

Edinburgh Napier University Equality Outcomes 2021- 2025

The Public Sector Equality Duty (PSED)

1. The PSED of the Equality Act came into force on 5 April 2011, replacing the previous duties for race, disability and gender. The specific duties for Scotland commenced on 27 May 2012 and include a duty to set Equality Outcomes for the organisation. Equality Outcomes are designed to assist the institution to meet the three needs of the PSED by giving due regard to;
 - Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
 - Advancing equality of opportunity between people from different groups, considering the need to: remove or minimise disadvantages suffered by people due to their protected characteristics, meet the needs of people with protected characteristics, encourage people with protected characteristics to participate in public life or in other activities where their participation is low
 - Fostering good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups
2. The PSED covers the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership in relation to eliminating unlawful conduct to employees, pregnancy and maternity, race, religion and belief, sex and sexual orientation

Our Vision Statement

3. Edinburgh Napier University is enriched by the diversity of perspectives, cultures and backgrounds brought by all within our global community. We are committed to a positive environment where diversity and inclusiveness is celebrated and everyone is treated fairly regardless of sex, sexual orientation, gender reassignment, disability, age, ethnic origin, religion or belief, marital or civil partnership status or whether pregnant or on maternity leave. We commit ourselves to providing a learning, working and social environment that is free from discrimination, prejudice, intimidation, stigmatisation and all forms of harassment and bullying.

We understand that it is because of our diversity that our community becomes smarter thinkers, better decision makers and braver innovators. We strive to ensure every member of our staff and student communities feel valued, supported and enabled to bring their whole selves to each and every endeavour without feeling a need to conceal elements of their identity to avoid unfair treatment.

Our vision is to build a community where all of our members are empowered to fulfil their full potential and find their own unique place in the world. We don't just accept difference, we promote and celebrate it.

Development of these Equality Outcomes

4. In August 2020 a reinvigorated Inclusion Committee was established with representation from across the staff and student communities. The Committee began its work by considering what the priorities should be for the next four years and these have formed the basis of the Equality Outcomes for 2021-25. The Inclusion Committee will meet 4 times a year and will be responsible for monitoring progress against the Equality Outcomes. A formal update will be provided to the University Court annually and will be published as part of the Mainstreaming Report on the University's website.

Equality Outcomes 2021-2025: Summary Table

Equality Outcome	EO Summary	ULT Lead
EO1	We have increased visibility and representation of BAME staff as a whole and in senior posts at grade 8 and above. We have identified and addressed specific wellbeing issues for BAME staff and students.	Director of People and Services
EO2	We have comprehensive staff data at all stages of the employee journey enabling us to identify, understand and address inclusion issues in the staff community.	Director of People and Services
EO3	We have full equity of access in the provision of support and in the application of funding bids for staff within protected characteristic groups.	Vice Principal for Research Innovation and Enterprise
EO4	Our teaching materials, delivery and assessment provision are fully accessible	Vice Principal for Learning and Teaching
EO5	We have addressed and tackled specific gender imbalances within our student body at undergraduate level and adopted a data driven approach to identify new areas for improvement to increase admission, improve performance and retention amongst protected characteristic groups.	Vice Principal for International
EO6	We have a comprehensive and strategic approach to tackling hate crime including well defined and understood reporting mechanisms, staff and student training and meaningful engagement with key stakeholders.	Director of People and Services
EO7	We have a comprehensive whole institution Mental Health Strategy, including actions to make the University a Suicide Safer community. Our Strategy includes specific reference to equality, diversity and inclusion to ensure that specific risk factors associated with protected identities are embedded.	Director of People and Services

Outcome	Actions
<p>EO1 We have increased visibility and representation of BAME staff as a whole and in senior posts at grade 8 and above. We have identified and addressed specific wellbeing issues for BAME staff and students.</p>	<p>Develop and embed a Race Equality Plan which addresses key challenges highlighted by the Short Life Working Group on BAME Inclusion.</p> <p>Review BAME representation as part of workforce planning to establish opportunities to increase BAME representation particularly at senior staff level (G8+).</p> <p>Review and update recruitment and selection processes to ensure there are no barriers to entry and each stage which may impede a BAME candidate being successful and identify ways which applications can be encouraged from BAME applicants.</p> <p>Review the recruitment and selection process for Court roles to encourage more BAME applicants.</p> <p>Build a better understanding of what the specific wellbeing issues are for BAME staff and students and make enhancements where required.</p> <p>Ensure the Suicide Safer Plan takes cognisance of specific BAME issues.</p> <p>Develop a robust programme to promote the Report and Support tool to build confidence in its usage and its confidentiality.</p> <p>Develop revised EDI training programmes for staff which include BAME specific case studies.</p>
<p>EO2 We have comprehensive staff data at all stages of the employee journey enabling us to identify, understand and address inclusion issues in the staff community.</p>	<p>Undertake an annual campaign to encourage staff to disclose personal details</p> <p>Review data requirements and consider potential system solutions and options to improve current data collection (including applicant tracking capability)</p>
<p>EO3 We have full equity of access in the provision of support and in the application of</p>	<p>Develop a research calendar which captures deadline dates and other relevant information.</p>

Outcome	Actions
funding bids for staff within protected characteristic groups.	<p>Develop a framework for ensuring that funding panels are balanced and diverse giving fair and equal access to funding opportunities.</p> <p>Where funding bids have a protected characteristic aspect to them (e.g. research on a particular gender, ethnic group etc) encourage applications from colleagues who have that particular background.</p>
EO4 Our teaching materials, delivery and assessment provision are fully accessible.	<p>Analyse the extent to which previous accessibility guidance has been implemented by Schools and professional services and seek to understand the root causes of shortfalls in practice and how to address those problems.</p> <p>Introduce and develop inclusivity as one of the 5 key themes in the Gold Standard Curriculum</p>
EO5 We have addressed and tackled specific gender imbalances within our student body at undergraduate level and adopted a data driven approach to identify new areas for improvement to increase admission, improve performance and retention amongst protected characteristic groups.	<p>Improve retention and success of young male (under 21) undergraduate students using appropriate measures.</p> <p>Increase applications and matriculation of Men into Nursing and Midwifery programmes.</p> <p>Increase applications and matriculation of women into Computing and Engineering programmes</p> <p>Identify trends in admission, progression and retention by protected characteristic groups (including those from areas of deprivation and care backgrounds where they interact) to inform actions to increase admission, improve performance and retention.</p> <p>Review effectiveness of guidance for Students on Pregnancy, Maternity, Paternity and Adoption instituted in 2019</p>
EO6 We have a comprehensive and strategic approach to tackling hate crime including	Deliver the Zero Tolerance communication campaign for staff and students and capture data on all reports for GBV and hate crimes

Outcome	Actions
<p>well defined and understood reporting mechanisms, staff and student training and meaningful engagement with key stakeholders.</p>	<p>Deliver “Responding to Disclosure” training programme for staff with specific training for staff in student facing roles. Disclosure training to be included in Induction plans for staff.</p> <p>Deliver active by-stander and Consent training to students</p> <p>Launch the SVMLO support model, providing clear access to internal and external channels of support for victims of GBV and all hate crimes</p> <p>Develop robust risk assessment processes for disclosures of GBV and hate crime, including establishment of a ENU Risk Management Panel</p>
<p>EO7 We have a comprehensive whole institution Mental Health Strategy, including actions to make the University a Suicide Safer community. Our Strategy includes specific reference to equality, diversity and inclusion to ensure that specific risk factors associated with protected identities are embedded.</p>	<p>Launch the staff Mental Health training and awareness programme, with specific training for those in line management roles and staff who are student facing.</p> <p>Provide appropriate resources, support and guidance via a number of channels, including online platforms, Silvercloud, #Togetherall, EAP</p> <p>Launch the University Mental Health Strategy</p> <p>Deliver a training programme to students and help them understand the enablers of good mental health.</p> <p>Ensure that all students know how to access wellbeing support within ENU and outwith.</p> <p>Support staff and students in understanding the risk of suicide and equip them, through training, to deliver appropriate and timely interventions.</p> <p>Monitor and evaluate all training and health-related communication and ensure it fits with the wider Mental Health Strategy and University Suicide Safer Plan</p>

Glossary of Terms

Term	Definition
Ally	A term used to describe someone who actively promotes a culture of inclusion, regardless of their own ethnicity and who appreciates the diverse cultural and social values of the BAME Community.
ATS	Applicant Tracker System: A system which captures data, including diversity data, from pre recruitment and selection through to appointment and beyond
BAME	Black Asian and Minority Ethnic
EDI	Equality, Diversity and Inclusion
EAP	Employee Assistance Programme
EO	Equality Outcome
GBV	Gender Based Violence
NSS	National Student Survey
PSED	Public Sector Equality Duty
SFC	Scottish Funding Council
SVMLO	Sexual Violence and Misconduct Liaison Officer
UDL	Universal Design for Learning