVERSITY

1.1 Mainstreaming Equality

Mainstreaming describes the process by which equality and diversity are brought into the core of an institution's work and integrated into day-to-day activities. It is the process by which equality and diversity are considered in relation to all functions, including the development, implementation and review of policies and processes, supported by training and development. For Queen Margaret University, it means ensuring that equality sits at the

heart of its strategy, and operational delivery, in order to create a structure and a culture that embraces and advances equality and diversity: <https://www.qmu.ac.uk/about-the-university/our-strategic-plan/>

It was recognised by the Scottish Ministers in their Proposals published in 2013 that “fully mainstreaming equality is a long term improvement journey”. Queen Margaret University continues to work towards equality being embedded in the culture and structure of the University, so that it better serves its communities. As reported below, the University continues on its improvement journey, having secured some areas of significant progress. We recognise too that there is more to be done.

1.2 Governance and Strategic Planning

1.2.1 University Court and Institutional Committees

Mainstreaming equality requires collective responsibility, but also leadership and commitment from the University Court and through the University’s governance and management structures and arrangements.

Embedding equality and diversity in our governance structures and in our strategic planning process is critical to mainstreaming equality and diversity, as is defining responsibilities, setting performance measures and monitoring progress against those measures.

While responsibility for mainstreaming equality and diversity within the University rests with all staff and students, the University Court is, as a matter of law, responsible for ensuring compliance with the Equality Act 2010 and for ensuring that the University meets its public sector equality duty (PSED) and the specific duties relevant to Scotland.

The University Court has a role therefore in overseeing the University’s performance of its legal duties and in ensuring that appropriate mechanisms are put in place that provide the necessary assurances from the senior management team that legal requirements are being met.

The University Court exercises such oversight through the Equality and Diversity Committee (EDC). The EDC is responsible to the University Court for the development of the strategic framework for equality in service provision and in employment across the University. The Committee reports directly to the Court on its discussions, on the development of specific initiatives, and presents policies and procedures for Court approval. In so doing, it has a function that reflects the general duties.

The Committee is convened by the University Secretary, who is also Secretary to the University Court, and includes in its membership a lay member of Court, appointed by the Court. Its wider membership is designed to reflect the staff and student body and to benefit from a range of perspectives. To that end, it has members drawn from each academic and professional service area of the University, as well as student and trades union representation.

The Equality and Diversity Committee has a remit to eliminate discrimination, advance equal opportunities and foster good relations by tackling prejudice and promoting understanding, thereby ensuring the University avoids the potential for discrimination on grounds of the protected equality strands.

The Committee’s remit goes beyond legislative compliance however. It aims to support delivery of key elements of the University’s Strategic Plan through policy development and

the promotion of examples of good practice from both internal and external sources. It also seeks to develop and maintain effective networking and liaison in equality and diversity issues. This applies internally within the University and externally, with a particular focus on working relationships with professional equality experts and equality bodies such as the Equality and Human Rights Commission and Advance HE.

Along with its responsibility to develop and agree the institutional mission, the University Court has a role in 'establishing a vision for equality, and in moving the agenda beyond compliance to an approach that ensures the richness and diversity of society are reflected and celebrated within the institution'¹.

We consider that we have made significant progress over the last 4 years in terms of the University Court's approach to its equality duties, evidenced through policy development and through systematic review of the diversity of its membership. Progress in terms of the latter is described fully within page 15 of Section 2 below.

A number of other Committees and structures within the University are concerned with eliminating discrimination, advancing equal opportunities and fostering good relations by tackling prejudice and promoting understanding. These include the Research Strategy Committee, the Student Experience Committee and the Widening Participation and Student Retention (WISeR) Board. The manner in which these committees contribute to advancing equality and diversity within the University is discussed further below.

1.2.2 Purpose and Values

The University published its revised Strategy in May 2020: <https://www.qmu.ac.uk/about-the-university/our-strategic-plan/>

The Strategy (and associated Delivery Plan) has been reviewed further in the context of the Covid-19 pandemic. We have acknowledged in our delivery plan that we must contribute to the pandemic recovery, manage its impact, and embed lessons learned over the period of the pandemic into our future development.

We believe that, despite the impact of the pandemic, the core principles of our strategy remain relevant and achievable. Our Strategic Plan continues to reflect the University's established commitment to, amongst other things, promoting inclusiveness, equality, and a sense of community.

We have reframed our Mission and Vision, and have reflected instead on our **Purpose**

We see our Purpose as helping **to create a better society through education, research and innovation**, and by providing a supportive and creative learning environment in which students and staff thrive.

Our purpose is underpinned by our **Values**, which includes **social justice**. We embrace equality, diversity, inclusion, respect, and supporting our communities. Opportunities and access are open to all and on a fair basis.

To fulfil our purpose, we have developed a set of strategic goals, with associated outputs, that are underpinned by our values and our alignment to the internal and external

¹ <http://www.ecu.ac.uk/guidance-resources/governance-and-policies/governing-bodies/>

environment, including how we will contribute towards the Scottish Government's drive towards excellence and equity across the education and skills landscape in Scotland.

Equality and Diversity continue to be a focus of the University's Outcome Agreement with the Scottish Funding Council. The University's Outcome Agreement 2020-21 focuses on our commitment to attract and retain students from a wide range of backgrounds, and to support them to achieve successful outcomes. Over the period during which we have published an Outcome Agreement, we have adopted a definition of 'under-represented groups' that has extended beyond that of the narrow SIMD national indicator and have developed a range of initiatives to increase the participation and retention of those from a broad range of under-represented groups.

The outcomes established in the University's Strategic Plan and its Outcome Agreement are supported by a number of institutional strategies and policies.

The *Student Experience Strategy* exemplifies the University's commitment to delivering high quality educational programmes that satisfy a range of professional and vocational needs but which also develop individuals for a broader role, both in future employment and society. The strategy sets out to 'maximise the potential of the individual, irrespective of their background', to ensure 'sought-after' graduates and postgraduates, who are well educated, creative, independent, and reflective citizens, with transferable skills of flexibility, ready for employment, reflecting a range of academic, multi-disciplinary and transferable skills, as well as an enthusiasm for lifelong learning.

It places the student at the centre of the educational provision. To support that aim, programmes 'will incorporate curricula and learning strategies that recognise diversity in the student body'. It recognises the need for flexibility in patterns of attendance and the needs of all learners and seeks to develop academic and pastoral support structures that support the learner at all stages from pre-entry, entry, progression, graduation and post-graduation.

We are working to promote entry to, and provide education at, undergraduate and postgraduate level for all students, whatever their background. We are committed to enhancing the student experience through delivering equality across the protected characteristics and creating an inclusive learning environment; this applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.

In support of the above, we will continue to develop a range of co-ordinated performance indicators, qualitative and quantitative, that provide the basis of the evaluation of the student experience. These include:

- Application and conversion rates.
- Student retention and withdrawal measures.
- Student attainment.
- Survey results including the National Student Survey (NSS) and the QMU Student Survey.
- Module evaluation.
- Focus groups.
- Internal Staff/Student Liaison Committee feedback and/or feedback from Programme Representatives.
- Annual Programme Review report.

We have made significant progress in collecting data on each of the protected characteristics which provides for improved reporting. Further information on this is provided in section 1.2.5 below.

The Senate, Student Experience Committee and the Equality and Diversity Committee receive detailed reports on student admission, progression, completion and attainment broken down by the protected characteristics. Specific reports are produced annually which set out statistics by gender, ethnicity and disability in relation to students who have submitted academic appeals, have submitted a complaint under the University's formal Complaints procedure, or have been subject to action under the University's Discipline or Fitness to Practise regulations. The total numbers recorded under the latter two procedures are small, and analysis under each of these processes suggests that there are no areas of concern in terms of equality of treatment of students. The Equality and Diversity Committee considers a range of staff equality reports, including the Equal Pay Audit, and EQIAs undertaken on policy developments.

Annual Monitoring Reports are produced by both academic Schools each year. This exercise is a crucial element of the University's quality assurance and enhancement processes, providing an important opportunity for staff to evaluate the programmes for which they are responsible, and for the School Academic Board to exercise its responsibility for assuring academic standards and enhancing the quality of the student experience.

The Student Experience Strategy also commits us to enhancing the student experience by recruiting, developing and retaining excellent staff who reflect the diversity of the student population.

We are committed to ensuring that our staff population is representative of the wider community. Monitoring of that is conducted through profiling of staffing. Evidence in support of that is presented in Section 2 and in the Appendices to this report.

Our strong commitment to equality in research is promoted in a number of different ways, including through the HR Excellence Award for Researcher Career Development and further Athena SWAN recognition. Further details are set out within Section 2 below.

1.2.3 *Equality Policy*

The University's Equality policy articulates the University's approach to Equality in relation to staff and students. Amongst its provisions are that:

- Staff and students at the University are expected to treat others with respect at all times and to challenge discriminatory behaviour, attitudes or practices whenever they occur.
- In support of the above, the University will provide opportunities for staff and students to participate in learning opportunities that enable them to consider their own prejudices and adopt good practice.
- In relation to *staff*, the policy confirms the University's position, which is that staff are afforded equal opportunities within employment, and that entry into employment with the institution, and progression within employment, will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure.

- It is in the best interests of the University and everyone who works within the University to ensure that whenever employment opportunities arise, we consider the human resources, talents and skills available throughout the community. Within the framework of the law, we are committed, whenever practicable, to achieve and maintain a workforce that broadly reflects the community in which we operate and this will include using diverse sources of recruitment and adverts which target specific groups where permissible. The University will also provide fair and accessible opportunities for training and promotion for staff.
- In relation to *students*, we are committed to enhancing the student experience through delivering equality across the protected characteristics and creating an inclusive learning environment. The University encourages early disclosure of disability to allow for the provision of suitable reasonable adjustments prior to entering the institution.
- The University will operate fair and transparent procedures for student assessment, progression, attainment of awards and involvement in other University activities.
- The University will promote the use of inclusive language and avoid the use of words or phrases which are discriminatory or exclusive in all University publications and correspondence.
- The University seeks to increase student numbers from non-traditional groups; extend collaborative working relationships; promote staff understanding of diverse student groups and create an appropriately supportive infrastructure.
- The Court shall promote mainstreaming and ensure equality is an integral part of the planning process. The Court shall also take active measures to encourage diversity in membership and the business of the Court and actively involve students in decision making and policy development.
- The University will ensure a visible commitment to equality in modules and programmes and that all teaching is equality proofed. The University will celebrate and promote good practice in this regard.
- In research, the University will continue current good practice under the Research Excellence Framework and will build on this good practice in the future. The University will celebrate and promote good practice in research by the use of case studies and promotional material.
- The University will maintain its Athena SWAN awards and seek to obtain further recognition to promote its good practice.
- The Equality and Diversity Committee will ensure that the Equality policy and its aims are enacted throughout the University by the scrutiny of emerging policy and procedure under the Equality Impact Assessment regime and through reporting on mainstreaming and the equality outcomes. Student recruitment, retention and progression statistics will be monitored and feedback under student surveys reviewed to ensure the student experience is mapped to this policy. Employment statistics will be reviewed by the Equality and Diversity Committee and published in line with the Scottish specific duties to ensure that, in terms of employment, the University is meeting the aims under this policy.

- The University will continue to monitor its teaching and learning practice via Annual Monitoring Reports for both Schools and through the quality assurance and quality enhancement process.
- The University will commit to maintain its Athena SWAN awards and the good practice established through the Concordat and the Research Excellence Framework.

1.2.4 Equality Impact Assessment

As part of its mainstreaming approach, the University undertakes Equality Impact Assessments (“EIAs”) when reviewing and developing strategy, policy and process. We recognise that not all staff are involved in the EIA process, and that we have still more to do in terms of expanding the pool of trained staff. We have committed to auditing all formal University policy statements/regulations, with a view to producing a definitive register which sets out: policy owner, date of approval/last review and date of EIA. While we have made progress, we recognise that we need to do more, so this remains an outcome in our Mainstreaming Report.

We have made significant progress in collecting data on each of the protected characteristics which provides for improved reporting.

1.2.5 Management Information

We have in place management information capability that provides us with the basis to monitor and evaluate our performance across a wide range of indicators. We recognise though that the usefulness of such management information is reliant on our capacity to collect data and to produce resulting meaningful analysis. This is an area in which we continue to make significant progress in terms of student data collection and analysis, and through the further development of our HR ITrent system.

In terms of *student* data, we have improved our capacity to collect information as suggested by the reduction in the percentage of ‘unknowns’.

Note: Data reported for Session 2020-21 is at 7 April 2021

GENDER	2016/17		2017/18		2018/19		2019/20		2020/21	
Gender not known	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Indicative numbers for 2020/21 suggest that we continue to have no refusals in terms of student gender data.

ETHNICITY	2016/17		2017/18		2018/19		2019/20		2020/21	
Information Refused	51	0.9%	54	0.9%	48	0.8%	37	0.6%	30	0.5%
Not known	11	0.2%	0	0.0%	1	0.0%	0	0.0%	0	0.0%

The percentage of refusals in terms of ethnicity has been on an encouraging downward trend from the 0.9% refusal rate in 2016/17. In 2019-20, the percentage of refusals was 0.6% and indicative figures for 2020-21 suggest there has been a further decrease to 0.5%. We are pleased to report that the number and percentage of unknowns has been maintained at 0 and 0% respectively since 2017/8.

RELIGIOUS BELIEF	2016/17		2017/18		2018/19		2019/20		2020/21	
Information Refused	204	3.5%	220	3.8%	287	4.9%	324	5.5%	309	5.5%
Not known	1096	18.9%	835	14.5%	574	9.8%	104	1.8%	3	0.1%

For religious belief, we are able to evidence an improvement in the reduction of unknowns, from 15.3% in 2016/17, to an indicative 0.0% in 2020/21.

SEXUAL ORIENTATION	2016/17		2017/18		2018/19		2019/20		2020/21	
Information Refused	220	3.8%	230	4.0%	249	4.2%	283	4.8%	285	5.1%
Not known	1282	22.1%	1078	18.7%	1000	17.0%	817	14.0%	700	12.4%

Sexual orientation remains an optional question during annual matriculation for students. However, we have seen a marked increase in the percentage of students responding to this question, with an indicative 12.4% of unknowns in 2020/21 compared with 22.1% of unknowns in 2016/17.

The percentage of students responding to the question, but selecting 'Information Refused', appears to show a slight upward trend, from 3.8% in 2016/17 to an indicative 5.1% in 2020/21.

GENDER IDENTITY	2016/17		2017/18		2018/19		2019/20		2020/21	
Information Refused	69	1.2%	68	1.2%	68	1.2%	76	1.3%	66	1.2%
Not known	1176	20.3%	1027	17.8%	971	16.5%	842	14.4%	792	14.1%

More students appear willing to provide data for the optional question regarding gender identity. The indicative percentage for 2020-21 shows 14.1% of students did not answer the question, compared with 20.3% in 2016/17. The percentage of students responding to the question, but selecting 'Information Refused', has been maintained at around 1.1% since 2016/17.

We will continue to work to improve the percentage of unknowns, but we consider that the information available to us does allow us to produce management reports concerning our student population that are significant in statistical terms. We are able to produce live 'on time' reports that are accessible to all staff, either through direct access to the reports, or by request. In relation to student retention and progression, for example, we provide reports on a monthly basis to all programme leaders and senior academic managers so that any issues emerging are identified. A full suite of Management Information reports on student progress and achievement broken down into each of the protected characteristic groups is included in the Annual Reports for each programme.

Management information and supporting commentary on our staff is set out in Section 2 below and within Appendices 1 and 2 of this report.

SECTION 2: EQUALITY OUTCOMES TO 2021: REPORT ON PROGRESS

As part of the mainstreaming process, and to comply with the specific duties, the University is required to publish, undertake and report on progress on equality outcomes.

Equality outcomes are not targets or processes. An outcome is an aspirational end result which, in the short term, will change awareness, knowledge, skills and attitudes, and in the longer term, will change behaviour, put a focus on equality in decision making and improve social and environmental conditions.

In our Mainstreaming Report 2017-21, we established seven Equality Outcomes. The equality outcomes that form the basis of reporting in this report are:

Equality Outcome 1: The University workforce represents the community it serves.

Equality Outcome 2: Pay Gaps are eliminated where the pay gap is significant in statistical terms.

Equality Outcome 3: Recruitment, progression, retention and attainment of students drawn from a wide range of backgrounds is maximised.

Equality Outcome 4: Our people policies promote inclusive employment and career advancement prospects.

Equality Outcome 5: The particular needs of disabled staff and students are fully accommodated.

Equality Outcome 6: Equality and diversity is embedded fully in the curriculum and in research.

Equality Outcome 7: Women's careers in research and in STEM subjects are advanced through Athena SWAN and other sector initiatives.

We consider that we have made progress during the lifetime of our Mainstreaming Report across all areas. Not all outcomes have been achieved, and not all outcomes will be achievable in isolation - some require partnership working. Some outcomes may not be achievable at all due to larger societal influence, but it is important nevertheless to recognise those that fall into that category.

As far as possible, in reporting progress we have focussed on progress made rather than activities undertaken, although we consider that reporting on activity can be useful in demonstrating how we meet the general duty.

Equality Outcomes 1 and 4: *The University workforce represents the community it serves*

Appendix 1 of this report sets out equalities data in relation to our academic and professional services staff.

In support of our commitment to embedding transparent and fair practices in the recruitment and selection of our staff, all HR policies including those concerned with the recruitment and selection of staff are subject to equality impact assessment. Our Recruitment and Selection Policy states that any applicant declaring a disability who meets the minimum criteria for the position, as described in the job description, will be invited to interview.

In order to ensure fair treatment, we have adopted a competency based approach to interviews; all those participating in appointment panels are offered training and HR support in order to enrich their understanding and ensure consistent application of the competency based approach. The competency based approach supports the objective assessment of competencies linked to the job description reducing the potential for bias in selection decisions.

To further ensure fair treatment of all applicants during our recruitment and selection process, we have put in place a set of e-learning modules, including unconscious bias, recruitment and selection, and equality and diversity. There is a mandatory requirement that all interview panellists complete as a minimum our unconscious bias e-learning before taking part in recruitment and selection process. Dedicated HR Partner support is provided to each area in the university to ensure this mandatory training requirement is applied consistently throughout the university. We are able to monitor completion rates using an external e-learning tool.

We recognise that, having reviewed our current workforce profile and compared it with the Scottish HE sector and the general Scottish population, there are gaps that require to be addressed in order for us to deliver on our commitment to diversity and to ensure that our workforce reflects the communities we serve and the students we seek to attract.

In late 2020, a holistic review of the University's approach to Recruitment and Selection was conducted, with consideration given to the range of ways in which we could improve the way in which we attract diverse talent to support and enable the successful delivery of the University's Strategic Plan. The review analysed our current workforce profile, benchmarking against the profile reported in 2018, the Scottish HE sector and the general Scottish population. The review findings are reflected in the data provided below.

The majority of staff at QMU are female, with female staff representing 66% of our overall staffing population, as they did in 2018. The overall sector trend indicates that the proportion of female academics is increasing steadily. At QMU, the percentage of female academic staff is 71%, a slight increase from 68% in 2018.

In terms of Professorial staff, the gender balance is currently 55% female and 45% male, compared to 60% female and 40% male in 2018. We recognise that the relatively small size of the academic staff population of the University means that the loss of one or two staff can alter the gender balance significantly. We continue to monitor and work to address any significant imbalance.

Staff declaring a disability at QMU account for 6.3%, compared to the Scottish HEI benchmark of 3.6%. The percentage of staff 'declining to say' sits 9%.

In our data, we group staff by age into the following categories: 16-24; 25-34; 35-44; 45-54; 55-64 and 65+. Although the headcount within each category has remained relatively stable, we will continue to monitor and address any imbalance, benchmarking against sector data.

The BAME staff headcount at QMU is 5.55%, an increase from the 4.55% in 2018. We continue to monitor this figure against sector benchmarking data and work to address any significant imbalance.

LGBT staff represented 8.4% of all staff compared to 3% in 2018. It should be noted that those 'declining to say' represented 36% of the staff population, compared to 48.9% in 2018. It is recognised that the increase in disclosure rate may have resulted in the increase to

LGBT staff representation in 2020. We are committed to identifying appropriate actions to encourage disclosure of sexual orientation.

In respect of data on religion and belief, it is recognised that a high proportion of our staff decline to say, with 44.6% being in this category, which is comparable to the 45.5% reported in 2018. Again, we are committed to taking appropriate action to improve disclosure rates. We recognise that, for equalities data to be meaningful and to impact on policy development, we need staff to be confident in disclosing data on their protected characteristics.

Compared to averages for the Scottish HE Sector and the Scottish population, QMU employs, on average, fewer people that are under the age of 25 and fewer minority ethnic staff. The relevant data is included in the full staff data with Appendix 1 to this report. We do not have robust qualitative evidence to explain these gaps. However, they could reflect the fact that, relative to the position in other Scottish HE institutions, fewer young people and minority ethnic people are attracted to roles with QMU, or that fewer people with these characteristics are successful in being appointed to roles for which they apply within the university. It is, of course, recognised that the age profile of academic staff is reflective of the time it takes to gain the qualifications and experience required in order to be successful in applying for vacancies with QMU. We recognise though that it is important both that we understand why we are under-represented by people with these characteristics.

We have established a number of areas for action to increase the visibility and desirableness of QMU as an employer as set out in Section 3 of this report. These including auditing our people recruitment practices against the minority ethnic recruitment tool, and continuing to engage with Advance-HE race equality project leads, and other practitioners.

We have continued to work to ensure that all committees and decision making bodies of the University are representative of its community, and to ensure that that gender balance is maintained on the University Court and its standing committees. The latter is captured in our Gender Action Plan published in July 2017, and due to be updated autumn 2021: https://www.qmu.ac.uk/media/6789/gender-action-plan_july-2017.pdf

The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016 introduced a new duty. Specifically, the regulations provide for the Scottish Ministers, from “time to time”, to gather information on the relevant protected characteristics of board members of listed bodies, to be aggregated into Scotland wide statistics on board participation. The Scottish Ministers are to provide that information back to listed bodies, for such bodies to publish in their mainstreaming reports:

- information on the gender composition of boards
- how they will increase the diversity of boards through succession planning, including use of data on protected characteristics

We moved to collecting equality data in relation to Court members in 2017, in support of our commitment to ensuring that there is an appropriate balance of independent members on the University Court in terms of equality and diversity. This data is now provided to the Higher Education Statistics Agency as part of the annual statutory reporting on Staff. The skills and demographic mix of the membership of the Court is kept under regular review by the University Court Nominations Committee.

Recruitment for independent or lay members during the period 2017-21 continued to address directly the diversity of membership. We have particularly sought expressions of interest from women, disabled people, ethnic minorities and applicants who would further enhance the diversity of the Court. Advertisements for vacancies are placed in a range of

media, including, Women on Boards, with the intention of encouraging a diversity of applicants.

The gender balance on the Court is 50% female and 50% male (April 2020). Lay membership favours women to the extent that they account for 54% of such members. The protected characteristics of Court members are monitored across all 9 protected characteristics. In light of the low numbers in some areas, a full breakdown is not published.

The Court continues to work towards achieving a more diverse membership in terms of other protected characteristics. This is retained as an Outcome for the period covered by this report.

Equality Outcome 2: Pay Gaps are eliminated where the pay gap is significant in statistical terms

As advised earlier in this report, we are committed to the principle of equal pay for work of equal value, free from bias and based on objective criteria. We recognise that, under the Equality Act 2010, women and men have the right to equal pay for work of equal value; this applies to all employees regardless of full or part-time status, casual or temporary contract or length of service. Equally, we also recognise our duty to provide equal pay for work of equal value regardless of differences in age, race, nationality, ethnic or national origin, religion, sexual orientation, marital, civil partnership, parental status or disability.

The University has in place a pay and grading system which is used to assist in determining equal pay across the University. The pay and grading system is applied transparently, based on objective criteria, and free from unlawful bias. The University's policies and procedures associated with pay and remuneration have been developed and implemented with a view to eliminating unlawful bias and are systematically monitored and reviewed.

In order to put the University's commitment to equal pay for work of equal value into practice, we have undertaken to:

- Conduct an equal pay review every two years in accordance with the Public Sector Equality Duty for all current staff and starting pay for new staff;
- Monitor the impact of our policies and procedures associated with pay and remuneration and take appropriate action where necessary;
- Provide guidance for managers involved in decisions about recruitment, pay, benefits and promotions.

For the purposes of our reporting, we consider a pay gap of 5% or more to be significant.

In line with the requirements of the Public Sector Equality Duty, we have reviewed employee salary data collected as at 31st March 2020 as part of our Equal Pay Review 2021. The data collected has been broken down by the relevant areas (Academic/Professional Services), Grades, Gender, Ethnicity, Disability and Protected Characteristics.

Data set out in our Equal Pay Review 2021 suggests that there is a negative pay gap in terms of mean salary of some 5.07% between female and male employees, in favour of male employees. We acknowledge that this pay gap has changed considerably since the most recent Equal Pay audit was conducted. We note that changes of staff within the Senior Leadership Team have influenced this change to a significant degree. If salaries of the Senior Leadership Team are excluded, the negative Pay Gap is reduced to 1.12% in favour of male employees.

The median pay gap for all staff, including the Senior Leadership Team is 1.47% in favour of female employees. As with the previous audit, conducted using data relating to 2018, this gap has continued to narrow. From 2016-2017, this gap was consistently 6.13% in favour of females, narrowing to 2.98% in favour of females in 2018. When excluding the salaries of the Senior Leadership Team, the median pay gap identified is 2.99% in favour of female staff.

By way of context, the Advance HE report titled 'Equality and Higher Education Staff Statistical Report 2020', reported a mean pay gap of 16.1% in favour of male employees and a median pay gap of 13.7% across UK HEIs. As with previous years, the overall gender pay gap in Scotland continues to be wider, with a mean negative female pay gap of 16.2% and median pay gap of 17.2%. In terms of benchmarking, QMU continues to perform better in terms of pay gaps reported for UK and Scottish HEIs.

Analysis of overall salary data by ethnicity does not indicate any significant pay gaps. However, significant pay gaps are identified when the data is split between Academic and Professional Services Staff. In terms of median salary data there are pay gaps at Grade 4 of 5.22%, at Grade 7 of 5.72%, and at Grade 8 of 14.96% in favour of non-BME employees. A mean pay gap of 6.57% in favour of non-BME employees has also been identified. In comparison, a mean pay gap of 9.62%, and a median pay gap of 8.22% is identified in favour of BME staff at Grade 10.

A more detailed analysis is required in order for us to understand fully the underlying causes of these pay gaps. Initial examination has identified that within Grades 4, 7, and 8, there are significantly higher numbers of BME staff, when compared to non-BME staff, allocated to the lower salary points within the scale for each grade. In comparison, at Grade 10, a higher percentage of BME staff are currently paid at spinal points in the discretionary range, and closer to the top end of Grade 10.

In terms of staff declaring a disability, significant pay gaps are identified in mean and median data in favour of staff with no declared disability. We acknowledge that the staff data we hold is not robust enough to offer a detailed comparison by grade, but it is possible to confirm that pay gaps exist within Academic and Professional services.

We will continue to pursue actions to address the pay gaps set out above, as set out in the Equal Pay Review Action Plan that forms part of our Mainstreaming Reporting. In particular, we will focus on the following specific pay gaps actions as outlined in our equal pay report:

- We will investigate the root causes of the negative change in the mean gender pay gap and we will discuss options for resolving these causes with the Senior Leadership Team and our recognised Trade Unions. Initial analysis indicates that length of service and a higher number of male employees being places on the organisation's discretionary pay points are factors, however detailed research will be undertaken to fully understand these, and other identified factors.
- We will provide training to managers to raise awareness of issues relating to occupational segregation and gender pay gaps, whilst continuing to promote E-learning Unconscious Bias training to all managers and recruitment and selection panellists.

- Address the ethnicity pay gap by engaging with Advance HE's Race Equality Project Lead in respect of the 'Investing in a Diverse Workforce' theme for advice and guidance. In addition, we will use new joiner and leaver surveys, as well as other means, to enhance our knowledge on the experience of all staff in applying and working at QMU in order to inform the university's future actions.
- Expand our understanding of issues related to equality and diversity that have arisen as a consequence of the COVID-19 pandemic in order to address them and embed support towards staff through our policies and procedures.
- We will work to ensure that our Reward and Recognition Policy and Procedure provides transparent process for reward and promotion of staff, and we will continue to work with managers to raise awareness of issues relating to occupational segregation and gender pay gaps, whilst continuing to promote E-learning Unconscious Bias training to all managers and recruitment and selection panellists.

We remain committed to the real Living Wage as an accredited Living Wage employer.

Equality Outcomes 3 and 5: Recruitment, progression, retention and attainment of students drawn from a wide range of backgrounds is maximised/The particular needs of disabled staff and students are fully accommodated.

In progressing these outcomes, we have stated that 'actions set out in the University Outcome Agreement 2017-20 will be implemented fully'. In reporting on progress, we replicate some of the narrative set out in our Interim Outcome Agreement 2020-21, and our Outcome Agreement 2021-22 (date of publication not yet advised to Universities).

In terms of our student population, we continue to focus on ensuring that potential students from under-represented groups are fully informed about courses, entry requirements, and the student experience to assist them to make informed choices.

We have adopted a wider definition of 'under-represented groups' that extends beyond that of the SIMD national indicator, we have included specific outcomes for protected characteristic groups in our Outcome Agreements since 2011. We have in place a range of initiatives to increase the participation and retention of those from a broad range of non-traditional groups. This includes disabled students, BME students, mature students, and male students studying Allied Health programmes.

We are committed to enhancing the student experience by creating and promoting an inclusive learning environment. This applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training. We continue to benchmark and evaluate our performance in this area, primarily through the Equality and Diversity Committee and through the Widening Participation and Student Retention (WiSeR) Board.

We review regularly data is gender, age, ethnicity, disability, gender reassignment, religion and belief, sexual orientation and pregnancy and maternity. Our Outcome Agreement Data Group, which is a sub-group of the WiSeR board, meets at key points in the year to monitor and review progress in the achievement of our Outcome Agreement outcomes. Using both SFC national measures and institutional specific measures, it identifies areas of potential intervention in response to any emerging trends as appropriate and where possible.

Student Entrants

In terms of benchmarking our performance, we have used statistics drawn from HESA's HEIDI+ statistical platform showing the percentage of students from the Scottish HEI sector as a whole alongside figures from our internal reporting platform.

		2016/17	2017/18	2018/19	2019/20
Disabled students	Scotland	11.4%	12.3%	13.3%	14.2%
	QMU	15.3%	17.0%	18.6%	18.5%
Students from BME background	Scotland	6.4%	6.7%	7.0%	7.3%
	QMU	10.6%	10.6%	10.5%	9.8%
Mature students	Scotland	63.0%	63.1%	63.9%	64.9%
	QMU	59.1%	60.5%	62.3%	62.5%

In 2019/20, we remained above the steadily rising sector average for all of the above measures, with the exception of mature students, although the upwards trend is matched. The percentage represented by our BME students in 2019/0 after a steady increase in the previous years.

We committed to recruit and retain students with declared disabilities at a level above the rest of the Scottish University sector, and have continued to achieve that level.

Regarding the proportion of entrants with protected characteristics, using the SFC national measure, figures from November 2020 for Scottish Domiciled Undergraduate Entrants (SDUEs) in 2020-21 suggest that 17% of such entrants have declared a disability, 6% are from BME backgrounds, and 46% are mature. We know from experience that the percentage of disabled students will increase during the year as additional students declare, or are assessed through referral to the disability services team. The University is no longer notified automatically when a student is in receipt of the Disabled Student Allowance, but has to pursue this directly with the student. This has an impact on the accuracy of the data collection.

We are committed to progress work in support of our Race Declaration, made in August 2020: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/sector%20racism%20declaration%202020.08.2020_1599751012.pdf

This commitment will extend beyond 2020-21. In support of the declaration, we have established a Race Equality Steering Group under the leadership of the Principal, and are progressing priority work-streams, including:

- Fostering an anti-racist culture of understanding.
- Decolonising the curriculum.
- Constructing systematic, anti-racist development practices.
- Investing in a diverse workforce.
- Recording and responding effectively to racist incidents.
- Monitoring and reviewing organisational race data.
- Consulting with Black community partners.

We continue to be supported in our work by the Advance HE Project Team in Scotland, and the resources represented by the Race Toolkit. We are working also with colleagues across the sector as part of the Quality Assurance Agency Scotland's Enhancement Themes, and will focus during 2021-22 on work being progressed currently by our Student Experience Committee on Decolonising the Curriculum.

We recognise that, application and entry to some degree programmes is subject to wider societal influences. Audit Scotland's report on the Scottish NHS workforce records that 1 in 10 of the Nursing workforce is male, and that 2 in 10 of the Allied Health professions are male. A rebalancing of the student demographic requires partnership working with schools, Colleges, parents, and with the professions and wider community influencers.

We have a very similar percentage of males to females to the national picture (differences of 1%). The data on mature students suggests that the gender split is less pronounced, and the conversion rates are much higher, which might be evidence of the work our staff are engaged in with applicants entering the university through alternative routes.

A report for NHS Education for Scotland (NES) on underrepresentation of men in nursing recommends the need for a positive national 'rebranding' of nursing, a co-ordinated marketing campaign by colleges, universities and the NHS including the use of high profile examples of men in nursing (Whitford et al 2018). We continue to promote Nursing as a career for men through a number of video profiles on our website, and as part of our 'Step Up to QMU' promotional campaign www.qmu.ac.uk.

We have produced and published a promotional leaflet in full colour A5 format, highlighting the range of careers available with a Nursing degree. The leaflet features five student profiles, three of whom are males. Our website also reflects this commitment also: <https://www.qmu.ac.uk/study-here/student-stories/gareth-pocock-bsc-hons-nursing-year-3/>

We are fully committed to our duties under the British Sign Language (Scotland) Act, and to contributing in a meaningful way to the first BSL National Plan. We published our BSL Action plan in October 2018: <https://www.qmu.ac.uk/footer/bsl-action-plan/>

Our Plan 2018-2024 is framed around the same long-term goals as the national plan, where these are relevant to our work. We believe we have developed a plan that is ambitious, responsive, builds on our progress and which will be shaped continually by national initiatives, local needs and the priorities of BSL users. Our actions are embedded into our Inclusive Learning and Teaching Materials Policy, and feedback sought from students and staff through informal and formal mechanisms, including staff development and workshop sessions.

We believe we have an important contribution to make to the plan through the delivery of online modules in Advanced BSL/ Interpreting, and the delivery of an on-line Postgraduate Diploma/MSc in BSL/English Interpreting: <https://www.qmu.ac.uk/study-here/postgraduate-study/2021/msc-pgdip-bsl-english-interpreting-post-registration/>

The disruption to primary, high school and college education arising from the COVID-19 pandemic has been significant, and delivery of face-to-face engagements presented a number of operational challenges to the University initially. However, since March 2020, we have moved the majority of our activity to online delivery successfully. The renewed focus on on-line delivery promoted the review of our web pages and resources and the production of enhanced content by our Widening Participation and Outreach team. This work will continue over the remainder of Academic year 2020-21 and beyond to ensure respective audiences can access useful and up-to-date information and resources with ease.

The extent to which individual pupil and college student learning has been affected has still to be fully understood, but it is clear that many students and pupils have missed out on learning, and that disadvantaged individuals are likely to have been disproportionately affected. A recently published research brief from the Sutton Trust states that ‘the impact of the pandemic on learning continues to be unevenly felt, with over half (55%) of teachers at the least affluent state schools reporting a lower than normal standard of work returned by pupils since the shutdown, compared to 41% at the most affluent state schools and 30% at private schools’².

It was in recognition of this immediate crisis that the University and East Lothian Council joined forces with the STV Children’s Appeal and a local family charity to launch the East Lothian Tutoring Initiative: <https://www.qmu.ac.uk/news-and-events/news/2021/20210121-east-lothian-tutoring-initiative/>

This tutoring initiative is focussed on students who are in 4th – 6th year and meet one or more of the following criteria:

- from a low income background (for instance where a student is entitled to EMA, free meals in school, or where the family is entitled to a benefit such as Universal Credit);
- has spent time in care or being looked after or who is estranged;
- is a young carer - by this we mean a young person who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support;
- lives in one of Scotland’s 20% most disadvantaged communities as defined by the Scottish Index of Multiple Deprivation (SIMD20).

The programme delivers 10 weeks of online sessions to pupils across the six partner schools, offering over 100 pupils the opportunity to take part in the programme. Delivery is focused on Maths and Science support. Each of the six schools have appointed a Programme Coordinator, to identify and prioritise young people who meet programme criteria for referral to the tutoring initiative. We were delighted to form a partnership with Edinburgh College, which will guaranteeing an unconditional offer to pupils who engage in ELTI.

We continue to support prospective S3 to S6 high school pupils (and their families and advisers) in partnership with the Schools for Higher Education Programme (SHEP). Our engagement with the Lothian Equal Access Partnership (LEAPS) also provides us with access to over 5000 pupils through a range of activities, including one to one interviews with S5/S6 pupils.

In addition to our work with partner agencies, we deliver a number of university led programmes of engagement, including our Summer School, which is supported by Santander Universities. The summer school targets P6 and P7 pupils from widening participation backgrounds attending schools throughout Edinburgh and the Lothians. We were delighted to be able to deliver our Summer School in 2020 through online delivery. We plan to deliver an on-campus Summer School in 2021, subject to any Covid restrictions in place at that time.

² Learning in Lockdown: Rebecca Montacute and Carl Cullinane, January 2021

Student Retention and Attainment

We recognise a range of factors contribute to student persistence, including good mental health and wellbeing, engagement in academic study and participation in social groups. Student resilience and persistence is promoted also by access to dedicated support for additional learning needs, through peer mentoring, by providing access to financial advice and support and through targeted interventions at key transition points, from pre-entry through to post-graduation. The Coronavirus emergency has had an impact on many of these contributing factors, and will continue to do so for a further period.

We have a number of strategies in place to enhance student engagement, persistence and retention. Our approach offers support to students throughout their student journey and beyond, recognising that promoting retention and success to all, benefits all. Initiatives are evaluated through student feedback and evidence of impact.

As described throughout this document, we have adapted, and moved to on-line delivery of services and initiatives to ensure continued student support throughout the Coronavirus pandemic.

Withdrawal and deferral reports are reviewed on a weekly basis. At the time of writing, reports suggest that there is a notable increase in student deferrals, while student withdrawals remain comparable to the previous year.

Throughout the differing levels of restriction placed on the university due to the pandemic, we have provided a full range of support services to students, both on-line and face to face. Student Services staff, including Wellbeing and Counselling staff, returned to campus in August 2020, after careful risk assessment, and under strict hygiene and other mitigation measures. Staff have continued to deliver face to face and online appointments, with students having the opportunity to choose either. Between 40-50% chose to access support face to face. From a therapeutic point of view, this has been very beneficial for the students.

We have observed that, during the pandemic, there has been a change in the issues with which students have presented. We believe that many have found the move to on-line learning challenging, with many students with dyslexia, anxiety and additional learning needs having presented in particular.

We have held a number of online “isolation cafes” in partnership with the Students’ Union (SU) for students who have been socially isolating and have felt isolated or have had queries. We have also provided wellbeing walks in partnership with the SU for students to encourage students to get out and to break some of isolation felt.

Given the required changes to the delivery of teaching and learning since March 2020, we have been unable to monitor student engagement through our Electronic Record of Attendance system. We continue to evaluate the most effective alternative way to monitor student engagement over our existing platforms, including access the Student Hub. Students identified as not engaging and considered to be at risk of not persisting with their studies are offered appropriate academic and pastoral support and guidance.

We continue to work to remove stigma around mental health. Our Student Mental Health and Wellbeing Steering Group, which is a joint partnership between the Students’ Union and University, developed our Student Mental Health and Wellbeing Policy, available at <https://www.qmu.ac.uk/media/5900/student-mental-health-and-wellbeing-policy-october-2016.pdf>

We deliver an integrated system that supports students with mental health issues across different levels. The key features of our model are:

- *Mental Health and Wellbeing Policy*: key principles of promotion, prevention and support.
- *Investment in Wellbeing and Mental Health Mentoring* through our Wellbeing Service.
- *Integrated approach*: all services work together, including Personal Academic Tutors, the Students' Union, Accommodation and Student Services.
- *Pro-active approach*: based on data analysis. Our Stay-on-Course process flags students who are not attending classes and offers Wellbeing Adviser support to get the student back on track.
- *Preventative approach*: investment in Wellbeing, Counselling, Sports, Five Ways to wellbeing.
- *Scotland's Mental Health First Aid (SMHFA) training*: 25% of all QMU staff have been trained over the last two years, as well as over 100 students.
- *Collaborative work*: Local GP Practice, CHANGES charity; East Lothian Council to provide an all-round support service on and off campus.

We have developed a number of new partnerships during the pandemic and have established referral routes for students to alcohol and drugs services (MELDAP) to the Primary Mental Health Service (CWIC), as well as with local Women's Aid and Rape Crisis groups. We have used funding from the Lottery Young Start Fund to extend our training programme for students, and to invest in online 24/7 support through Togetherall, as well as training delivery on Mental Health First aid, Working with Trauma and Mindfulness training. We have also invested in a number of resources around Gender Based Violence (GBV) using this funding.

SFC funding for additional counselling posts supported the recruitment of two new counsellors, each at 0.6 FTE, to the existing Counselling and Wellbeing teams. Specifically, the additional resource has:

- Provided additional drop-ins for self-help and wellbeing support, and for preventing/tackling sexual harassment and violence.
- Delivered psycho-education workshops and staff training.
- Undertaken Counselling assessments.
- Delivered brief Counselling and One-at-a-time Therapy/Single Session Therapy.
- Increased links with local stakeholders

We have built into this additional resource specialist support to assist us in our commitment to addressing sexual harassment and violence. We are working collaboratively with Edinburgh universities and relevant partners to address GBV as part of a wider, regional approach to tackling violence, harassment and hate crime against university students.

We are a member of the Fearless Edinburgh group, which is a multiagency partnership tackling and preventing sexual violence through joint strategic and operational actions. Fearless Edinburgh aims to provide a collective approach and voice to tackling sexual violence for our students. Membership has expanded to include Edinburgh College, SRUC, NHS and Edinburgh Rape Crisis. Primarily focusing on further and higher education settings, the partnership is committed to ending sexual violence by challenging harmful behaviours and attitudes, supporting those impacted and building confidence.

We are contributing to the regional, joint objectives identified in the joint action plan, whilst also developing specific on-campus projects and interventions. We have established a 'Tackling Sexual Harassment and Violence' Working Group to progress our approach to the

prevention and reporting of GBV. Reporting to the University’s Equality and Diversity Committee, the Group’s membership is drawn from key departments across the University, and is co-convened by the Student Union President and the Assistant Secretary for External Liaison and Student Services. Externally, we have members from Police Scotland and Edinburgh Rape Crisis.

The aim is to work collectively to promote a learning environment and campus culture that embraces equality and mutual respect, and rejects all forms of GBV, sexual violence and the attitudes and behaviours which support them. The group is working to ensure that there are clear and well publicised points of contact for students and staff reporting on cases of sexual harassment and violence. The remit of the Working Group includes implementation of the Scottish Government’s Equally Safe in Higher Education Toolkit, and coordination of University level activities. We have worked to review policies, provide guidance for staff and students, and secure senior level support in line with best practice guidance set out in the UUK ‘Changing the Culture’ publication.

Our Students’ Union has led on the delivery of Bystander Training for students and staff, in cooperation with Police Scotland. A series of staff training sessions delivered early in 2020 focussed on dealing with disclosures, and on equipping staff members with further knowledge and awareness around sexual harassment and violence, including dealing with the disclosure of incidents. We will extend the learning from this into our anti- racist work.

Support and advice for students is set out on a dedicated page on our website which covers consent, getting support, giving support and hosts the reporting tool:

<https://www.qmu.ac.uk/study-here/student-services/sexual-harassment-and-violence/>

To progress our commitment to retain more male students, we established a short-life working group during Session 2019-20 to develop an improvement plan. The group met twice, with student representation through the Student Vice-President, and considered a broad data set, including male student engagement with support services, progression and retention. Work was paused however due to the more immediate priorities for members presented by the pandemic. The group will re-convene and progress its work in spring 2021.

In terms of retention, we recognise that the relatively small numbers involved means that any increase in drop out numbers has a significant impact on the retention percentage measure. As part of QMU’s Outcome Agreement with the SFC, targets for retention have been set and our progress against them for the relevant protected characteristics is provided below.

	Target 2019-20	Actual 2019-20
Male	92%	88%
BME	92%	90%
Mature	92%	92%
Disabled	92%	94%

Source: Outcome Agreement 2019-20

The target for mature students has been met and targets have been exceeded for disabled students. Retention for male students improved slightly in 2019-20, but continues to be below our target. Retention for BME students has decreased in 2019-20 and is below our target. At this stage, we have not evaluated the impact of Covid on these figures.

Student Attainment

An analysis of student attainment, as measured by degree classification, suggests that there outcomes have improved in a number of categories, but there is work to be done. In line with the HE sector, female students perform better than male students in terms of degree outcome, as do

Performance has improved for disabled students, male students, and BME students, but each of these groups underperform against the benchmark. BME students under-perform by some 11%. While the gap has closed a little on the previous year, we need to understand the reasons for this gap. This forms an important part of our work going forward.

Honours graduates with a 1st Class or 2:1 award		2016/7		2017/8		2018/9		2019/0	
All		78.5%	(441/562)	79.0%	(478/605)	79.6%	(487/612)	81.2%	(544/670)
Gender	Female	79.7%	(349/438)	79.1%	(363/459)	81.4%	(376/462)	82.9%	(422/509)
	Male	74.2%	(92/124)	78.8%	(115/146)	74.0%	(111/150)	75.8%	(122/161)
	Other Gender	n/a	(0/0)	n/a	(0/0)	n/a	(0/0)	n/a	(0/0)
Disability	Disability Declared	78.6%	(81/103)	71.6%	(73/102)	76.9%	(93/121)	79.9%	(131/164)
	No disability	78.4%	(360/459)	80.5%	(404/502)	80.2%	(393/490)	81.6%	(413/506)
Ethnicity	BME	67.9%	(38/56)	74.5%	(35/47)	66.1%	(39/59)	70.9%	(39/55)
	White	79.4%	(397/500)	79.2%	(438/553)	80.9%	(444/549)	82.1%	(504/614)
Religious belief	Religious belief	75.3%	(137/182)	76.2%	(131/172)	75.6%	(127/168)	77.3%	(191/247)
	No religious belief	78.4%	(185/236)	78.8%	(242/307)	81.6%	(252/309)	84.8%	(324/382)
Sexual Orientation	Heterosexual	77.2%	(291/377)	77.9%	(328/421)	79.2%	(369/466)	81.5%	(414/508)
	LGB+	80.0%	(28/35)	82.4%	(28/34)	85.4%	(35/41)	80.0%	(52/65)
Gender Identity	Gender identity different from gender assigned at birth	0.0%	(0/1)	50.0%	(1/2)	85.7%	(6/7)	66.7%	(2/3)
	Gender identity same as gender assigned at birth	78.0%	(316/405)	78.4%	(344/439)	78.5%	(368/469)	81.6%	(429/526)
Marital Status	Co-habiting	84.6%	(11/13)	73.7%	(14/19)	47.1%	(8/17)	92.9%	(13/14)
	Divorced or civil partnership dissolved	50.0%	(1/2)	100.0%	(4/4)	n/a	(0/0)	50.0%	(1/2)
	Married or in civil partnership	83.3%	(15/18)	81.3%	(13/16)	81.0%	(17/21)	77.8%	(14/18)
	Separated (but still legally married or in CP)	60.0%	(3/5)	100.0%	(1/1)	66.7%	(2/3)	100.0%	(2/2)
	Single (never married or never in CP)	78.1%	(275/352)	77.9%	(296/380)	80.0%	(331/414)	81.5%	(391/480)
	Widowed or a surviving partner from a CP	n/a	(0/0)	n/a	(0/0)	n/a	(0/0)	n/a	(0/0)

Equality Outcome 4: *Ensure that our HR policies promote inclusive employment opportunities and provide clear advice to all staff on opportunities to work flexibly.*

The University has a wide range of HR policies, which are reviewed on a regular basis to ensure legislative compliance and best practice. HR policies are subject to rigorous equality impact assessment and consultation with our recognised Trade Unions. Staff in HR undertook a major policy review 2019-20, with policy updates prioritised based on the current needs of our staff and external legislative changes. A fixed term and open-ended contracts policy has been introduced to ensure that staff on fixed term contracts are treated equally in relation to terms and conditions. We are reconsidering our approach to flexible working on the basis of feedback from Trade Union representatives and managers.

Equality Outcome 5: The particular needs of disabled staff and students are fully accommodated.

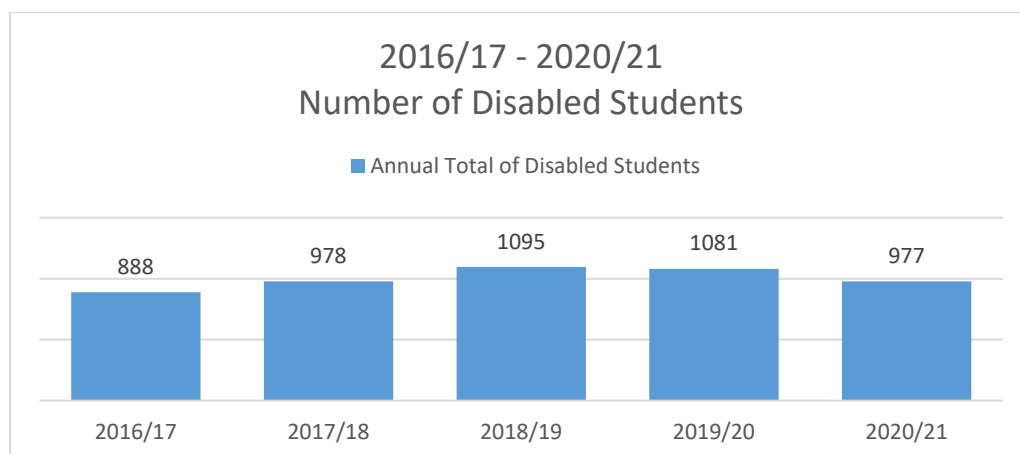
Staff are able to access support in matters relating to disability from the HR department or through the University’s Health and Safety Adviser. The University accommodates many adjustments for staff on the basis of disability, both in relation to workstations and working arrangements, such as adjustments to working hours, start and finish times etc. By their nature, many of the adjustments are specific to the individual staff member, but consideration is given also to whether the adjustment could be implemented for all staff.

The University delivers training is to staff on Scottish Mental Health First Aid, and to date, 25% of staff have undergone this training.

The Student Disability Service provides a range of appropriate support to eligible disabled students, so as to ensure they are not placed at a disadvantage in relation to their peers by virtue of the impact of their disability. In doing so, the Disability Services supports the University in meeting its legal duties under the Equality Act 2010.

Figure 1 below illustrates the total number of disabled students known to the Disability Service over the five year period 2016/17-2020/21

Figure 1: Total number of Disabled Students



A wide range of support is provided in response to disabled students’ needs, including: Individual Learning Plans, Disabled Student Allowance (DSA) Needs Assistance, access to medical or psychological evidence from professional/clinical experts; assistance with DSA application/re-application; support in arranging DSA equipment from suppliers or DSA non-medical personal help; provision of assistive technology training; equipment loan, referral or signposting to other student services; and help to source non-medical personal help or consumables where not DSA supported. Equipment available includes laptops installed with assistive software eg Texthelp ReadandWrite GOLD, Mindmanager, SSOVERLAY and Audionotetaker; multifunctional devices, digital voice recorders, and ergonomic items.

The Disability Service is validated by the Scottish Government Disabled Students Advisory Group (DSAG) Revalidation Panel, which means that the University continues to directly assess students with Specific Learning Difficulties, Mental Health Difficulties and with Autistic Spectrum Conditions.

Equality Outcome 6: Equality and diversity is embedded fully in the curriculum and in research.

We believe that the University's Quality Assurance and Enhancement processes represent an area of good practice in mainstreaming. This includes the validation and review of new and established programmes, and the annual monitoring of all programmes.

During the validation and review process, the checklist for approval panels explicitly invites panel members to consider whether there is:

- sufficient evidence that the Programme will contribute to widening access and engaging students from non-traditional backgrounds and under-represented groups
- sufficient evidence of curriculum innovation and development to enhance equality and diversity, as well as to address potential exclusionary aspects of the programme and to encourage students to think globally and locally
- evidence of inclusive teaching practices.

As noted above, have established a Race Equality Steering Group, under the leadership of the Principal, which is progressing priority work-streams, including:

- Fostering an anti-racist culture of understanding.
- Decolonising the curriculum.

We continue to be supported in our work by the Advance HE Project Team in Scotland, and the published Race Toolkit. We are working also with colleagues across the sector as part of the Quality Assurance Agency Scotland's Enhancement Themes, and will focus during 2021-22 on work being progressed currently by our Student Experience Committee on Decolonising the Curriculum.

In terms of embedding equality in research and research practices, we have:

- Continued to enhance gender equality initiatives beyond the traditional STEM domain of Athena SWAN to promote initiatives such as the Stonewall Equality Index.
- Increased the number of women undertaking the Aurora Programme to eight, as part of our support and encouragement women into leadership positions. In 2020, an internal network of Aurora delegates, past and present, was established as a supportive forum for sharing ideas, experiences and best practice. It is envisaged that those participating in the network will mentor future delegates.
- Publicised and implemented the QMU REF Equality Code of Practice.
- Secured the Athena SWAN Institutional Bronze award, and now working towards maintaining that award for next renewal submission in April 2022.
- Implemented the Vitae Researcher Development Framework and Planner with a section on Equality and Diversity in Research Careers.
- Actively participated in Vitae's Every Researcher Counts Project
- Introduced maternity coaching to support researchers in their careers pre and post maternity leave.

Equality Outcome 7: Women's careers in research and in STEM subjects are advanced through Athena SWAN and other sector initiatives.

Our strong commitment to equality in research is promoted in a number of different ways, including through the HR Excellence Award for Researcher Career Development and further Athena SWAN recognition and Aurora leadership programme commitment

We continue to champion equality and diversity in research careers, both within and beyond the traditional domains of STEM and Athena SWAN. We have held an institutional Athena SWAN bronze award since 2013 and hold a departmental bronze award for the Division of Nursing. We introduced a new 4-year institutional action plan in 2018, and as part of our ongoing commitment to Athena SWAN, have prioritised a rolling programme of departmental applications across STEM and AHSSL departments over the next two years. A revised Athena SWAN governance approach has been agreed, and a dedicated Athena SWAN communication plan identified.

In September 2018 we were part of the first cohort of UK universities to submit to the Concordat for Research Careers HR Excellence in Research Award Eight Year Review. Retention of the award after eight years is a significant achievement. We are the first UK post 92 institution to receive this award. We have welcomed the timely production of the UKRI Review of the Concordat to Support the Career Development of Researchers (June 2018). We embraced some of the helpful key themes presented in the Review, relating to Researcher Independence, Freedom to Innovate and Equality in the delivery of our Concordat Action Plan 2018-2020. In March 2019 we received confirmation that we had been successful in our retention of the award.

In line with the REF Code of Practice, we conducted a full EQIA on our REF submission. We will progress any equality issues identified in that assessment. The outcome of our REF submission, and our EQIA of that submission, will inform our research policy.

We signed up to the cross-institutional Teaching, Research and Academic Mentoring Scheme (TRAMS) in 2020, which will provide broader mentoring opportunities for researchers. We recognise the need to enhance support for institutional level research mentoring as we continue to develop a supportive, fair and inclusive research culture, particularly to Early Career Researchers and female researchers. We are investing in a number of other new mentoring initiatives to better align expectations, promote professional and career development, address equity and inclusion, foster research independence, and cultivate ethical behaviours and integrity, including COVID 19 reset mentoring in collaboration with Edinburgh Napier University.

SECTION 3: EQUALITY OUTCOMES 2021-25

On the basis of our review of progress 2017-21 we have established the following Outcomes for the period 2021-25

Equality Outcome 1: By 2025, our workforce will have increased in diversity to better reflect the communities it serves. This diversity is represented on decision making bodies of the University.

Equality Outcome 2: Pay Gaps are eliminated where the pay gap is significant in statistical terms in favour of any group.

Equality Outcome 3: By 2025, significant steps have been taken to improve the attainment of those groups with a protected characteristic in our student population and workforce who

experience poorer outcomes. We will particularly focus on gender, race, age and disability, and, where determined, the disproportionate impact of COVID on certain groups.

Equality Outcome 4: Our people policies promote inclusive employment and career advancement prospects.

Equality Outcome 5: Equality and diversity is embedded fully in the curriculum and in research.

Equality Outcome 6: More robust and comprehensive data is available on the characteristics of our staff, with identified evidence gaps filled.

We will take the following actions to achieve these actions.

Equality Outcome 1: By 2025, our workforce will have increased in diversity to better reflect the communities it serves. This diversity is represented on decision making bodies of the University.

We will take the following actions in the period to 2025 to address gaps identified in our workforce. We will continue to adopt a broad definition of 'workforce' to include non-executive directors on our Governing Body, and those with whom we engage in partnership in the delivery of the student learning experience.

We will compare our approach to the attraction and recruitment of young people with the approaches of other Scottish HEIs. Where we identify opportunities to improve our approach we will seek to implement changes to our recruitment and selection policy and procedure to attract and recruit more young people.

We will explore opportunities to establish apprenticeships for professional services roles where appropriate, in order to create entry level development opportunities for young people so that we can grow our own workforce of the future, and diversify the age range of our staff profile.

We will explore opportunities to access the Job Centre Plus Kick Start scheme to create short fixed term job placements for unemployed 16 to 24 year olds in our community

We will benchmark our recruitment process against the Scottish Government's [Minority Ethnic Recruitment Toolkit](#) and implement any changes that are necessary to our advertising, engagement, sifting and interviewing processes so that we can attract and recruit more minority ethnic candidates.

Alongside our commitment to invest in the development of our existing workforce, we will put in place revised recruitment and selection processes that enable us to ensure that we recruit the right people to help us to deliver on our aspirations.

We recognise that our recruitment webpages are not as attractive as they could be to potential applicants. QMU's identity as an employer, the embedded values of the organisation and our much celebrated heritage are key to attracting diverse talent.

Currently, we do not utilise fully social media channels for advertising vacancies or for promoting the University as an employer. We will take forward learning from our experience of engaging with stakeholders during the Covid emergency, building a profile of QMU that focuses on our values, and that extends our reach to a wider pool of high quality potential employees, and promote the university as an employer of choice for a diverse range of

candidates. We will also review our recruitment and selection practices to ensure that they ensure a fair, open and transparent process. We will continue to work on the accessibility of our website.

Equality Outcome 2: Pay Gaps are eliminated where the pay gap is significant in statistical terms.

We commit fully to the action plan set out in our Equal Pay Audit, published along with this Report at: <https://www.gmu.ac.uk/about-the-university/equality-and-diversity/>

Equality Outcome 3: By 2025, significant steps have been taken to improve the attainment of those groups with a protected characteristic in our student population and workforce who experience poorer outcomes. We will particularly focus on gender, race, age and disability, and, where determined, the disproportionate impact of COVID on certain groups.

Actions in pursuit of this outcome reflect those set out in our Equal Pay Audit Action Plan and in our Outcome Agreement 2020-21, and its successor published later in 2021 (subject to SFC guidance). Approaches and actions set out in pages 17-24 of this report will be developed further, and we will enhance our capacity to deliver on our stated outcomes through the appointment of a dedicated Equality Officer.

We will promote female career development through established programmes, including Aurora, Athena Swan, DEVELOP, and ensure equal access by all staff to promotion opportunities through the management of Performance Enhancement Review (PER) and Reward and Recognition.

We will ensure that our revised Reward and Recognition Policy and Procedure provides transparent process for reward and promotion of all staff by conducting an annual Equality Impact Assessment of the Reward and Recognition process.

In line with guidance published by Advance HE on the collection of diversity monitoring data, put in place actions to actively encourage those employees with a protected characteristic to declare this to the university. The initial priority will focus on the collection of Staff Disability Data.

We will continue to ensure our practice is in line with the Disability Confident Scheme and examine if there are additional measures that can be introduced to attract, retain, and develop disabled staff.

We will maintain our commitment to HR related policy review, every 3 years, as agreed with Trade Unions and ensure that our commitment to supporting equality and diversity is embedded across all policies and procedures. Immediate priorities include the Special Leave Policy and Absence Management Policy.

We will implement changes identified as a result of benchmarking each of the key stages of our recruitment process against the Scottish Government's Minority Ethnic Recruitment Toolkit.

Through the Race Equality Steering Group, chaired by the Principal, we will progress work-streams that invest in a diverse workforce, foster an anti-racist culture of understanding, record and respond effectively to racist incidents, monitor and review organisational race data and consult with community partners. The focus of work will be to engage and support ethnic minority staff and students to ensure active participation. We will use the newly

developed Advance HE toolkit to guide and support staff and students to engage in critical conversations on race and racism. Our priority will be to embed the newly developed Advance HE Race Equality Toolkit.

Equality Outcome 4: Our people policies promote inclusive employment and career advancement prospects.

We will continue to consult with key stakeholders over the revision of existing and the development of new policies and on the potential equalities impacts, and to develop and revise HR policies based on best practice and legislative changes, taking into account all of the protected characteristics.

We will progress fully all actions set out in the institutional Athena Swan Action Plan. Additionally we will launch an Athena SWAN communication plan with the purpose of raising awareness of the Athena SWAN principles through key internal communication channels/committees.

We will continue to review our current Performance Enhancement Review policy and procedure in joint consultation with our recognised Trade Unions and Line Managers. We have committed to building a coaching culture where managers and peers are trained to have effective career and development conversations to support career advancement prospects.

We will develop our approach to the Aurora initiative by introducing a formal selection process and consider offering more places in the future to support females progressing into leadership roles.

We will continue to make progress against our Concordat action plan for Researchers specifically focused on career development and support whilst at QMU and beyond through a Research training matrix and annual training plan.

Equality Outcome 5: Equality and diversity is embedded fully in the curriculum and in research.

In relation to Research, actions under Outcome 4 apply.

Additionally, we will progress any issues identified in the EQIA of our REF submission. The outcome of our REF submission, and our EQIA of that submission, will inform our research policy. We will commit also to the outcomes of the CEDARS (the Culture, Employment and Development in Academic Research Survey).

We will engage fully in the cross-institutional Teaching, Research and Academic Mentoring Scheme (TRAMS), to provide broader mentoring opportunities for researchers. We will continue to invest in a number of mentoring initiatives to better align expectations, promote professional and career development, address equity and inclusion, foster research independence, and cultivate ethical behaviours and integrity, including COVID 19 reset mentoring in collaboration with Edinburgh Napier University.

We will use Aurora leadership training to build research capacity and increase numbers of female staff with significant responsibility for research.

As noted above, we believe that the University's Quality Assurance and Enhancement processes represent an area of good practice in mainstreaming equality in our learning and

teaching. This includes the validation and review of new and established programmes, and the annual monitoring of all programmes.

We will build on this through the work of the Race Equality Steering Group, under the leadership of the Principal, which will oversee progress on fostering an anti-racist culture of understanding, and decolonising the curriculum.

We will continue to work with agencies that can support us effectively in this work, including the Advance HE Project Team in Scotland and the Quality Assurance Agency Scotland. During 2021-22 we will focus on work being progressed currently by our Student Experience Committee on Decolonising the Curriculum.

Equality Outcome 6: More robust and comprehensive data will be gathered on the characteristics of our staff, identifying and filling evidence gaps.

In line with guidance published by Advance HE, we will identify actions to improve methods of gathering data relating to the characteristics of staff. This will include the provision of more detailed explanation of the purpose of collecting this information and the benefits and relevance of its collection. We will provide examples of improvements made in the past on the basis of data collection, and we will explain how we maintain confidentiality, so as to provide reassurance of our commitment in this area.

We will seek to reassure staff that there will be no negative consequences resulting from disclosure of data. Our data collection methods will also be reviewed in order to ensure the selection options reflect the language used by respondents; this may require consultation with our recognised Trade Unions.

We recognise that some staff will continue to have a preference for not disclosing this information, and on that basis, we will continue to have a response option of 'prefer not to say'.

EQUALITY OUTCOMES 2021-25

Outcome	Evidence Base	Activities and Outputs	PC(s) and general duty	Responsibility
<p>Equality Outcome 1</p> <p>By 2025, our workforce will have increased in diversity to better reflect the communities it serves. This diversity is represented on decision making bodies of the University.</p> <p>We will adopt a broad definition of 'workforce' to include non-executive directors on our Governing Body, and those with whom we engage in partnership in the delivery of the student learning experience.</p>	<p>Internal HR management information; HESA Staff return; Outcome Agreement Evaluation; Annual Report and Accounts; Court Annual Review; Externally facilitated Court Review (due 2021/22).</p>	<p>Promote equality and diversity in recruitment and reward of staff and in consideration of job descriptions.</p> <p>Maintenance of agreed %age Gender Balance on the University Court and its standing committees, and of gender balance on key decision making bodies of the University.</p> <p>Improvement in the representation of other protected characteristics on the University Court and its standing committees.</p> <p>Gender Action plan updated in line with SFC guidance –due Autumn 2021</p> <p>Further improvement in the collection of staff data by protected characteristics (Outcome 6 refers).</p> <p>An improvement in the percentage of those staff who declare a protected characteristic.</p> <p>Continue to work with Advance HE on the development of effective policies and interventions to achieve this outcome.</p> <p>Development of opportunities to establish apprenticeships for</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity, Faith and belief.</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Head of Human Resources</p> <p>University Secretary</p>

		<p>professional services roles where appropriate in order to create entry level development opportunities for young people.</p> <p>Explore opportunities to access the Job Centre Plus Kick Start scheme to create short fixed term job placements for unemployed 16 to 24 year olds in our community</p> <p>Audit against the Scottish Government's Minority Ethnic Recruitment Toolkit and implement changes identified to our advertising, engagement, sifting and interviewing processes.</p> <p>Devise a proactive and strategic social media approach to increase our reach to a wider pool of high quality potential employees, and promote the university as an employer of choice for a diverse range of candidate.</p> <p>Conduct review of recruitment and selection practices to ensure that they ensure a fair, open and transparent process.</p>		
<p>Equality Outcome 2</p> <p>Pay Gaps are eliminated where the gap is statistically significant.</p>	<p>Equal Pay Review.</p> <p>Internal Management Information</p> <p>HESA Staff return.</p>	<p>Actions listed under Outcomes 1,3,4,5 and 6 all apply.</p> <p>The University will take action to remove any statistically significant pay gap in favour of any group.</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity,</p> <p>Eliminate unlawful discrimination,</p>	<p>Head of Human Resources</p>

		Actions captured in Equal Pay Review Action Plan.	foster good relations and advance equality of opportunity.	
<p>Equality Outcome 3</p> <p>By 2025, significant steps have been taken to improve the attainment of those groups with a protected characteristic in our student population and workforce who experience poorer outcomes.</p> <p>We will particularly focus on gender, race, age and disability, and, where determined, the disproportionate impact of COVID on certain groups.</p>	<p>HESA Student Return. HESA Staff Return. Outcome Agreement Data Group monthly analysis. Annual Report data analysis. NSS data analysis. Outcome Agreement Annual Evaluation Report. OA National Measures.</p>	<p>Actions set out in the University Outcome Agreement 2021-24 and thereafter will be implemented fully.</p> <p>Actions captured in Equal Pay Review Action Plan.</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity,</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Deans of School; University Secretary; Assistant Secretary, ELSS; Student Retention and Surveys Team; Outreach and Community Engagement Team.</p>
<p>Equality Outcome 4</p> <p>Our people policies promote inclusive employment and career advancement prospects.</p>	<p>Staff Survey results</p> <p>HR Management Information.</p>	<p>Consult with key stakeholders over the revision of existing and the development of new policies and on the potential equalities impacts</p> <p>Develop and implement revised HR policies based on best practice and legislative changes, taking into account all of the protected characteristics.</p> <p>Progress fully all actions set out in the institutional Athena Swan Action Plan.</p> <p>Raise awareness of issues relating to occupational segregation and gender pay gaps.</p> <p>Promote E-learning training to all managers and</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity, Faith and belief;</p> <p>Advancing equality of opportunity and eliminating unlawful discrimination.</p>	<p>Head of Human Resources</p>

		<p>recruitment and selection panellists.</p> <p>Launch Athena SWAN communication plan to raise awareness of principles through key internal communication channels/committees.</p> <p>Review our current Performance Enhancement Review policy and procedure in joint consultation with our recognised Trade Unions and Line Managers. We have committed to building a coaching culture where managers and peers are trained to have effective career and development conversations to support career advancement prospects.</p> <p>Develop our approach to the Aurora initiative by introducing a formal selection process and consider offering more places in the future to support females progressing into leadership roles.</p> <p>Continue to make progress against our Concordat action plan for Researchers specifically focused on career development and support whilst at QMU and beyond through a Research training matrix and annual training plan.</p>		
<p>Equality Outcome 5</p> <p>Equality and diversity is embedded fully in the curriculum and in research.</p>	<p>NSS and QSS results.</p> <p>REF 2021 Outcomes</p> <p>Athena SWAN award/s.</p>	<p>Delivery of Decolonisation of the Curriculum project.</p> <p>Address issues identified in the EQIA of the REF and in particular the</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity,</p>	<p>Deputy Principal/University Secretary/Deans of School</p>

	<p>Membership and Participation in the Edinburgh Beltane.</p> <p>ELIR judgement 2025</p> <p>HR Excellence Award.</p>	<p>participation of part-time female staff.</p> <p>Continue to enhance gender equality initiatives beyond the traditional STEM domain of Athena SWAN through initiatives such as the Stonewall Equality Index and the Aurora programme.</p> <p>Maintain Athena SWAN Bronze award, and achieve Silver award for Nursing.</p> <p>Continue to implement Vitae Researcher Development Framework and actively participate in Vitae's Every Researcher Counts Project.</p>	<p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	
<p>Equality Outcome 6:</p> <p>More robust and comprehensive data is available on the characteristics of our staff, with identified evidence gaps filled.</p>	<p>HESA Staff Return</p> <p>HR Management Information</p>	<p>Provide more detailed explanation on the purpose and benefits, for the organisation and staff, of gathering such data, using past organisational examples.</p> <p>Provide assurances on the confidentiality of this data.</p> <p>Review our collection methods to ensure the language is appropriate for our audience.</p> <p>Identify additional methods to communicate with staff in order to encourage this information to be submitted.</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity, Faith and belief.</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Head of HR</p>

SECTION 4: EMPLOYMENT INFORMATION

Information relating to staff employed by the University is set out in the documents attached as Appendices 1 and 2 of this report.

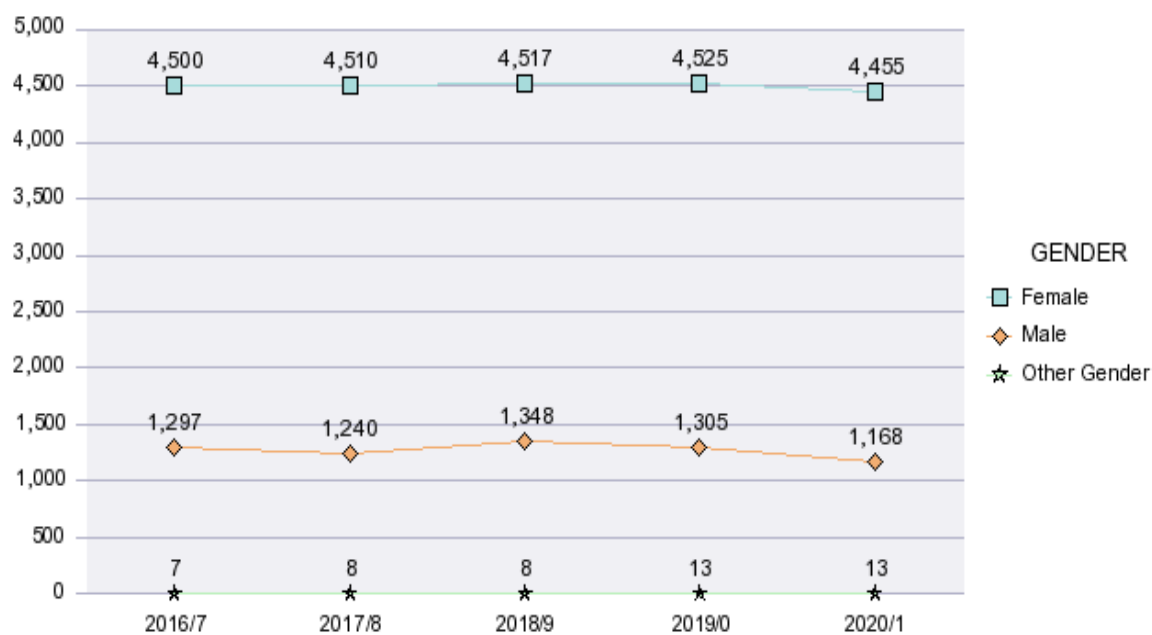
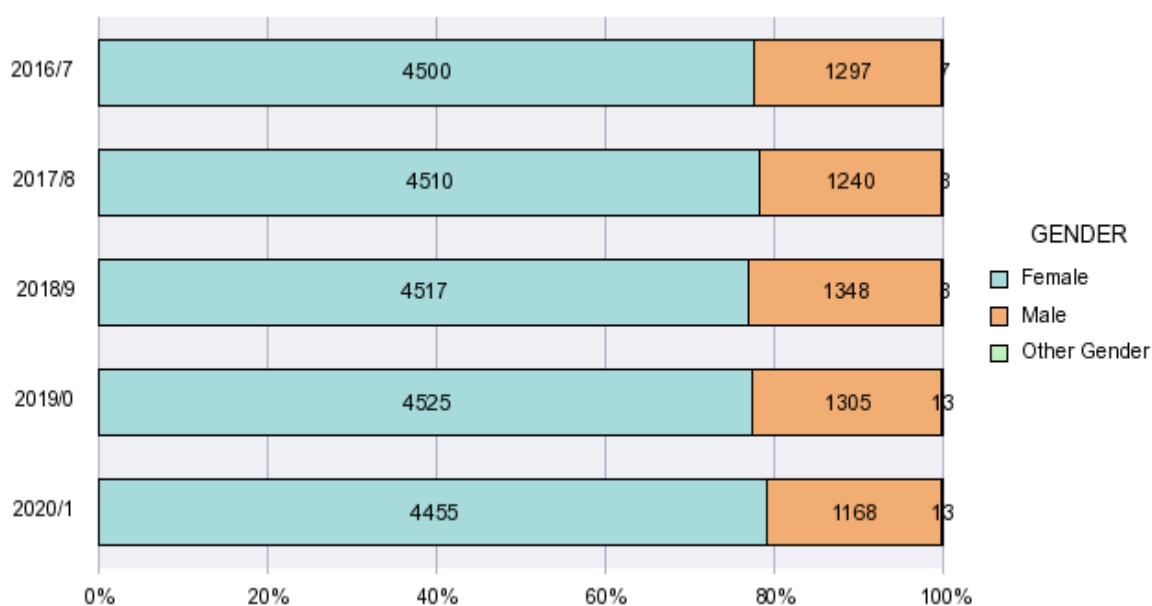
SECTION 5: RESOURCES

Evidence Base

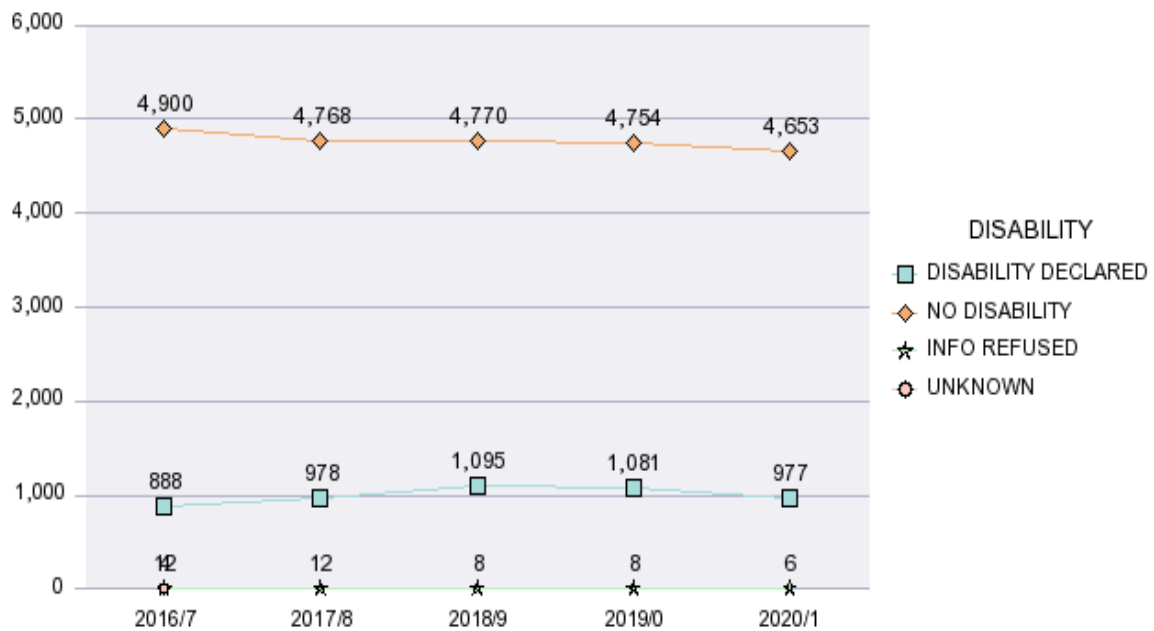
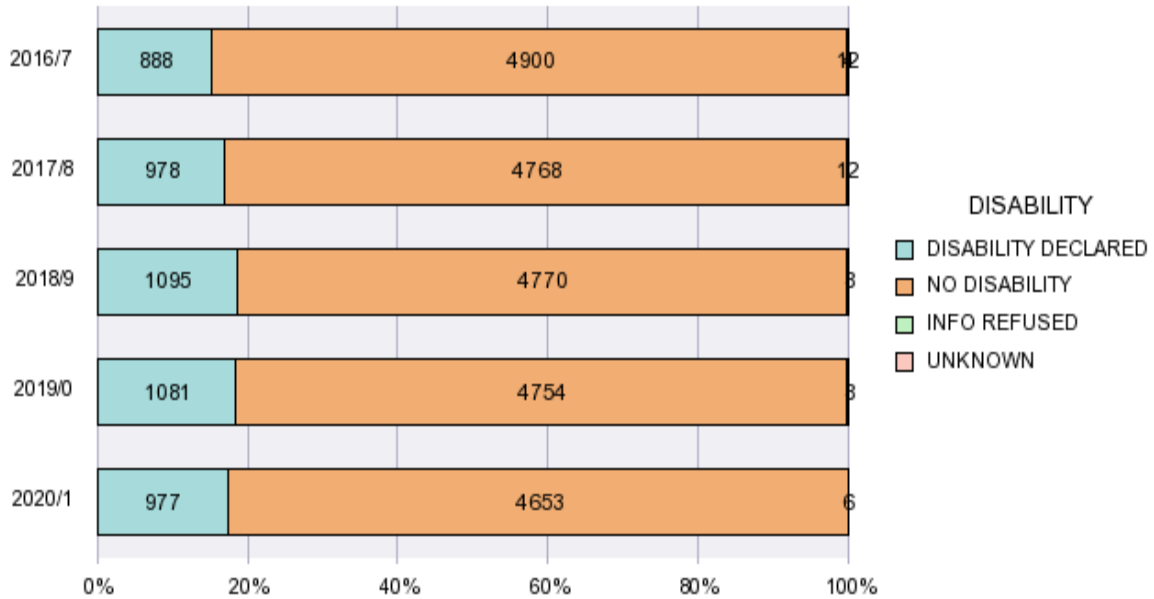
- Management Information and Analytical Reports considered by the Equality and Diversity Committee during the period 2019-21.
- Consultation with the Students' Union and the WISeR Board.
- HESA Staff return 2019-20.
- HESA Student return 2019-20
- Internal Management Information drawn from the Tribal Student Records system (April 2021).
- Internal Management Information drawn from the i-Trent HR Records system (April 2021).
- WISeR Board Student Retention Statistics.
- Outcome Agreement Evaluation 2020
- EHRC Essential guide to the Public Sector Equality Duty: A guide for public authorities in Scotland, published October 2016.
- QMU Outcome Agreement Data Management Group data (established 2016).
- SFC Higher Education Students and Qualifiers at Scottish Institutions 2019-20: <http://www.sfc.ac.uk/publications-statistics/statistical-publications/2021/SFCST032021.aspx>
- Advance HE and EHRC tool kits have been particularly helpful in drawing together this report.

SECTION 6 – MANAGEMENT INFORMATION – STUDENT POPULATION HEAD COUNT (EXCLUDING BASED OVERSEAS IN COLLABORATIVE PARTNERSHIP ORGANISATIONS)

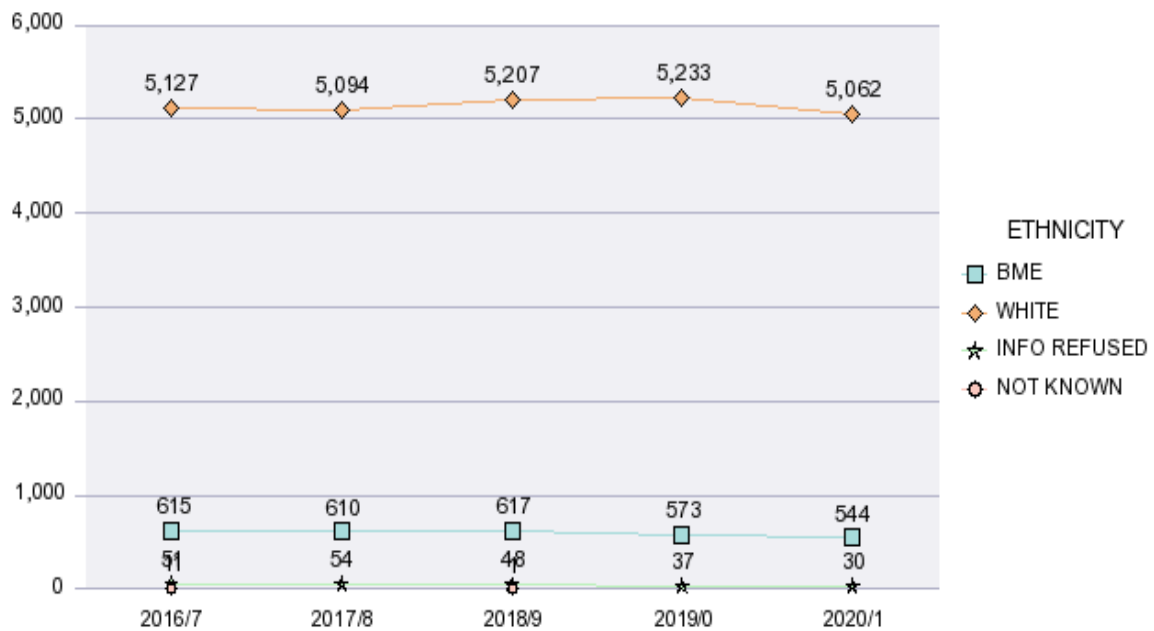
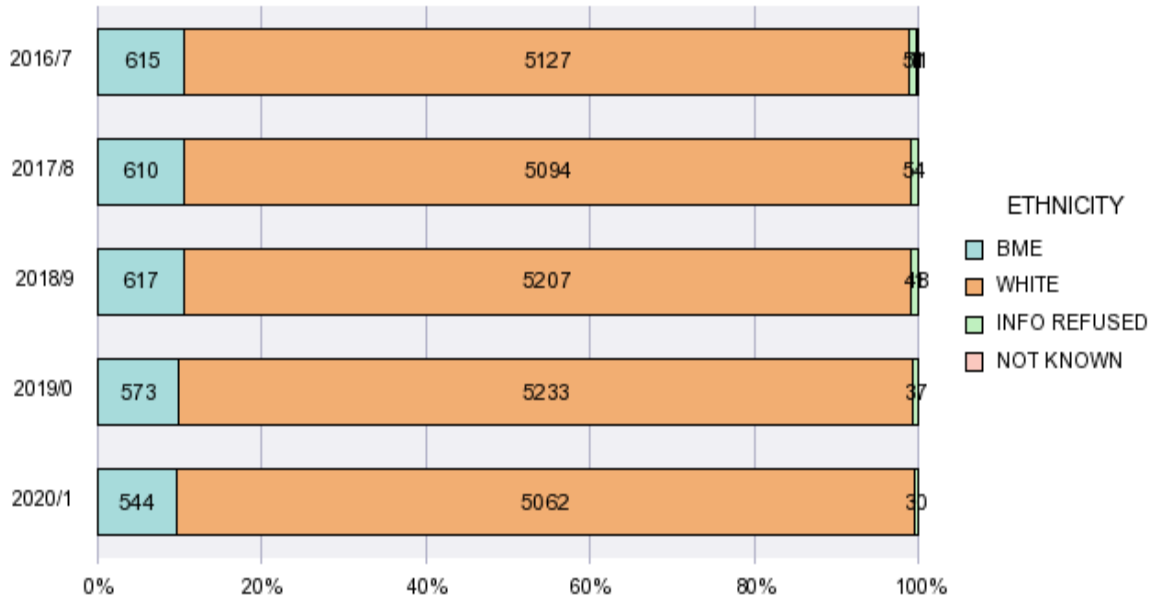
GENDER	2016/7		2017/8		2018/9		2019/0		2020/1	
Female	4500	77.5%	4510	78.3%	4517	76.9%	4525	77.4%	4455	79.0%
Male	1297	22.3%	1240	21.5%	1348	23.0%	1305	22.3%	1168	20.7%
Other Gender	7	0.1%	8	0.1%	8	0.1%	13	0.2%	13	0.2%
Gender not known	0	0%	0	0%	0	0%	0	0%	0	0%
	5804		5758		5873		5843		5636	



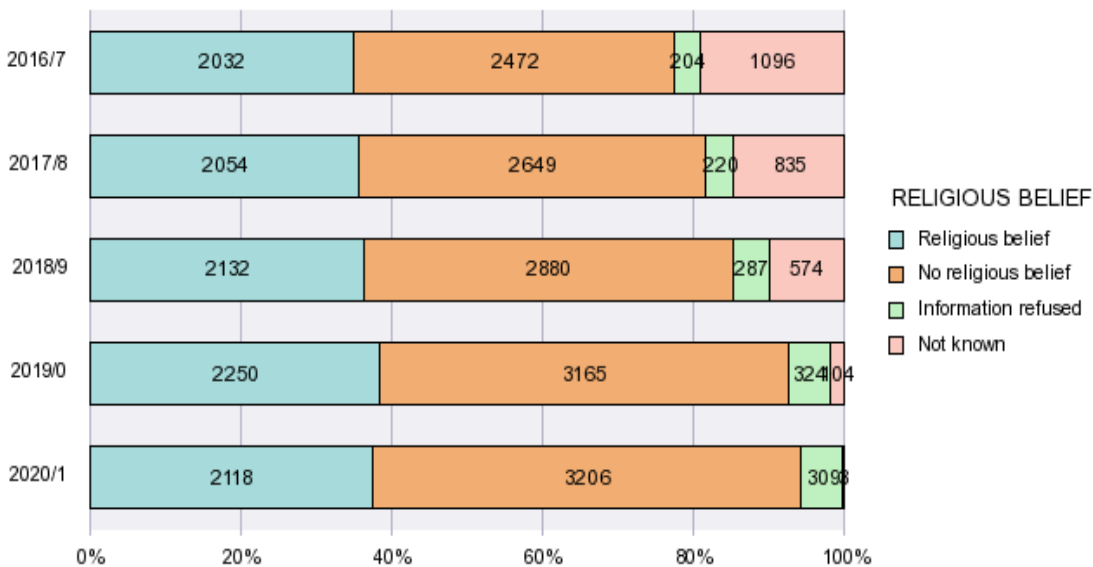
DISABILITY	2016/7		2017/8		2018/9		2019/0		2020/1	
DISABILITY DECLARED	888	15.3%	978	17.0%	1095	18.6%	1081	18.5%	977	17.3%
NO DISABILITY	4900	84.4%	4768	82.8%	4770	81.2%	4754	81.4%	4653	82.6%
INFO REFUSED	12	0.2%	12	0.2%	8	0.1%	8	0.1%	6	0.1%
UNKNOWN	4	0.1%	0	0%	0	0%	0	0%	0	0%
	5804		5758		5873		5843		5636	



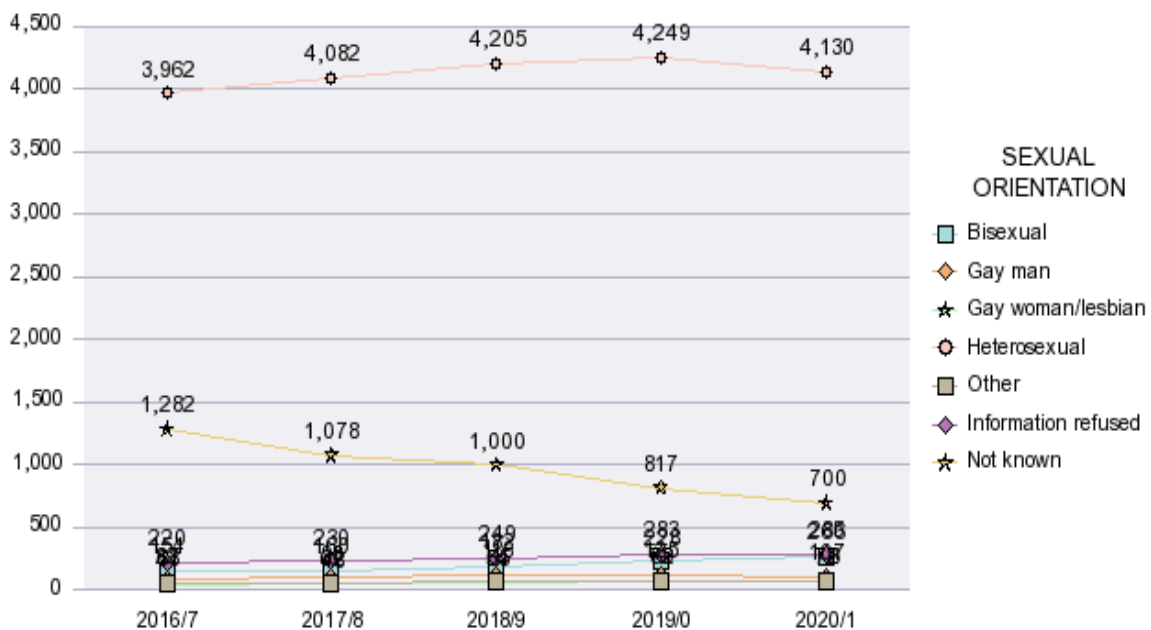
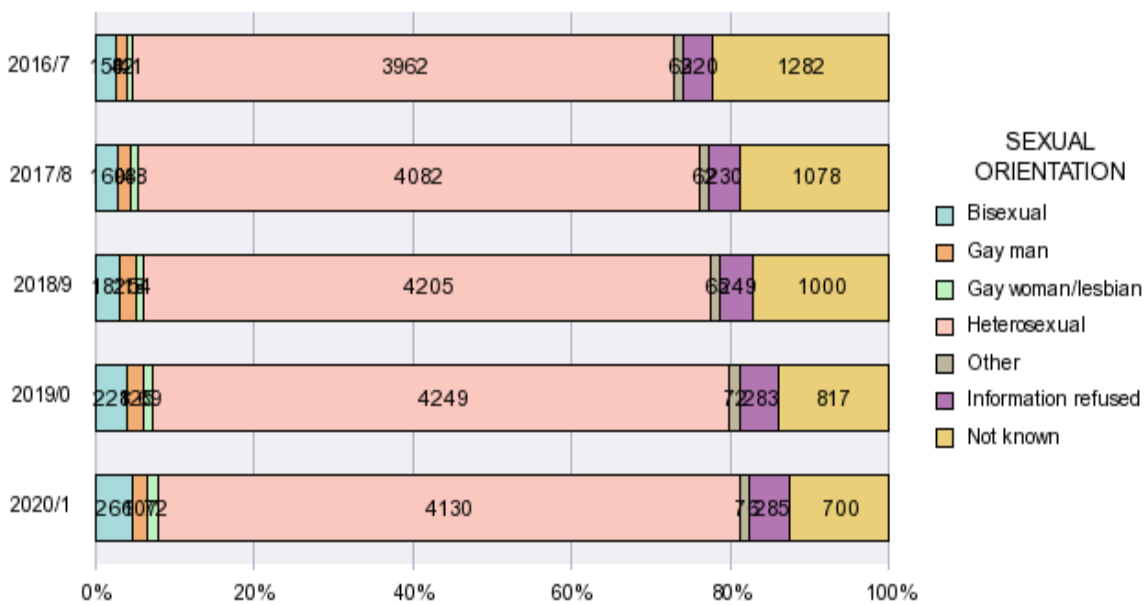
ETHNICITY	2016/7		2017/8		2018/9		2019/0		2020/1	
BME	615	10.6%	610	10.6%	617	10.5%	573	9.8%	544	9.7%
WHITE	5127	88.3%	5094	88.5%	5207	88.7%	5233	89.6%	5062	89.8%
INFO REFUSED	51	0.9%	54	0.9%	48	0.8%	37	0.6%	30	0.5%
NOT KNOWN	11	0.2%	0	0%	1	0.0%	0	0%	0	0%
	5804		5758		5873		5843		5636	



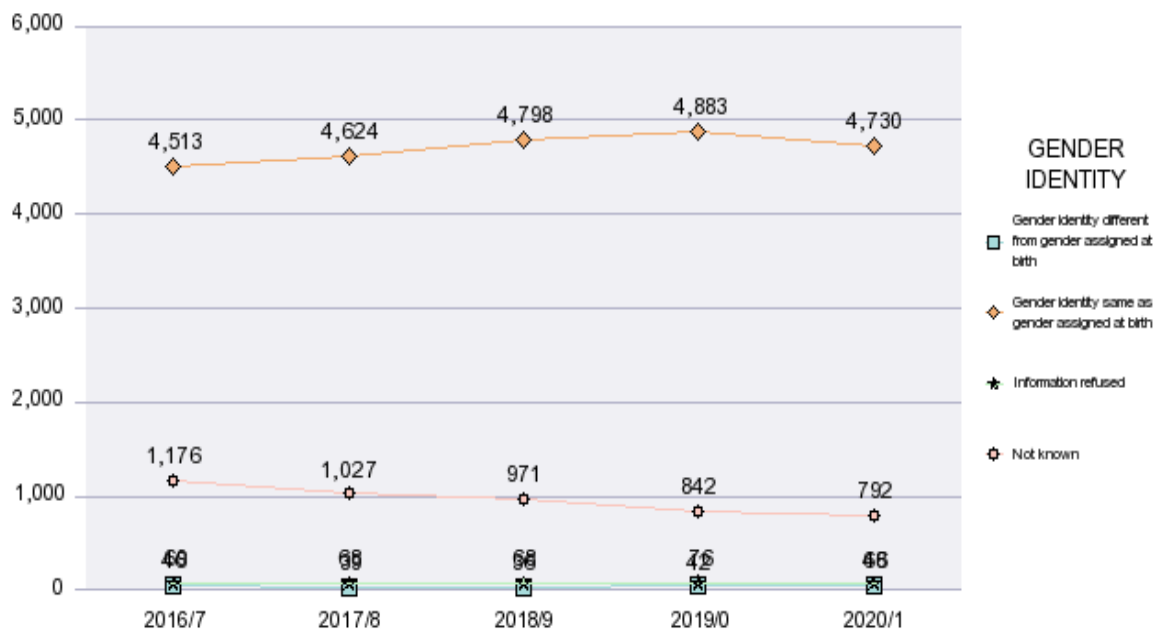
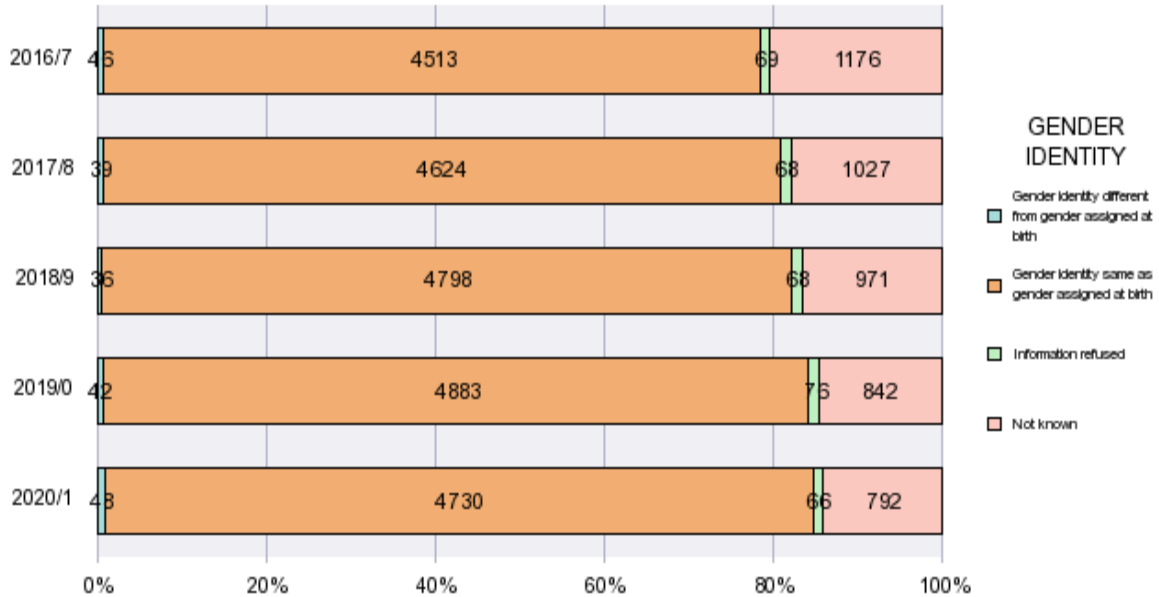
RELIGIOUS BELIEF	2016/7		2017/8		2018/9		2019/0		2020/1	
Any other religion or belief	54	0.9%	57	1.0%	56	1.0%	64	1.1%	64	1.1%
Buddhist	22	0.4%	24	0.4%	22	0.4%	26	0.4%	20	0.4%
Christian - Catholic	753	13.0%	787	13.7%	850	14.5%	936	16.0%	880	15.6%
Christian - Church of Scotland	429	7.4%	436	7.6%	417	7.1%	428	7.3%	422	7.5%
Christian - Other denomination	518	8.9%	492	8.5%	503	8.6%	509	8.7%	479	8.5%
Hindu	27	0.5%	21	0.4%	31	0.5%	28	0.5%	27	0.5%
Jewish	13	0.2%	14	0.2%	16	0.3%	13	0.2%	5	0.1%
Muslim	138	2.4%	140	2.4%	152	2.6%	145	2.5%	135	2.4%
No religious belief	2472	42.6%	2649	46.0%	2880	49.0%	3165	54.2%	3206	56.9%
Sikh	10	0.2%	6	0.1%	11	0.2%	9	0.2%	5	0.1%
Spiritual	68	1.2%	77	1.3%	74	1.3%	92	1.6%	81	1.4%
Information refused	204	3.5%	220	3.8%	287	4.9%	324	5.5%	309	5.5%
Not known	1096	18.9%	835	14.5%	574	9.8%	104	1.8%	3	0.1%
	5804		5758		5873		5843		5636	



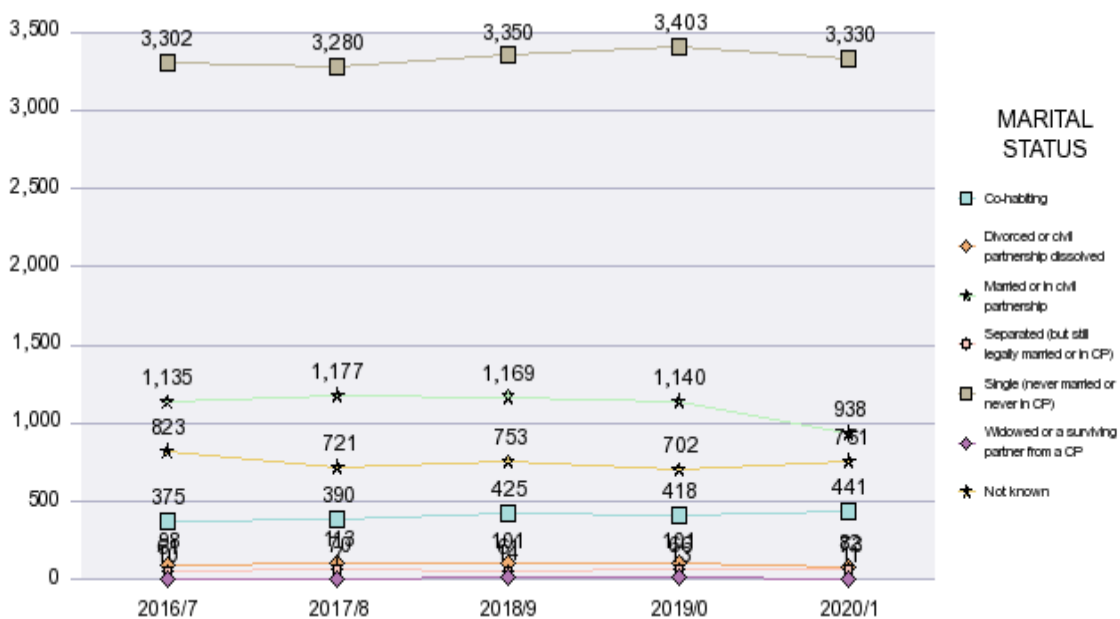
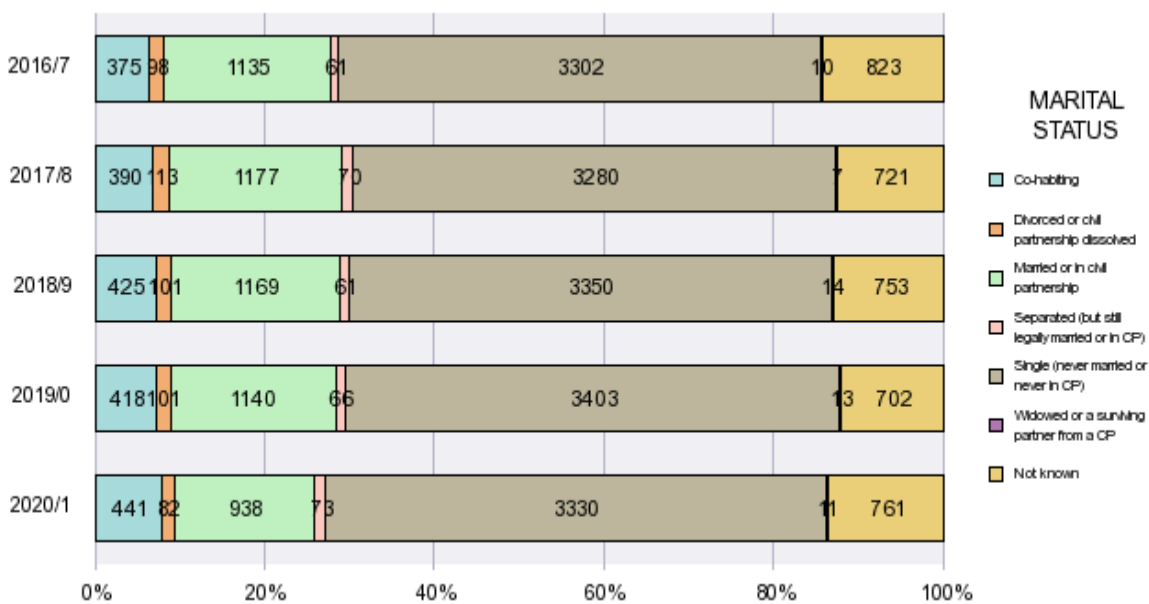
SEXUAL ORIENTATION	2016/7		2017/8		2018/9		2019/0		2020/1	
Bisexual	154	2.7%	160	2.8%	182	3.1%	228	3.9%	266	4.7%
Gay man	82	1.4%	98	1.7%	118	2.0%	125	2.1%	107	1.9%
Gay woman/lesbian	41	0.7%	48	0.8%	54	0.9%	69	1.2%	72	1.3%
Heterosexual	3962	68.3%	4082	70.9%	4205	71.6%	4249	72.7%	4130	73.3%
Other	63	1.1%	62	1.1%	65	1.1%	72	1.2%	76	1.3%
Information refused	220	3.8%	230	4.0%	249	4.2%	283	4.8%	285	5.1%
Not known	1282	22.1%	1078	18.7%	1000	17.0%	817	14.0%	700	12.4%
	5804		5758		5873		5843		5636	



GENDER IDENTITY		2016/7		2017/8		2018/9		2019/0		2020/1	
Gender identity different from gender assigned at birth		46	0.8%	39	0.7%	36	0.6%	42	0.7%	48	0.9%
Gender identity same as gender assigned at birth		4513	77.8%	4624	80.3%	4798	81.7%	4883	83.6%	4730	83.9%
Information refused		69	1.2%	68	1.2%	68	1.2%	76	1.3%	66	1.2%
Not known		1176	20.3%	1027	17.8%	971	16.5%	842	14.4%	792	14.1%
		5804		5758		5873		5843		5636	



MARITAL STATUS	2016/7		2017/8		2018/9		2019/0		2020/1	
Co-habiting	375	6.5%	390	6.8%	425	7.2%	418	7.2%	441	7.8%
Divorced or civil partnership dissolved	98	1.7%	113	2.0%	101	1.7%	101	1.7%	82	1.5%
Married or in civil partnership	1135	19.6%	1177	20.4%	1169	19.9%	1140	19.5%	938	16.6%
Separated (but still legally married or in CP)	61	1.1%	70	1.2%	61	1.0%	66	1.1%	73	1.3%
Single (never married or never in CP)	3302	56.9%	3280	57.0%	3350	57.0%	3403	58.2%	3330	59.1%
Widowed or a surviving partner from a CP	10	0.2%	7	0.1%	14	0.2%	13	0.2%	11	0.2%
Not known	823	14.2%	721	12.5%	753	12.8%	702	12.0%	761	13.5%
	5804		5758		5873		5843		5636	



APPENDICES

Associated Reviewed Employment Information

Appendix 1 - Staff Equalities Data April 2021

Appendix 2 – Equal Pay Review 2021