



**Equality and Diversity:
Inclusion for All
2017-21**

**Mainstreaming Report
April 2021**

Contents

1. Introduction	3
2. EDI Headlines Achievements 2017-21	4
3. Additional Areas of EDI Progress	6
4. COVID-19 Pandemic Impact	8
5. Lessons Learned and Rationale for 2021-25	8
6. Equality Outcomes 2017-21 Update at March 2021	10
Appendix 1: Composition of the University Court	26

1. Introduction

- 1.1 Our Equality Outcomes and Mainstreaming Report over 2017-21 were contained in our publication **Inclusion for All: Mainstreaming Equality. Equality Outcomes 2017-21**. They outlined a range of actions under the headings Fundamentals for Success and Equality Interventions. Companion documents covered our Equal Pay Statement along with pay gap information. Employee and student profile information were published separately. All documentation was made available and accessible at the equality webpages www.hw.ac.uk/equality. Table 1: Heriot-Watt Public Sector Equality Duty (PSED) Publications 2017-21 summarises our publications.
- 1.2 The workstreams and priority areas for action contained within *Inclusion for All* were developed through consultation with the University community and were monitored by the University's Equality and Diversity Advisory Group (EDAG) with onward reports to the Professional Services Leadership Board, the University Executive, the Staff Committee and latterly the University Court.
- 1.3 Our EOs covered 44 actions, of which we completed 30 (green), made progress but did not complete 13 (amber) and did not make progress on 1 (red). Full details can be found at p26, Equality Outcomes 2017-21 Update at March 2021.

Table 1: Heriot-Watt Public Sector Equality Duty (PSED) Publications 2017-21

Inclusion for All: Mainstreaming Equality. Equality Outcomes 2017-21:

updates progress on our 2013-17 Equality Outcomes and outlines our plans covering 2017-21 including Equality Outcomes action plan

Mainstreaming Mid-point Report April 2019: Outlining progress against our 2017-21 Equality Outcomes.

Heriot-Watt University Equal Pay Statement: building on the last four years our Equal Pay **Statement** includes pay gap data by gender, ethnicity and race and includes our Equal Pay action plan covering 2017-21

Heriot-Watt University Employee Information: we publish employee information under **separate** cover. The data includes:

- Recruitment
- Promotion
- Pay and Remuneration
- Training and Development
- Return after maternity leave
- Return to work of disabled employees following sick leave relating to their disability
- Appraisal
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving
- Composition of influential committees by gender, ethnicity and disability where available (**including** the University Court)

Heriot-Watt University Student Information: we annually publish data online to show our student intake by protected characteristic.

- 1.4 While our EOs outlined areas of priority they did not cover the entirety of equality, diversity and inclusion (EDI) related activities. Over the 2017-21 period a number of other areas came on-stream influencing our EDI focus.
- 1.5 The [Scottish Code of Good Higher Education Governance](#) outlined a range of expectations for governing bodies, including annual equality and diversity reporting. The requirements of the Code supported our mainstreaming processes. The Heriot-Watt University Court annual report was based on the University's Equality Outcomes and included information on the composition of the Court which is ordinarily contained within the Employee Information Update, along with details of the composition of other influential committees.
- 1.6 Over the 2017-21 period the University published a Gender Action Plan (GAP), a Scottish Funding Council (SFC) requirement linked to the SFC Outcome Agreement. The content of the GAP drew together Equality Outcomes and our Athena SWAN action plans where actions contributed to addressing gender balance in undergraduate subject areas. The SFC is removed the expectation for further reporting on the GAP though we are keen to retain the focus on gender balance in subject areas.
- 1.7 The British Sign Language Local Plan (BSLLP) covers 2018-24 and outlines actions to support Heriot-Watt in responding to the Scottish Government's aspiration that 'Scotland the best place in the world for BSL users to live, work and visit'. We have had some difficulty in moving forward with some of this agenda in a tangible way and are looking to refresh our approach.
- 1.8 The Equally Safe agenda has been a significant focus, addressing how we tackle gender-based violence, creating fit-for-purpose and survivor led processes and taking forward active partnership working.
- 1.9 Each of these areas have had a meaningful impact on our EDI work and is set to continue embedded into everyday activities and in some instances supporting new EOs covering 2021-25¹.
- 1.10 We are in the process of developing a new Global EDI (GEDI) articulation of the University Strategy '[Strategy 2025](#)' and refreshing our equality and diversity oversight group. These developments supports a cohesive 'one University' approach to EDI and to navigate the crowded EDI space.

2. EDI Headlines Achievements 2017-21

- 2.1 We made good progress over the majority of our Equality Outcome actions, headline achievements over the period are outlined at Table 2: Headline Equality Outcome achievements 2017-2021

Table 2: Headline Equality Outcome achievements 2017-2021

Action (Equality Outcome EO)	Summary of EO Achievements
------------------------------	----------------------------

¹ Heriot-Watt Equality Outcomes 2021-25, Advancing Equality, Diversity and Inclusion

Athena SWAN (EO 1)	<ul style="list-style-type: none"> • Implementation of the University 2016-2020 Bronze action plan • School of Mathematical and Computer Science Bronze Renewal achieved 2020 • School of Engineering and Physical Sciences Bronze Renewal achieved 2020 • University Bronze renewal submitted November 2020 - awaiting result at time of writing • School of Energy, Geoscience, Infrastructure and Society Bronze renewal resubmission April 2021
Gender-based Violence (EO 3)	<ul style="list-style-type: none"> • Founding member of Fearless Edinburgh partnership 2018 • Hosted first strategic meeting May 2018 • Engagement with #EmilyTest and distribution of GBV cards October 2018 • Supported first pan-partnership practitioners meeting December 2018 • Fearless conference write-up March 2019 • Partnership material production due summer 2019 • In-house Equally Safe in Higher Education Group established 2019 • Association of Commonwealth Universities Gender Programme Grant award supported delivery of no-bystander training to staff and students 2019 • Materials and mechanisms developed to support those at risk of GBV during C-19 remote working 2020 • Safe Space collaboration between HR and student wellbeing services through intranet and external web presence as a gateway to virtual support. Sign posting for local services 2020 • Rape Crisis training rollout via student Union 2020/21 • Creating a joint approach to achieving White Ribbon Status and inclusion in EOs 2021-25
Corporate Parenting (EO 4)	<ul style="list-style-type: none"> • Plan update reported March 2018 • New Corporate Parenting Policy agreed June 2018 • New Corporate Parenting Plan agreed June 2018 • Care experienced people considered a protected characteristic • Report to University Executive December 2018 • Corporate Parenting progress included in equality and diversity reporting April 2019 • Annual reporting from 2019 onwards
Equal Pay (EO 7)	<ul style="list-style-type: none"> • Equal Pay Working Group established 2017 • Equal Pay Statement across gender, disability and ethnicity from April 2017 • Critical friend contact via Close the Gap February 2019 • Harmonised equal pay census date with rest of UK March 2018 • EPWG terms of reference and membership refreshed 2019 • Increased resource allocated to the EPWG from 2019 with meeting cycle underpinned development of new actions to address pay gap 2019 + • EPWG meeting regularly progressing activity and action planning 2020 and developed new Equal Pay Statement and Pay Gap Information
British Sign Language Local Plan (EO 48)	<ul style="list-style-type: none"> • Established BSL Local Plan working Group 2017 • Development of BSL Local Plan over 2018 including public consultation events • New BLS Local Plan launched October 2018 • BSL LP Working Group refreshed 2019

	<ul style="list-style-type: none"> • BSL LP Working Group ToR agreed and formally adapted as an EDAG working group 2020 • Difficulties in meeting over C-19 due to technical issues, largely resolved May 2020 • Progress report submitted to Deaf Action August 2020 • Refresh of BSLLP planned for 2021 and BSL action within EOs 2021-25
Mental Health (EO 49)	<ul style="list-style-type: none"> • Continuous support for the SANE Black Dog Campaign with fundraising events annually. Over £2500 donated since 2017 • Partnership approach with Live Borders developed over 2017-18 • Watt-Woof's first external loan to the Conscious Ball November 2018 • PIPs Programme training on suicide prevention 2017-18 • Development of new Wellbeing Strategy in response to UUK #stepchange 2018 • New strategy developed 2019-20, delayed due to C-19 • Annual student conference on Mental Health from 2019
International Women's Day (EO 50)	<ul style="list-style-type: none"> • Annually marking IWD since 2016 • Campaigns taken forward on #BeBoldForChange, #PressForProgress, #BalanceforBetter #EachforEqual #ChooseToChallenge
Diversity Month (EO 51)	<ul style="list-style-type: none"> • Diversity Month takes place annually in October • Has run in 2017 and 2018 will continue • 2017 saw HW host Monster Confidence Conference, film screening, training and development and marking international recognition days: Ada Lovelace, Mental Health Awareness (including colour-run) • 2018 included greater dedicated Black History celebrations, focused sessions to raise awareness and fund for breast cancer, BSL focus • 2019 included mental health, Wellbeing and Perfectionism conference and BSL • 2020 looks to focus on Black History along with wellbeing and operationalising Unconscious Bias toward establishing consciousness

3. Additional Areas of EDI Progress

3.1 Alongside the areas outlined in our action plan over 2017-21 there have been a number of new and emerging action areas which have come on-stream. *Table 3: 2017-21 Areas of focus* highlights some of those areas.

Table 3: 2017-21 Areas of focus

Emerging/Developing Areas	Update
UIF	<ul style="list-style-type: none"> • In 2017-18, HWU took a lead role in addressing equality issues linked to the University Innovation Fund, a fund supporting HEIs to engage with knowledge exchange and innovation supporting Scottish Funding Council and the Scottish Governments economic strategy.

EPSRC	<ul style="list-style-type: none"> • Successful bid (£490K) to the Engineering and Physical Sciences Research Council funding pot 'Inclusion Matters - furthering equality, diversity and inclusion in Engineering and Physical Sciences research' • Interest in the project attracted coverage from Times Higher Education • Recruitment process underway
Period Poverty	<ul style="list-style-type: none"> • HWU allocated in the c£50K to enable access to free sanitary products. • Steps were taken over from September 2018 free access to branded products across UK campuses
GBV/ACU	<ul style="list-style-type: none"> • In developing our GBV approach the University was successful in applying for a grant from the Association of Commonwealth Universities under the gender action programme. • Developed and delivered no-bystander training for staff and students with an external provider across 4 sessions including impact report. • Further development anticipated over 2020
Scottish Code of Good Higher Education	<ul style="list-style-type: none"> • The Scottish Code outlined a number of areas for compliance to ensure governing bodies are fully engaged with the E&D agenda. Further information is included at appendix 1 to outline how the University will be supporting the University Court to meet its obligations.
The Inspire Programme	<ul style="list-style-type: none"> • A tailored leadership programme for women in Heriot-Watt at the crucial grade seven to grade nine levels, where women's progress was bottlenecked. • Three priorities were addressed in half-day sessions, which - in contrast to other programmes - were designed to offer a tangible benefit to all participants at the end of each session; <ul style="list-style-type: none"> • Building your personal profile • Building financial acumen • Building your network • The session was opened to women from institutions from across Scotland, who learned how to build, maintain and mobilise a network. Inviting external women meant everyone immediately developed their network in the room, through interactive sessions. • The Inspire programme is the only programme targeting women at the grades where progression stops for the majority. • The Programme was nominated for a Times Higher Award in 2020
Scottish Race Equality Project	<ul style="list-style-type: none"> • The SFC funded a Race Project supported by Advance HE. A steering group was established to inform the development of a toolkit of multi-media resources to support institutions in developing constructive and confident conversations about race, whiteness and racism. • The Steering Group has 3 Task and Finish Groups, one facilitated by HWU. • The resources developed cover a Declaration, a Statement of Intent and Campaign materials that can be adapted or augmented to support conversations about other aspects of difference on campus, between staff and students. The toolkit will be branded with the design assets created under the direction of the steering group • It is anticipated that the materials launch in October 2020 • Work of the Steering Groups is being mapped to the Scottish Good Governance Code to assist governing bodies • The work of the Steering Group supports FE/HE to meet the EHRC Recommendations arising from the October 2019 report into Racial Harassment in universities, 'universities challenged'. • HWU one of the HEIs involved in pilot training

Equally Safe In Higher Education Group	<ul style="list-style-type: none"> • In addressing the GBV agenda and specifically the work of Equally Safe in Higher Education Toolkit a Heriot-Watt Group was established under the leadership of Deputy Principal Prof. Gill Hogg. • The Group brings together representation from across the University particularly those areas with procedural oversight for reporting and supporting incidents • The Group has been combined to address underpinning mechanism that support addressing GBV and racial harassment.
Black Lives Matter	<ul style="list-style-type: none"> • There has been a visible and tangible movement across the world in response to the Black Lives Matter events. • Some localised actions have been taken under this banner linked to social media and immediate work to address the history and heritage of Heriot-Watt. • This work continues to have resonance and importance and will be linked to our response and progress toward the resources and materials of the Scottish Race Project Steering Group.

4. COVID-19 Pandemic Impact

4.1 2020-21, the final year of the our EOs presented some specific challenges and sharpened our focus on EDI across our operations given the impact of new ways of carrying out our functions. Blended working and learning, home-schooling and best endeavours demonstrated how consideration of personal circumstances needed to be central to our response.

4.2 We supported our change in working practice through undertaking Equality and Privacy Impact Assessment and adopting a banner of 'best endeavours' to take account of the range of additional requirements placed on members of the University community as a result of the pandemic.

5. Lessons Learned and Rationale for 2021-25

5.1 There are two key lessons from 2017-21 influencing are approach to our new EOs for 2021-25. Firstly, There was a tendency to include in 'plans' actions that would more properly fit within everyday activity, such as the one outstanding area to resolve disabled parking signage.

5.2 Secondly, where we effectively directed resources we yielded results. This was seen in gender focused actions of; targeting recruitment to the University Court, improving our promotions process and increasing recognition through the honorary degree programme.

5.3 Our next set of EOS move us further toward sustainable outcomes through an expectation of more EDI embedded into core actions with EOs focusing on specific tangible actions/interventions and reducing the number of actions which carry good and proven practice into areas where the method can bring results.

5.4 In the broader sense, beyond EOs a key feature of our work will be a consistent and visible global EDI approach across all of Heriot-Watt.

6. Equality Outcomes 2017-21 Update at March 2021

Fundamentals for Success								
EO No.	Identified action	Evidence base	Protected characteristic	Outcome	Update April 2019	Update March 2021	Deadline	Status
1	Support continued roll-out of Athena SWAN across all Schools	Strategic objectives, Equality Outcomes 2013-17	Gender/ Intersections/ All	Clear cohesive approach across E&D activities and Athena SWAN. Progression through Athena SWAN Awards.	<p>This action brings together actions around cohesion across E&D and Athena SWAN activities with structures linked via group membership.</p> <p>EPS, MACs EGIS hold bronze awards and have completed renewal submissions SoSS first submission for bronze April 2019. University bronze renewal or silver submission due 2020.</p>	<p>Athena SWAN continues to be a strategic imperative for the University.</p> <ul style="list-style-type: none"> • MACs renewed Bronze status in 2019 • EPS renewed Bronze status Autumn 2020 round • EGIS Bronze renewal submission date Spring 2021 • EPS submitted an updated review in the Spring 2020 round and work continues • University-wide renewal November 2020 result pending at time of writing 	Apr-17	Complete and continuing

2	Assess impact of family friendly changes to the Staff Expenses Policy	Student, staff and visitor feedback	Carers	Uptake of Expenses Policy linked to child care and other caring responsibilities.	This action previously referred to improving access to childcare on campus. Due the nature of the action relating to external provision this action was updated in April 2019 to explore the impact of changes to the expenses policy to include childcare with a new April 2021 deadline.	Data gathering in progress. Changes to people and finance management system will support activity as part of core function.	Apr-21	In progress - rolled into core activity
3	Responding to sexual misconduct, gender violence	Student feedback and experience, national agenda	All - Gender/ sexual orientation	Guidelines, information and support created and updated regularly. Equally Safe in Higher Education Toolkit.	Fearless Edinburgh Partnership in place with Edinburgh HEIs, FE, NHS and Police Scotland. 2 events held on May 2018 and Dec 2018 to respond to Equally Safe toolkit and agenda. Equally Safe cards distributed to all UK staff October 2018. Established ESHE@HW group March. Supporting regional development of Fearless partnerships across Scotland.	HWU continues to be an active member of the Fearless Edinburgh Partnership - with the Partnership nominated for a Police Scotland Force Excellence Award in early 2020. ESHE group at HWU continues to meet bringing together a cross section of the University overseeing activity to meet the ESHE Toolkit. The group also oversees approaches to tackling racism.	A/Y 2018/19	Complete and continuing
4	Embed Corporate Parenting needs across all relevant E&D activities	Legal requirement	All	HWU is compliant with Corporate Parenting requirements.	This action has been combined with a previous action for the University to understand its Corporate Parenting duties. A new Corporate Parenting Policy and Action Plan completed in May 2018 brings these areas together. Progress reports are received annually by the University Executive, annually from 2018.	Last Corporate Parenting Report received by UE in July 2019 delay in 2020 reporting due to C-19 though work is underway to progress annual report to UE as part of core function.	Aug-17	Complete and continuing

5	Support Safe Spaces for across HWU	Sector good practice	All	Improved perception of safety across all campuses.	This action previously referred to creating a Safe Spaces Policy. The development and implementation of SafeZone across all our campuses replaced the action.	Supporting Safe Spaces will continue to be a crucial element in supporting the University community across all locations.	Jan-18	Complete
6	Create actions to respond to equal pay issues overseen by an Equal Pay Working Group	Legal requirement	Gender/disability/ethnicity (all)	successive reduction in equality pay gap across protected groups.	EPWG becomes a formal sub-group of the University Executive from April 2019. Equality pay data published annually with diagnosis of changes. Equal pay action plan in progress deadline for completion aligns Equality Outcomes.	EPWG Terms of Reference refreshed and approved in 2019 and formally meets at least 1/4ly. Regular reporting and trend information show a reduction in gender pay gap over the last 3 years. While the disability data shows the same trend poor data for both disability and ethnicity make it difficult to take away concrete outcomes/messaging on pay gaps across the 3 PC groups.	Apr-21	Complete and continuing
7	Robust mechanisms in place for all 'people' related policy, procedures, functions and criteria	Legal requirement, feedback from staff, Equality Outcomes 2013-17	All	EPIA take place routinely. Completed EPIAs are logged and accessible.	This action has been combined with a previous action to hold EPIA surgeries. Surgeries take place on demand. Intranet space including PPT on how to undertake EPIA in place. Improved mechanisms for storing and logging EPIA in development in place April 2019.	There continues to be a steady growth in the number of EPIAs being taken forward - particularly as part of the HWU response to C-19. This is a work area being taken forward as part of core functions.	Apr-17	Complete and continuing
8	Ensure reliable and robust data is gathered during the	Legal requirement, Athena SWAN	All	Robust data across the application to recruitment stage of the employee journey included in	This action has been updated to reflect our goal for data across the employee journey gathered and published annually and takes account of the need for School level data. Our data	Data collection continues to improve and is a priority area for recruitment with new leadership from the Head of Recruitment.	Apr-21	In progress

	recruitment journey by protected characteristic			annual reporting supporting Athena SWAN and E&D data at School level.	production re application and recruitment is improving but work is still needed to make sure this action is part of annual, core activity and that those involved with recruitment engage fully with our recruitment processes. Deadlines has altered to support this process.	ERP development included enhanced data collection and reporting tools will support improved systems.		New cloud based system on-stream from Spring 2021.
9	Ensure reliable and robust data employee data across the employee journey by protected characteristic	Legal requirement, Athena SWAN, sector good practice	All	Robust data across the application employee journey - high uptake of self service, robust training and development information, all progression and promotion as well as leavers data included in annual reporting also supports Athena SWAN and E&D data at School level.	This action has been updated to reflect our goal for data across the employee journey gathered and published annually and takes account of the need for School level data. Our data production is improving but work is still needed to make sure this action is part of annual, core activity. We routinely publish related to gender across progressing and promotions. Annual production of E&D information linked to employees based on HESA information. There is a need for greater engagement from employees in self service and in our systems for recording training and development. Deadlines have altered to support this and are exploring the potential of establishing an Employee Data Working Group to mirror student activities.	Continues to be an area of focus for greater improvements. Part of the ERP build requirements. Still looking to establish a group to effectively oversee employee data requirements, ownership and integrity of data.	Apr-21	In progress New cloud based system on-stream from Spring 2021 with supporting protocols

10	Ensure reliable and robust data is gathered relating to staff complaints, grievance and disciplinary protected characteristic	Legal requirement, Athena SWAN, sector good practice	All	Trackable data available across all relevant process reported and scrutinised annually by relevant committees/boards.	This action has been updated to reflect our goal for data across the employee journey gathered and published annually. We currently produce employee information on request but are developing annual processes to report on these areas routinely.	Continues to be an area of focus for greater improvements. Part of the ERP build requirements. Still looking to establish a group to effectively oversee employee data requirements, ownership and integrity of data.	Apr-21	In progress New cloud based system on-stream from Spring 2021 with supporting protocols
11	Ensure reliable and robust data is gathered and reported across the University's influential committees	Legal requirement, Athena SWAN, sector good practice	Gender (and all in due course)	Measured and monitored composition of influential committees	This action combines previous action to report separately on the composition of Court and the University's influential - reporting on gender complete. Now extending to include other protected characteristic groups starting with disability and ethnicity.	This action links to the Scottish Code of Good Governance (Principal Number 36). Reporting continues to be part of the Employee Information Reporting. Court also introduced equality monitoring information across other PCs though uptake has been low. Active engagement with the University Court in embedding EDI January 2021 and continuing.	Apr-17	Complete and continuing

12	Ensure reliable and robust data is gathered and reported across the during the student journey	Legal requirement, Athena SWAN, sector good practice	All	Robust data across the student journey, reported annually supporting evidence based actions that improve the student experience for all students	This action replaces separate actions covering gathering and publishing student data - including a previous action to undertake a student census exercise. E&D enrolment data published annually alongside other information linked to equality data re the student experience (mainly gender). Has included care experienced and caring responsibilities since 2018. A Student Data Working Group is to be established to produce data sets covering the entire student journey from perspective student to alumni and including attainment and retention. The data will be used to inform activity going forward. Deadlines have been extended to support this work.	Short-term Student Data Group has created an outline index of student data held across the student journey to assist in strategic reporting across a range of PC groups. This has also included a greater understanding of the kind of data held across all HWU jurisdictions. The purpose of the data is to supported targeted activities including equality outcomes. It was agreed that the group would not be a permanent forum.	Apr-21	Complete and continuing Core functions where data is gathered around the student journey to be collected by PC
13	Ensure reliable and robust data is gathered relating to student complaints, appeals and disciplinary protected characteristic	Legal requirement, Athena SWAN, sector good practice	Gender, (in due course all)	Collect and report on support service usage by staff and students.	This action has been updated to reflect our goal for data across the student journey gathered and published annually under the leadership of the Student Data Working Group. We currently produce student information on request but are developing annual processes to report on these areas routinely. Will be part of the work of the Student Data Working Group.	Work of the student data group shows where data is collected and available on student uptake of services by PC, however reports have not been run on uptake at this time. Employee counselling service submits usage report including breakdown by gender. Other PCs not included. We do have information on 'reward' elements such as financial wellbeing and cycle to work schemes but this does not necessarily	Apr-21	In progress New cloud based system on-stream from Spring 2021 with integrity protocols supports employee uptake related information

						fall into the 'support' service area.		
14	Collect and report on support service usage by staff and students	Equality Outcomes 2013-17	All	Accurate data covering service users for in-house support services accessed by the University community	Information routinely gathered in student facing services but less so for employees. To better understand need and to help signpost people to effective support information gathering and reporting is being developed. Further work to be taken forward under the emerging Wellbeing agenda.	Information gathered on use of services and opportunities to be greatly enhanced by ERP. Collected routinely and as part of core function.	Apr-21	In progress New cloud based system on-stream from Spring 2021 with integrity protocols supports employee uptake related information
15	Embed use of equality profiling questions in Employee Engagement Survey	Athena SWAN, Employee Engagement Survey Working Group	All	Employee Engagement Survey can be broken down by PC group	Equality profiling questions included in employee engagement and Athena SWAN surveys.	2019 Staff Survey and C-19 Wellbeing surveys included profiling questions.	Sep-18	Complete and continuing
16	Supporting positive relationship between faith groups	NSS, ISB	Religion and belief including non-belief	Continued good campus relationships and positive NSS, ISB results	Positive relationships have been further enhanced with the appointment of an Imam in 2018. Continued positive responses to faith provision in NSS and ISB.	The faith groups continue to be an important part of the University community. Further work is to be taken forward on the collection and reporting of information across all locations.	2017	Complete and continuing

17	Increase diversity in recruitment	staff recruitment data, Athena SWAN activities	All	Increase diversity in the staff population	<p>Positive action statements included in all requirement activities (1) To be added to all external job adverts (e.g. jobs.ac.uk)</p> <p>Advert: Embracing diversity at Heriot-Watt University means we can select from the broadest pool to find the best person for the job – we encourage you to apply.</p> <p>(2) To be automatically added to all job adverts further particulars on iRecruit Further Particulars: 'At Heriot-Watt University we understand that being diverse makes us better which is why we support a culture of respect and equal opportunity, and value diversity at the heart of what we do. We want to increase the diversity of our workplace to underpin a dynamic and creative environment'</p> <p>We welcome and will consider flexible working patterns e.g. part-time working and job share options.</p> <p>However, low to no impact on diversity in employee numbers further work maybe necessary.</p>	Improving the diversity of the staff population continues to be an aim for the University. Head of Recruitment looking to actively engage in this area and will feature in the development of equality outcomes 2021-25 including pay gap specific work, our Athena Swan actions and Global EDI Strategy.	Apr-21	In progress
18	Fully investigate the needs of BAME students and staff	Students, staff, sector best practice, EDAG	BAME - all	Information paper exploring the issues facing BAME staff and students at HWU to inform future actions	This action updates a previous action covering increasing BAME diversity. The University's Equality and Diversity Advisory Group agreed a positioning paper would be the best way forward to assist in developing actions going forward.	National and in-house developments from Autumn 2019 are framing the activities through responding to the EHRC Universities Challenged Report and the more recent Black Lives Matter movement. SU and HWU management developing relevant actions overseen in part by the HWU Equally Safe in HE group.	Apr-21	In progress

						National steering group will be producing supporting materials Sept/Oct 2020. Actions highlighted in 2021-25 Equality Outcomes.		
19	Support Equality Champions	University Court and University Executive support	All	Equality Champions in place and supported	The University already has in place a number of champion roles including the Athena SWAN Champion and an Equality Champion as a member of Court. Our DISC (EPSRC funded) project introduces Disability Champions. It has been agreed that the effectiveness of these roles be tested and roll out may follow. It was also agreed that the School Lead role within the Court membership would include E&D support	Champions have not been rolled out but continue to have some potential for supporting advancing EDI. Will be kept in view in the development of Global EDI Strategy and new Equality Outcomes.	Apr-21	In progress
20	Track equality and diversity related items discussed through the University's governance structures	Equality Outcomes 2013-17 & ECU Mainstreaming Project	All	All Committees and Boards demonstrate E&D in agenda	Committee Clerks produce information on request included in Mainstreaming reporting. Process for annual reporting (tracking each influential committee) is in development.	No update - work is in place and supplied on request. Anticipated review as part of Global EDI Strategy and new Equality Outcomes development regarding effectiveness.	Apr-17	Complete and continuing
21	Improve protected characteristic disclosure	Legal requirements	All	Step change in disclosure - particularly focusing on disability. Increased disclosure rates across the PC groups	Throughout our data gathering we have found very low disclosure across the PCs - particularly staff disability disclosure. There is a need to take further action to build trust. A communication exercise is in development.	ERP development and changes to the language and user friendly nature of the self-service process will assist for existing employees and from the recruitment stage.	Apr-21	In progress

						To be addressed as part of core functions and engagement drive for the new ERP.		
22	Ensure clear and cohesive online presence across E&D	Legal requirement - open and accessible information	All	Regularly updated online and intranet presence	Webpages available at www.hw.ac.uk/equality and staff intranet space regularly updated including 'your workplace supporting your home life'.	E&D pages continually updated. Review and refresh of content expected as part of EDI Strategy development.	2017	Complete and continuing
23	Increase E&D information including case studies for staff and student	Staff and student feedback	All	Collection of case study examples online to illustrate support activities	Case studies used throughout intranet workplace and home life sections. Case studies used in Athena SWAN submissions and E&D materials. Case studies continue to be gathered.	In place though there would be benefit in more regular refresh and wider contributions to the case study pool.	Aug-17	Complete and continuing
24	Increase Online training uptake	Athena SWAN, Equality Outcomes 2013-17	All	80% Diversity in the Workplace Training uptake at Scottish Campuses	Online training uptake continues to be low - despite work to encourage uptake. A new deadline for Dec 2019 has been set with a project based approach to increase completion rates. To assist work is to be taken forward to embed E&D more fully into induction, linked to online training signposting.	Uptake continues to be low. Work is currently underway to have the Diversity in the Workplace training as an initial part of the Skilled for Success Programme, launched already in Dubai and Malaysia with bespoke online EDI training anticipated second wave roll out for UK 2021. Taken forward as part of core POD activities.	Dec-19 Dec 2021	In progress

Equality Interventions								
EO No.	Identified action	Evidence base	Protected characteristic	Outcome	Update April 2019	Update July 2020	Deadline	Status
25	Increase disabled parking	Student, staff, visitor feedback	Disability	Improved signage across all parking	Work undertaken to assess parking needs and dedicated spaces are available on site however signposting is poor - a new deadline of August 2019 has been set.	No progress. It was agreed that improved signage across the campus should be in place to show visitors that all car parking included accessible parking - but this has not been done.	Aug-19	No Progress
26	Create new parents information	Feedback from student liberation groups, Athena SWAN activities	Caring responsibilities	Web based up-to-date information for staff	New parent information on coaching available for staff and communicated with information linked to any type of parental leave.	Continues to be a developing area - further progress through Parent and Carers Group and greater contact with employees in particular over C-19.	Apr-18	Complete and continuing
27	Create bespoke information about flexibility in working life	Feedback from student liberation groups, Athena SWAN activities	Caring responsibilities	Web based up-to-date information for staff	Your workplace supporting your home life intranet space developed including case studies and overarching Supporting Family Life Policy in place. Flexible working data collected and reported via Athena SWAN submissions.	Greater focus on flexible and remote working has been a necessity of recent circumstances. A range of EPIAs have been undertaken which are likely to influence HWU working practices.	Jul-18	Complete and continuing
28	Create more bespoke information about flexibility in study	Feedback from student liberation groups, Caring responsibilities feedback	Caring responsibilities	Web based up-to-date information for students	Student handbook contains information signposting students to support. www1.hw.ac.uk/mediaservices/pageflip/SS/A-Z_Student_handbook_2018/ web space in place for students providing information about how and where to find support.	Greater focus on flexible and remote learning has been a necessity of recent circumstances. A range of EPIAs have been undertaken which are likely to influence	Jul-18	Complete and continuing

		from student liberation groups				HWU access to learning. New blended learning model in place.		
29	Explore overseas childcare provisions and options	Athena SWAN	Caring responsibilities	Information relating to child care options at all our campuses included on the Reward pages	EDAG agreed to take forward specific work to include information about child care options at all our campuses with a new deadline date.	Work is currently underway specifically with the Dubai Campus to ensure relevant breast feeding facilities are in place.	Dec-19	In progress
30	Create Family Friendly webpages with information for staff and students	Athena SWAN, Staff and student feedback	All – gender and caring responsibilities	New family friendly webpages outward facing with information for staff, students and visitors relevant across all campuses	Equality and diversity webpages, your workplace supporting your home life intranet pages provide information for staff and information about student welfare and related policies supports students.	Further information provided throughout the C-19 pandemic providing access to information and support. Overhaul of EDI pages planned for 2021 as part of core work.	Mar-19	Complete and continuing
31	Classes starting and finishing on time to help students (and staff) move across campus	Student, staff and visitor feedback	Disability & All	Guidance issued to Schools. All classes start at 20 past and end at 10 past the hour	Well communicated across HWU community	Work underway across L&T to address issues relating the access to L&T within enhanced blended learning protocols. Inevitable changes in provision through blended learning may have lasting impact.	Jul-17	Complete and continuing

32	Use of BSL in video media under 3 minutes long	New BSL legislation and in-house feedback	Disability	All visual media uses BSL	BSL Local Plan agreed and launched Nov 2018. Action plan included recommendations for taking forward this work. New BSL group will oversee activities.	Some difficulties in the BSL Local Plan Group meeting mainly as a result of illness and then C-19, though work continues on making sure that high-level messaging includes use of BSL not just text captioning. All E&D pages include BSL Video media. ContactSCOTLAND links are embedded in HWU website.	2021	Complete and continuing
33	Establish Mental Health Working Group to create Mental Health Strategy	Staff and student feedback	All – disability	Create a fit for purpose Mental Health Strategy	New Wellbeing structures in place with Wellbeing Summit held in Dec 2018 to develop next steps . Further progress expected 2019.	Overtaken by work on the Wellbeing Strategy.	Dec-19	Complete and continuing
34	Annually mark International Women's Day	Legal requirement (meet PSED), Student, staff and visitor feedback, Equality Outcomes 2013-17, Athena SWAN activities	Gender	Annual Celebration of IWD takes place	Events have taken place annually over the last 5 years with an expectation from the staff and students that celebration activities will be taken forward.	Part of annual activities.	2017	Complete and continuing

35	Embed support of international recognition days for all Protected Characteristic Groups	Legal requirement (meet PSED), Student, staff and visitor feedback, Equality Outcomes 2013-17	All	Programme of International Recognition days and calendar of events in place.	Part of our Diversity Month activities that take place over October. Supported international recognition days agreed in collaboration with student representatives.	Part of annual activities. Review of impact/effectiveness expected to inform future Global EDI Strategy and Equality Outcomes and further Student EDI Summit.	Mar-19	Complete and continuing
36	Develop product to support increase of women in Computer Systems.	ECU facilitated student recruitment project	Gender and SIMD 20 & 40	Complete ECU Attracting Diversity Project. Tool used widely in outreach with the potential to roll out to other Schools.	This action has been updated to reflect the completion of our involvement in the ECU Attracting Diversity project. A CS Project in collaboration with CS, E&D and with an MSc student attached created a mobile website http://www.macs.hw.ac.uk/~fm206/outreach/ to encourage engagement with broader groups. Package to be used as part of School engagement activities with a view to amending as necessary as a promotional and recruitment tool. Next steps are to operationalise the tool.	No update - staff relating to the project have moved on from HWU.	Nov-18	Complete and continuing
37	Improved information for new International Students	International Students feedback	BAME/Religion and Belief	International students focused web based and social media information sharing ahead of new AY, annually.	Range of information available for international students reviewed and refreshed regularly. information available via Go Global. Need to review and refresh information with feedback from international students.	Completed - no change in circumstances	Aug-17	Complete and continuing
38	Explore Guarantor Scheme for students living in living in	Student feedback	BAME, International, All	Guarantor Scheme in place.	Combined with an action to provide additional support to international students facing hardship issues, the Guarantors Scheme was introduced in 2018 specifically targeted at supporting international students.	Completed - no change in circumstances	Apr-18	Complete and continuing

	rented accommodation							
39	Support employees to establish peer support groups.	Feedback from student liberation groups, LGBT Groups, Equality Outcomes 2013-17	All	Employees feel open to disclose their personal circumstances and supported to create peer networks	This action replaces separate actions to create protected characteristic specific networks. There has been a reticence of staff to come forward and be part of University founded groups. It was agreed that networks be supported to develop organically.	Parent and Carers Group in place. Discussions underway re supporting groups in future Global EDI Strategy and new Equality Outcomes.	Apr-21	In progress
40	Support Student Liberation Groups linked to Protected Characteristics	Legal requirement (meet PSED), Student, staff and visitor feedback, Equality Outcomes 2013-17	All	Clear process and programme in place for collaboration with SU reviewed annually	Combines action to support Student Union and Student Sports Union across all aspects on equality and diversity. Annual process of reviewing and planning for the coming year in place alongside at least monthly catch-up with central services to plan activities.	Completed - no change in circumstances	2017	Complete and continuing
41	Improved equality and diversity information for academic mentors	Student, staff and visitor feedback	All	Training and support materials in place for academic mentors	Training and support materials for academic mentors in place with new materials developed in consultation with students and subject to continuous improvement.	While this work has been completed recent developments means that the SU in collaboration with LTA are working to develop additional guidance.	Mar-19	Complete and continuing
42	Create process for use of preferred names for students	Legal requirement (meet PSED), Student, staff and visitor feedback	Transgender	Clear process in place for students	Draft transitioning guidance developed and consulted with TUs and others has taken place. Need to develop helpful guidance for supporting students too. New Aug 2019 deadline agreed.	Gender Identity Policy and Transitioning Guidance agreed and in place June 2020. Included preferred name guidance.	Aug-19	Complete and continuing

43	Create process for use of preferred names for staff	Legal requirement (meet PSED), Student, staff and visitor feedback	Transgender	Clear process in place for students	Draft transitioning guidance developed and consulted with TUs and others has taken place. Need to develop helpful guidance for supporting students too. New Aug 2019 deadline agreed.	Gender Identity Policy and Transitioning Guidance agreed and in place June 2020.	Aug-19	Complete and continuing
44	Gender neutral toilets at all campuses	Student, staff and visitor feedback	Transgender/All	Gender neutral facilities available across all UK facilities	Signage in place in Scottish Campuses from 2017.	Completed - no change in circumstances	Mar-17	Complete and continuing

Appendix 1: Composition of the University Court

Table 4: University Court Gender Profile

	Female	Female%	Male	Male %
2017-18	12	50	12	50
2018-19	9	36	16	64

Table 5: University Court Ethnicity Profile

	BAME	BAME %	White	White %
2017-18	1	4	24	96
2018-19	3	12	22	88

University Court disability data not available