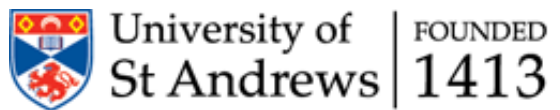


University of St Andrews

Equality Mainstreaming

Published 30 April 2021



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Published for public view:

<http://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/>

This document is available in 'Alternative Format' upon request.

British Sign Language (BSL) users can contact the University via the online BSL Video Relay Interpreting Service: <https://contactscotland-bsl.org>.

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1. Introduction

This report provides an update on progress of activities to mainstream equality in the University of St Andrews since the last Mainstreaming Report was published in April 2019. It also provides an overview of our further ambitions and activities to: eliminate discrimination of all kinds; advance equality of opportunity; and foster good relations between staff, students and other stakeholders across all categories of equality, diversity, and inclusion.

Annexes to the report contain further detail as follows:

- A. Provides progress on actions on the set of equality outcomes report from April 2019.
- B. Provides actions on a set of further equality outcomes from 1 May 2021 to 30 April 2025.
- C. Provides information on protected characteristics of staff as headcount.
- D. Provides information on protected characteristics of students as full-time equivalent.

2. Strategic context

2.1 University Strategy

The University's commitment to equality, diversity and inclusion is reflected in the University Strategy (2018 - 2023), with 'Diverse St Andrews' being one of four distinct but equally important themes of the Strategy, along with: 'World-Leading St Andrews', 'Global St Andrews', and 'Entrepreneurial St Andrews'. As stated in section 4.10 of the Strategy, Diverse St Andrews will:

- Enable the University of St Andrews to be identified in the next decade as an institution that is inclusive, inspirational, and incentivised to go on being so.
- Embed the structures that let students and staff develop their potential, in energising rather than bureaucratic ways.
- Work strategically to remove the gender pay gap.
- Improve provision for disabled staff and students, and involve all staff and students in so doing.
- Give focus to intersectionality and the promotion of a strongly diverse community.
- Develop a reward structure that values sustained commitment to diversity, inclusivity, fairness, and social responsibility. Develop a reward structure that values sustained commitment to diversity, inclusivity, fairness, and social responsibility.

The People Strategy and its associated Action Plan is a key enabling strategy for Diverse St Andrews. Many of its actions relate to closing gaps between staff and students that relate to a protected characteristic.

Further information is available online:

<https://www.st-andrews.ac.uk/about/governance/university-strategy/>

2.2 University Court

The University Court is the governing body of the University. The Court has overall responsibility for the governance of the University, including all aspects of strategic planning and the management of resources — financial, human and physical. This responsibility comes via Acts of Parliament, which give the Court authority over all of the University's property and revenues, as well as the power to review the decisions of the Senate.

In September 2019, the processes of revising the Court Handbook, enhanced the commitments on equalities. The Handbook was updated further in January 2021.

Highlights of equalities within the University Court Handbook:

- Section 2.4.9: To ensure that appropriate and effective arrangements are in place for promoting equality of opportunity in respect of students, staff and other persons making use of University services or facilities.
- Section 6 c of the Governance and Nominations Committee: The Convenor of the Governance & Nominations Committee is accountable to the University Court for ensuring that Equal Opportunities procedures are at all times observed.
- Section 6 of the People and Diversity Assurance Group: The People and Diversity Assurance Group reports directly to the University Court. The primary purpose of the People and Diversity Assurance Group is to monitor progress on the Diverse St Andrews strategic theme and on the implementation of the University's People Strategy.
- Section 7: The People and Diversity Assurance Group, states one of the remits of the group is to 'To monitor progress on the Diverse St Andrews strategic theme, including receiving progress reports on equality outcomes, addressing the gender and other pay gaps, and other relevant activities and initiatives.

The 'Court Members' Induction Checklist' (section 1.5 of the Handbook), states that the completion of the following online training courses are compulsory:

- GDPR
- Diversity in the Workplace
- Unconscious bias
- Security Essentials
- Multi-Factor Authentication (Duo mobile app)

Further information is available online: <https://www.st-andrews.ac.uk/about/governance/court/>

Data on the diversity of Court is available in section 18.1 of this report.

3. Legislative Context

3.1 Equality Act (2010)

The development of Equality Outcomes is required by the Equality Act (2010). Equality outcomes are results that your institution aims to achieve that will further one or more of the parts of the public sector equality duty (eliminate discrimination, advance equality of opportunity and foster good relations).

The Act covers nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex/gender; and sexual orientation.

In Scotland, the Act's Public Sector Equality Duty (2011), consists of a General Duty supported by a set of Specific Duties. The General Duty consists of three "needs". These require the University to have due regard, when carrying its activities, to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups.
- Advance equality of opportunity between people from different groups.

In order to demonstrate *due regard*, the University must consider the needs of the General Duty when making decisions and carrying out its functions, for example, as an employer, as a provider of education, or as a service provider or procurer.

3.2 Scottish Specific Duties (2012)

The duties are set out in the secondary legislation that accompanies the Act, and require the University to:

- Report progress on mainstreaming the General Duty into all functions every two years.
- Publish and deliver a set of equality outcomes that cover all protected characteristics every four years.
- Assess the impact of new and revised policies and practices against the needs of the General Duty on an ongoing basis.
- Gather and publish information on the protected characteristics of employees every two years.
- Publish board diversity information as part of mainstreaming reports, including the gender breakdown of governing body or board members.
- Publish gender pay gap information every two years, and statements on equal pay and occupational segregation for gender, race, and disability every four years.
- Have due regard to the General Duty in specified procurement practices on an ongoing basis.
- Publish the information in a format that is accessible.

This report provides updates on compliance with these duties and draws attention to key initiatives and indicators of progress.

3.3 Visibility of the Equality Statement

The University's Equality, Diversity and Inclusion Policy was updated to take into account changing terminology, links to relevant policies and guidance, and factoring new online reporting methods (<https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/equalitypolicy/>). A notable part of the policy is the Equality Statement, which is embedded into functions, operations, and activities of the University. The Equality Statement is included or referenced in:

- Institutional guidance for staff and students
- Equalities awareness and training sessions
- Staff induction
- Online training modules
- Staff handbooks
- Staff and student policies
- Recruitment processes
- Relevant staff, student, and contractor policies

- School EDI webpages
- Online Report & Support Tool

4. Equality Outcomes

The University's Equality Outcomes Action Plan 2017-21 is contained in Annex A in this report. The University successfully completed over 70 actions across the institution, from 30 April 2017 to date, over 30 pages relating to compliance with legislative equalities duties, to sustain a fair studying; visiting; and working environment.

In 2019 the action plan was published in April 2019 for external view and provided to:

- Equality & Human Rights Commission (EHRC) as the statutory regulator
- Advance HE
- Scottish Funding Council (SFC)

Our set of Equality Outcomes for 2021-25 were developed by expanding the previous 2017-21 action plan layout (checked by EHRC), factoring-in continuous actions from the previous action plan, taking into account actions within the People Strategy, engaging with each of the diversity staff networks (refer to section 9), analysis of staff and student data trends (refer to Annex C and D), and utilising the following sector guidance:

- Participation in the EHRC and SFC 'Setting Equality Outcomes Workshop' (5 November 2020, facilitated by Advance HE).
- Preparing and setting equality outcomes for 2021 to 2025 (5 November 2020 publication, EHRC and SFC).
- Guidance for Interim Outcome Agreements for Colleges and Universities AY 2020-21 (1 December 2020 publication, SFC).
- Guidance for the development of University Outcome Agreements: 2020-21 to 2022-23 (7 October 2019 publication, SFC).
- Is Scotland Fairer? (October 2018 publication, EHRC).

In addition to the above, self-evaluation initiatives provided by the external accreditation bodies, as listed in section 8, plus the UK Government Disability Confident Employer accreditation guidance, have informed the development of actions to support equality outcomes.

The following outcomes are structured to reflect this and describe the University that we are committed to be in 2025. The Action Plan to support the achievement of the 2021-2025 Outcomes is provided as Annex B. Note: The action plans will be revisited to take into account new published guidance by the EHRC on tackling national Scottish inequalities in 2022-23 (TBC).

- Outcome 1:** Increased proportion of underrepresented staff recruited
- Outcome 2:** Making a University that is accessible and is recognised as encouraging diversity and the appreciation of it in our staff, students, and suppliers.
- Outcome 3:** Creating a studying, visiting, and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.

- Outcome 4:** Designing systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.
- Outcome 5:** Securing greater diversity in governance, management, and leadership.

5. EDI management and support structure

The Central Equality Diversity Inclusion (CEDI) Committee, chaired by Professor Ruth Woodfield, the University's Assistant Vice-Principal for Diversity, operates as the strategic structure feeding into the Principal's Office on equalities progress and actions. The CEDI Committee also feeds into the People and Diversity Assurance Group, and thus into Court via its Chair and other Court members. The Institutional Athena SWAN Self-Assessment Team, and the Institutional Race, Ethnicity, Religion & Belief Group, both feed into the CEDI Committee. All Academic Schools have an EDI Committee, convened by an equalities lead, typically a School Director of EDI, a role that is recognised in the University's workload modelling guidelines. An illustration of the CEDI Committee Governance Map is provided in Annex E.

The Students' Association Director of Wellbeing is funded by the University, and oversees increasing awareness of student welfare and equality issues. This role also sits on the CEDI Committee, as well as the Students' Association Equal Opportunities Committee. Representatives from the Student BAME Network are also in attendance.

The Assistant Vice-Principal for Diversity role supports the University's commitment to have EDI at the heart of the St Andrews experience. The central EDI Team currently consists of 3 staff (2.4 FTE): EDI Assistant; E&D Awards Adviser; managed by the Head of Equality & Diversity, with further expansion of the team planned to become a central team of 5 staff (4.4 FTE). Further to this, led by the AVP for Diversity, since the last mainstreaming report, four additional posts are in place: Head of Wellbeing & Mediation (refer to section 14), Project Manager in Equalities (refer to section 15); EDI Faculty Lead for Arts & Divinity; and EDI Faculty Lead for Science & Medicine. This cohesive staffing complement meets twice a semester, in addition to representation at institution-wide meetings.

5.1 Faculty EDI Leads

The Faculty EDI Leads work to coordinate EDI actions and good practice across academic Schools, Chair the Faculty EDI Directors' meetings, as well as support the implementation of the Diverse St Andrews strategy, People Strategy, and the institutional Athena SWAN action plan.

Since being appointed in August 2020, the Faculty Leads have engaged with both staff and student groups (including the Faculty Presidents) to initiate and coordinate a broad range of activity. This includes: working with the BAME Student Network to support the publication of a BAME Students' Action Plan; initiating and Chairing a panel discussion on Flexible Working for staff in academic Schools; facilitating discussions on mentorship between staff and student groups; and developing a pilot Active Bystander training for staff and students. The Faculty Leads are also involved in a number of working groups including workload models, flexible working, and recruitment and selection.

Mainstreaming/integrating/awareness raising: The Faculty EDI Director's Group meetings are held 3 times a semester and promote the sharing of best practice across Schools and Faculties. Chaired by the EDI Faculty Leads, these regular meetings also provide a forum for raising awareness of University initiatives and existing support for both staff and students in relation to equality and diversity. In 2020/21 invited speakers at these meetings included the Head of Mediation and Wellbeing (University mediation service and Report & Support), Director of CEED (academic skills), Equalities Project Officer (Inclusive Curricula), Organisational Development Coordinator (Pronoun guidance).

Wellbeing: In February 2021 the University held its first Flexible Working Forum for staff working in academic Schools (coordinated by OSDS). At the event staff were able to hear about the experiences of members of staff who had successfully engaged with flexible working, and also learn more about the University's Flexible Working Policy. The event panel included two members of academic staff, EDI Faculty Leads, and a HR representative. The event was well attended and will become a regular event for staff in Schools and Units.

Race equality actions: The EDI Faculty Leads have been working with the BAME Student Network and Student Faculty Presidents to support the development of a BAME Students' Action Plan. As part of this work, the Faculty Leads, Equalities Project Manager and BAME Student Network are working to co-produce a mechanism for students to provide feedback on race and representation in the curriculum on an ongoing basis.

6. Events

One of the methods to foster good relations between people who share a protected characteristic and those who do not (under the Public Sector Equality Duty) is through awareness-raising and learning events across the institution. The following table provides a list of diversity events hosted at the University from May 2019 to April 2021:

Event title	Date
Classics and Race: Research and Pedagogy	14-Oct-2019
Menopause and the workplace: new directions in research	13-Nov-2019
Out Thinkers @ St Andrews (LGBTIQ+ in STEMM)	26-Nov-2019
Caring for carers	11-Feb-2020
LGBT+ Memory Project Exhibition	20-Feb-2020
Global Accessibility Awareness Day	21-May-2020
School of History Annual Lecture in the History of Women, Gender and Sexuality	14-Oct 2020
CREDI: Inclusive and equitable teaching with technology: welcoming and supporting all our students	27 Oct 2020
Spence Project and the School of History	28-Oct-2020
LGBT+ STEM Week events	16-Nov-2020
Aurora Alumni Event – Key Speaker Vice-Principal Education (Proctor)	21-Nov-2020
CREDI: Belonging, Bodies, Banter and Beyond	09-Dec-2020
International Day of Women and Girls in Science Public Lecture	12-Feb-2020
Annual School of Biology International Day of Women and Girls in Science public lecture	12-Feb-2021
CREDI: Tackling belief-related harassment	17 Mar 2021
CREDI: How to have difficult conversations about race: in the context of decolonising the curriculum	18 Mar 2021

Additionally, the University continues to commit stand-alone research funding to the Equality Diversity & Inclusion Fund to support research projects that have a primary focus on at least one of the protected characteristics. Part of the rationale for this funding stream is to generate insights or applications, or contribute to debates, that can enhance our own approach to equality, diversity and inclusion within the University. Projects supported via the EDI Fund are therefore contributing to the evidence base, awareness and understanding of the *Diverse St Andrews* agenda.

7. Equalities training

The table below provides the number of users completing the modules:

Online Training Module	Number of further completions
From 1 May 2019 to 2 February 2021	
Diversity in the Workplace	1134
Recruitment & Selection	377
Student Diversity	363
Unconscious Bias	600

Our bespoke online training modules for Diversity in the Workplace, Recruitment & Selection, Student Diversity, and Unconscious Bias, are continuously monitored for completions by the central EDI Team. Each module requires the user to undertake an end of module assessment based on learning gained (<https://www.st-andrews.ac.uk/hr/edi/training/>). The Student Diversity module recently was extensively reviewed in consultation with the student body, and signposting to updated policies and reporting methods were inserted into the staff modules.

In addition to this, the University commissioned a new online 'Pronoun & Gender-inclusive Language Training Video' to be produced, with bespoke content provided via engagement with the Saints LGBT+ Society, the CEED and OSDS units, and the EDI Team.

As part of our membership with Stonewall Scotland as a Diversity Champion, following training sessions delivered by the organisation on LGBT+ inclusion to staff in HR and Student Services, a bespoke training session was delivered in 2020 to staff in the School of Divinity. Details of EDI training specific to the curriculum are provided in section 15 in this report.

List of awareness and training sessions designed and delivered by the central EDI Team in relation to the Equality Act (2010) since May 2019:

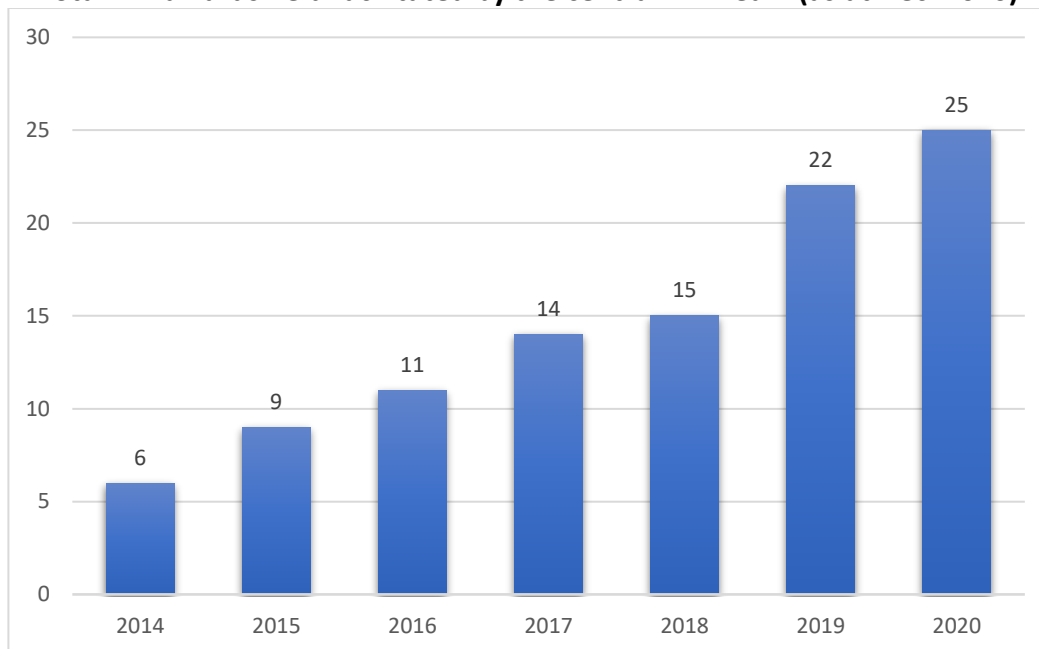
Title (delivered by EDI Team)	School/Unit	Date
EDI training: Away days/school/unit bespoke	Estates: Grounds & Trades	11-Jul-19
	Estates: Grounds & Trades	16-Jul-19
	Estates: Grounds & Trades	25-Jul-19
	Estates: New Security staff	26-Aug-19
	RBS: Housekeeping induction	28-Nov-19
	Estates: Janitorial staff	06-Jan-20

	Estates: Janitorial staff	20-Jan-20
	RIS	16-Jan-20
Diversity for Managers training (for OSDS)	Open all current and potential managers	29-May-19
		12-Dec-19
		02-Dec-19
		28-May-20
		08-Jun-20
		08-Oct-20
Dignity & Respect Policy in Practice training (with HR and OSDS)	Open to all staff	30-Oct-19
		27-Nov-19
		14-May-20
EDI student session for Schools: UG/PG/PhD	Chemistry	02-Oct-19
EDI Teaching/Tutor training (for CEED)	Schools	31-Oct-19
Academic Forum: EDI law section	Schools and units	18-Feb-21
REF 2021: Equalities training (with AVP Diversity, HR and RIS)	Schools	14-Nov-19
		28-Nov-19
		02-Dec-19
		28-Jan-20
		27-Feb-20
Sabbatical Induction: EDI training	Students' Association	11-Jun-19
		21-Sep-20
PG/PhD Student Induction	Biology	30-Sep-20
	Chemistry	02-Oct-19
	Chemistry	02-Oct-20
	Earth Environmental Sciences	08-Oct-19
	History	02-Oct-20
	IR	11-Sep-20
	IR	16-Sep-20
EDI for Tutors	IR	29-Jan-20
	IR	16-Sep-20
	PAFS	16-Sep-20
EDI awareness: New Staff Essentials (for OSDS)	Open to new staff	31-Oct-19
		07-Nov-19
		10-Dec-19
		16-Jan-20
		17-Feb-20
Cultural Awareness and Sensitivity training	History	22-Jan-20
	History	23-Jan-20
	History	10-Sep-20
	PAFS	24-Aug-20
Equality employment law: Professional Skills Curriculum (for CEED)	Open to students	19-Apr21
Total sessions delivered since May 2019 = 47		

8. University-wide equalities accreditation

In addition to meeting our legislative duties fully, the University, with support and guidance provided by the central EDI Team, continues to build on successes of our diversity awards, as a method of internal self-evaluation and external assessment.

Total EDI awards held facilitated by the central EDI Team (as at Dec. 2020):



8.1 Athena SWAN Charter

The University holds the Institutional Bronze Athena SWAN award, with renewal due in November 2022. Bronze institution awards recognise that the institution has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

Recognised across the UK and Ireland higher education sector, Athena SWAN has continued to be progressed throughout the institution, as demonstrated in the following table, with continuous success thanks to the School EDI Committees, Planning Unit, HR, Faculty EDI Leads, and EDI Team:

Athena SWAN awards attained	Level	Awarded	Renewal
Institutional	Bronze	May 2018	Nov 2022
Art History	Bronze	Oct 2019	Apr 2024
Biology	Silver	May 2018	Nov 2021
Chemistry	Bronze	Apr 2017	Apr 2022
Classics	Bronze	May 2019	Nov 2023
Computer Science	Bronze	Sep 2017	Apr 2022
Divinity	Bronze	Oct 2020	Sep 2025

Earth & Environmental Sciences	Bronze	Oct 2019	Apr 2023
Economics & Finance	Bronze	Oct 2019	Apr 2024
English	Bronze	Dec 2019	Apr 2024
Geography & Sustainable Dev.	Bronze	Oct 2019	Apr 2024
History	Bronze	Oct 2018	Apr 2023
International Relations	Bronze	May 2019	Nov 2023
Management	Bronze	Sep 2017	Apr 2022
Mathematics & Statistics	Bronze	Oct 2018	Apr 2023
Medicine	Bronze	Apr 2017	Nov 2021
Phil., Anthro. & Film Studies	Bronze	Apr 2020	Nov 2023
Physics & Astronomy	Silver	Apr 2017	Nov 2021
Psychology & Neuroscience	Silver	May 2018	Nov 2021

8.2 Business in the Community Race at Work Charter

‘All organisations want to recruit from the widest pool of talent and help them progress. It is key to future productivity and performance. The Cabinet Office’s Ethnicity facts and figures website and the BitC Race at Work Survey highlight that ethnic minority staff still encounter significant disparities in employment and progression.’ – BitC.

In May 2019 the University of St Andrews became the first university in the UK to become a signatory of the Prince’s responsible business network, Business in the Community (BitC) Race at Work Charter. Following completion of the required annual documentation of data, good practice and policies, the University renewed its annual accreditation in July 2020.

8.3 Carer Positive Employer

‘The Carer Positive process is aimed to be clear and straightforward, based on a simple self-assessment process, with employers describing how they meet the criteria expected at each level of the award. Where possible, this should be accompanied by evidence of their policies/activities.’ – Carer Positive.

To further comply with the Carers (Scotland) Act (2016), the University annually renews its Carer Scotland Positive Employer Award, demonstrating our commitment and support for staff with responsibilities. In April 2020, the University became only the second Scottish university to attain the award at the ‘Exemplary’ (highest) level, with renewal is due in May 2021.

‘It is evident that the support for carers within the University – both for staff and students – has gone from strength to strength. It is also very encouraging to see that the response to the current COVID 19 crisis has taken the particular challenges faced by carers into account and linked to relevant support and information.’ – Carer Positive, April 2020.

8.4 LGBT Charter

‘Being awarded our LGBT Charter enables you to send a positive message, with confidence, that your organisation is a champion of LGBT inclusion where LGBT employees, customers, or service users will be safe, supported and included. The LGBT Charter makes a clear statement that equality and diversity are at the heart of your organisation.’ – LGBT Youth Scotland.

The University remains the only holder of the LGBT Charter as an institution amongst the Scottish higher education sector, which is administered by LGBT Youth Scotland, with renewal due in June

2022. LGBT Youth Scotland has previously provided input to HR on the review of relevant staff policies.

Having commenced work on the LGBT Charter in March 2019, the University's Department of Sport & Exercise and the Athletic Union were awarded the LGBT Charter at Silver level in December 2020. A first-time submission by-passing bronze and building on the University's LGBT Charter Foundations award activity. The department was the first university sports department in Scotland to complete the LGBT Charter, and was recognised in all sports clubs engaged in highlighting the experiences of LGBTIQ+ people, with a focus on trans visibility.

8.5 Stonewall Workplace Equality Index

'The definitive benchmarking tool for employers to measure their progress on lesbian, gay, bi and trans inclusion in the workplace.' – Stonewall.

Stonewall has previously provided input to HR on the review of relevant staff policies. In February 2020, the University attained a slightly lower score in the Stonewall Workplace Equality Index, which was submitted in September 2019. However, further progress has been made to staff policies from recommendations by Stonewall Scotland, which will inform a stronger submission in 2021. Note that due to the impact of Covid, the index was rescheduled by Stonewall to occur next in September 2021:

Stonewall Workplace Equality Index		
Submission	Score	Rank
Sep 2020	Rescheduled due to Covid	
Sep 2019	62.5	276 (out of 510)
Sep 2018	64.5	240 (out of 445)
Sep 2017	57	254 (out of 433)
Sep 2016	34	353 (out of 439)
Sep 2015	35	335 (out of 415)

9. Staff EDI Networks

The University launched further diverse staff networks, facilitated by the central EDI Team, specifically focused on supporting and enhancing diversity and engagement across the institution. The general aims of the networks are to:

- Provide a confidential forum to share knowledge and good practice through networking;
- Provide effective solutions in policy/planning development;
- Increase the positive profile of the diversity the network represents.

The following table provides the growing number of staff participation in the networks, which were adapted to be held on a virtual platform due to the impact of Covid on workplace restrictions:

Network name	Launched in-person	Launched virtually	Members Jan 2021	Members Jan 2020	Members Jan 2019
Staff BAME Network	28 Jun 2018	9 Apr 2020	27	21	19

Staff with Disabilities Network	-	3 Dec 2020	9	-	-
Staff LGBTIQ+ Network	7 Sep 2016	24 Apr 2020	26	26	20
Staff Parents & Carers Network	28 Mar 2019	19 Mar 2020	80	70	38

10. External/internal leadership and mentoring programmes

The University has financially supported the attendance of staff on the external **Advance HE Aurora Leadership programme for women**, coordinated by the central EDI Team, and with mentoring facilitated by the Organisational and Staff Development Services (OSDS) unit (formerly part of CAPOD). In Academic years 2019/20 and 2020/21, a total of 38 women were supported on the programme. This brings the aggregate number of women supported by the University, since its investment in 2014, to 110.

To further tackle gender under-representation at senior levels, the internal **Elizabeth Garrett Mentoring Programme**, launched in October 2017 supports senior academic women, which is personally sponsored by the Principal, and facilitated by OSDS. The following table provides figures representing the total number of participants per year, since the April 2019 report:

Elizabeth Garrett Mentoring Programme Participants by Cycle	
2019-20 Mentors	32
2019-20 Mentees	18
2020-21 Mentors	46
2020-21 Mentees	14
Total Mentors	78
Total Mentees	32

The University supported staff to participate in the external Advance HE, Diversifying Leadership programme for BAME staff in 2016/17, 2017/18 and 2018/19. The University has applied to support staff in 2020/21 on this programme and are awaiting the outcome of the next cohort. Internally, the University is in the early stages of developing a new BAME Staff Mentoring Scheme, in a similar format to the Elizabeth Garrett Mentoring Programme'. Creating such a programme includes input from BAME staff, the EDI Team, and the OSDS unit, which will also facilitate the programme once launched.

11. Staff Wellbeing

The University continues to work with internal stakeholders and external bodies to address the wellbeing and engagement of University staff.

In July 2020 the Mental Health Strategy was approved, with the aims to raise awareness and to reduce stigma about mental health issues, to foster a collegial, responsible and supportive

workplace, to enhance the support available to students and staff and to increase awareness of, and participation in, wellbeing activities. This strategy, applicable to staff and students, provides the framework within which we will address these aims, and sets out both a) what is current practice and, b) on the basis of evidence, what we need to do next in order to improve our mental health promotion and our provision for mental illness support. More information is available online: <https://www.st-andrews.ac.uk/policy/academic-policies-quality-and-standards/mental-health-strategy.pdf>

The University's Staff Wellbeing & Engagement Group, facilitated by OSDS, is based on the belief that a mechanistic, purely 'health and safety' based approach to wellbeing, will not address the wide range of factors that contribute to individual wellbeing, or how this translates at an organisational level. The approach is based on the model that there is a connection between wellbeing, engagement, and organisational performance. Healthy and engaged staff are likely to be happier, more motivated, and more fulfilled at work; the evidence also suggests that such staff are likely to stay with their employer longer and deliver higher quality services.

The group membership is represented from the Careers Centre; Corporate Communications; the Chaplaincy; Department of Sport and Exercise; EDI Team; Estates; HR Policy; Library; Occupational Health; OSDS; Residential & Business Services; Transition St Andrews; School of Medicine; Student Services; and Sustainable Transport.

Specific initiatives and activities within the wellbeing and engagement workstream are driven by:

- The NHS Scotland Healthy Working Lives award which provides guidance on best-practice to employers and evaluates employers against set criteria.
- The understanding that there are a range of factors, from a personal-level to a societal-level, that influence an individual's sense of wellbeing, which leads to a proactive and holistic approach to engaging staff.
- The wellbeing and engagement factors which are highly relevant to the University specifically as an organisation.

The annual staff wellbeing campaign calendar ensures that the wellbeing and engagement issues of most importance to the organisation and those required by the Healthy Working Lives Award, are addressed every year. The campaign calendar is generated by OSDS with input from the University's Wellbeing & Engagement Group, comprised of staff who are professionally involved, or have a research interest in staff wellbeing. As a research-intensive University, the group not only have colleagues in Service Units who contribute to staff engagement and wellbeing, but have colleagues whose academic specialism relates to important wellbeing themes, such as dementia, health psychology and public health science. Key wellbeing aims are:

- Supporting positive behavioural change to combat sedentary behaviour and promote physical activity.
- Promoting staff awareness of mental health conditions, challenges and available support.
- Increasing participation in activities that develop social wellbeing and community.
- Increase the wellbeing provision for under-represented social groups.
- Improving engagement of staff groups with lower levels of participation, specifically men and academic/research staff.

11.1 Healthy Working Lives Gold Award

In 2018, the University earned the Healthy Working Lives Gold Award. At Gold level, institutions must not only maintain the provision of policies and activities which meet the Bronze and Silver level awards, but also switch from retrospectively assessing wellbeing, health and safety frameworks, policies, procedures and activities, to developing a forward-looking plan for the next 3 years. In order to attain Gold, organisations must have a working group (the University's Wellbeing & Engagement Group), which must have a wellbeing strategy, must benchmark its performance in this area both internally and externally, and must define which wellbeing criteria the organisation will focus on to address health inequalities. The University's initial Gold period will run until 2021, when we will be re-assessed.

OSDS and the University Wellbeing & Engagement group, has collaborated extensively with the Mental Health Taskforce, a working group commissioned through the output of the University's Mental Health Strategy, to implement an institutional approach to wellbeing for staff and students. As a result, there is continuing development of the 'Wellbeing Officer' role, a non-clinical role that will signpost wellbeing resources within a school or unit, to improve the communication and accessibility of wellbeing resources. Furthermore, these groups have collaborated to respond to the immediate and essential demand for support for staff in adapting to remote-working, social isolation and other wellbeing issues arising from the Covid-19 Pandemic. These groups worked to redesign existing resources, and develop novel approaches, to ensure that service delivery was adapted quickly and delivered effectively to provide as much additional support to staff to enable them to efficiently and effectively work remotely and remain engaged with the University.

11.2 The Mediation Service

A new Head of Mediation and Wellbeing came was resourced, to support University values, The People Strategy, and the Complaints Handling Procedure, and to develop The Mediation Service. A first step was, in collaboration with colleagues, to prepare a [Resolution Policy](#). The policy delineates the role of mediation in resolving conflict and locates the service in the context of other key policies and procedures.

The Mediation Service signed up to the [Scottish Mediation](#) Charter and aligns itself to Scottish Mediation Code of Practice. Six staff members received accredited training and The Mediation Service was formally launched on November 27th, 2020. Mediation at St Andrews is delivered within the following principles:

- *Informal, non-hierarchical and self-determined.* Mediation provides an informal, non-judgemental and non-hierarchical space to address disagreements. It creates a safe, environment for participants to collaboratively consider the issues, and to find solutions through dialogue. Mediation does not impose judgements, in contrast to formal processes.
- *Voluntary and confidential.* Within the standard limits of the law, everything discussed throughout the mediation is kept private. There are no notes made on student or staff records, in contrast with formal processes.

The process aligned to these principles involves three stages:

- Mediator/s meet each party separately, to listen to their individual perspectives and to consider the possible benefits of a subsequent joint meeting.
- A joint meeting is convened, with the facilitation of mediator/s, to open dialogue, to enable mutual understanding of different perspectives and to generate and explore possible options towards a mutually agreeable outcome.

- An agreement is reached, with follow up from the mediator at a determined time if that is included in the agreement, or the parties pursue alternative resolution pathways.

In order to communicate the policy and process effectively across the University, The Mediation Service have prepared a [leaflet](#) and developed a [webpage](#). The Head of Mediation and Wellbeing delivers training as part of ILM Level 5 Diploma in Leadership and Management and passport to management excellence, as well as speaking to groups.

The service is more widely promoted through the development of the Heads of Mediation network in Scotland. The Mediation Service was mentioned in an article in [The Scotsman](#).

Staff, students and members of the public with whom we work, can access The Mediation Service. Mediation is a powerful resource for changing a culture from a tendency to avoid acknowledging ownership of conflict, to accepting how ubiquitous it is and appreciating that conflict offers an opportunity to engage with interpersonal skills and collaborative problem solving. The Mediation Service seeks to develop abilities and skills in our people to work with those with whom they disagree to discover positive solutions that may previously have gone unnoticed.

Mediation addresses the relational aspect of wellbeing directly and the Head of Mediation and Wellbeing is encouraging sector wide engagement towards a better understanding of the relationship between mediation and wellbeing in the University context. Relationships in University matter and mediating the strains conflict places on relationships adds to the existing suite of resources that promote wellbeing, prevent mental health problems, and supports the student and staff experience.

Postgraduate taught students studying MLitt and MPhil in Peacebuilding and Mediation in the School of International Relations will be trained in mediation. We anticipate they will mediate in local contexts and in so doing this will further strengthen ties between the University and the wider communities that we serve and in which we live. For these reasons, the Mediation Service provides essential skills to students and staff to improve wellbeing, their experience of the University as well as making a global impact on peace and productivity.

12. Staff development programmes

The OSDS work programme below shows the main workstreams and programmes which OSDS plans to deliver (or to which it will contribute) during 2020-21 and beyond. While much of this represents business as usual, or a development of it, it also includes new activities which will be delivered as part of People Strategy implementation (either within the HR & OD Enhancement project or outside of it).

A new Dignity and Inclusion Portfolio (DIP) programme was launched, consisting of training and resources to addresses issues related to equality, diversity, inclusion and wellbeing in the workplace. More specifically, it is designed to help you understand:

- How people should be treated at work, their rights to dignity, how best to create an inclusive workplace.
- What you can and should do when things go wrong e.g. when poor behaviour develops into bullying or harassment.

The following matrix shows how our work programme aligns with People Strategy themes. Note this does not include all the additional and new activities developed in response to the pandemic, including new online qualifications (including many wellbeing and mental health-related courses), wellbeing support for home working, support for managing remote teams and transition to online delivery of all workshops.

<div>People strategy themes</div> <div>OSDS work streams</div>	Recruiting and welcoming our people	Valuing and Developing our people	Empowering our people	Leading our people
All staff development	<ul style="list-style-type: none"> • Induction events • New staff handbook • Online training for new staff • Online induction resources • Review of induction process, mandatory training and local induction • Training staff in recruitment processes and skills • Contribute to the 'Working in St Andrews' webpages 	<ul style="list-style-type: none"> • Open programme of workshops • Online learning • Mentoring and coaching • Support for apprenticeships • Training Providers' Forum • Staff Development Framework • Talent management and succession planning • Business Analysis and Managing Projects Portfolio 	<ul style="list-style-type: none"> • Certificate in Coaching Excellence • Team development and team-based diagnostics and interventions • Staff Opinion Survey • Smart working training and resources 	<ul style="list-style-type: none"> • Passport to Management Excellence • Diploma in leadership and Management • Online leadership development
Professional Staff development		<ul style="list-style-type: none"> • Passports to Administrative Excellence • Passport to Cleaning Excellence • Passport to Housekeeping Excellence • Passport to Professional Futures • RDS review and training 	<ul style="list-style-type: none"> • The Technician Commitment 	
Academic Staff Development	<ul style="list-style-type: none"> • Induction programmes for Heads of School, Directors of Teaching • Academic Induction Resource (online) 	<ul style="list-style-type: none"> • Academic Staff Development Programme • ARDS review and training/support • Software Carpentry • Public Engagement Portfolio 		<ul style="list-style-type: none"> • Heads of School development and support • Deputy Heads development and support • Online University and College

		<ul style="list-style-type: none"> • Entrepreneurship Portfolio • Online learning 		Leadership Programme
Research Staff Development		<ul style="list-style-type: none"> • CoRe Skill programme • Passport to Research Futures • Software Carpentry • Research Staff Development newsletters • Public Engagement Portfolio • Entrepreneurship Portfolio • Online learning 	<ul style="list-style-type: none"> • Research Staff Community (networking etc.) • Research Staff Forum and Research Staff Reps 	
Organisational change	<ul style="list-style-type: none"> • Transition Pathway for Eden Campus 		<ul style="list-style-type: none"> • Organisational Design and Change projects (e.g. Schools Review Programme) 	
Organisational development institutional initiatives	<ul style="list-style-type: none"> • Induction review/development 	<ul style="list-style-type: none"> • Aurora • Athena Swan support • Compliance training • The Concordat/HR Excellence in Research • 	<ul style="list-style-type: none"> • Pronoun & Gender-inclusive Language Training video and • Dignity and Inclusion Portfolio review and relaunch as a PDMS-hosted programme workshop series 	<ul style="list-style-type: none"> • Talent management policy and process
Wellbeing		<ul style="list-style-type: none"> • Healthy Working Lives Award • Wellbeing campaign calendar • Wellbeing web resources • Wellbeing newsletter • Wellbeing-related training and initiatives • Passport to Health and Wellbeing Excellence 	<ul style="list-style-type: none"> • Mental Health Strategy – supporting implementation, including Wellbeing officers for Service Units. • Healthy Working Lives Survey 	<ul style="list-style-type: none"> • Wellbeing strategy (through Mental health Task Force) • Wellbeing and engagement group
Mentoring and coaching		<ul style="list-style-type: none"> • Professional Staff Mentoring Programme 	<ul style="list-style-type: none"> • Workplace Coaching Programme 	<ul style="list-style-type: none"> • The Elizabeth Garrett Mentoring Programme

		<ul style="list-style-type: none"> BAME Staff Mentoring Programme 		<ul style="list-style-type: none"> Aurora Programme Mentoring
Enterprise activity		<ul style="list-style-type: none"> Passport to Research Futures 		<ul style="list-style-type: none"> Executive Summer School

13. Student Programmes and Wellbeing

For the Mental Health Strategy (approved July 2020) please refer to section 11 in this report.

The Professional Skills Curriculum (PSC) is a joint collaboration between Centre for Educational Enhancement and Development (CEED) unit (formerly part of CAPOD), and the Careers Centre, with input from many additional staff, students and external presenters. The programme is open to all University students, delivered through a series of online workshops, lectures and practical skills sessions. The PSC delivers a number of workshops each year on the themes of diversity and wellbeing.

Workshop	Date	Attended	Date	Attended	Date	Attended
Cultural Appreciation: Group Working/ Networking	02/19	9	02/20	11	02/21	-
Gender and Confidence			10/19	15	09/20	20
Subconscious Bias			11/19	4	09/20	17
Equality and Diversity Training	04/20	Not recorded	04/20	Not recorded	04/21	-
Diversity and inclusion in teaching			03/20	Not recorded	03/21	-
Dealing with transitions	04/19	9	04/20	Not recorded	04/21	-
Developing wellbeing for the workplace	04/19	10	04/20	Not recorded	03/21	-

In addition to these individual workshops, PSC+ Resilience is a new strand of the PSC+ programme created to help students adapt to the new and unprecedented challenges of the Covid-19 pandemic. This series of 5 workshops designed around resources created by our external partner 'Know You More', will empower students to develop a resilient mindset, give them the tools to know themselves better, and to collaborate with others to overcome adversity.

GRADskills is a suite of workshops and activities designed specifically for research postgraduate students (i.e. PhD, MPhil), delivered by the CEED for St Leonard's.

Workshop	Date	Attended	Date	Attended	Date	Attended
Specific learning difficulties: their impact in a higher education setting	05/19	8	06/20	12		

Student Mental Health Toolkit for Teaching & Research Staff			03/20	15	10/20	16
Student Services: supporting students and teachers	09/20	56	10/20	16	01/21	49

In addition to these specific workshops wellbeing and diversity issues are also discussed at the two mandatory workshops for new PGR students: Postgraduate Researcher Essentials and Postgraduate Researcher Induction. Wellbeing and diversity issues are also included in the two mandatory training workshops for postgraduate research students who teach: Tutoring and Demonstrating and Assessment & Academic Misconduct.

In 2020 CEED supported three new large **student mentoring schemes**: an Incoming Undergraduate Scheme; BAME Mentoring; and St Leonard's Community Scheme for new Postgraduate students.

The Incoming Undergraduate scheme was for all new undergraduate students at the University. It replaced school and interest specific schemes that ran for incoming undergraduate students, meaning all students had access to a mentor.

The BAME student scheme was set up very quickly after a request from students. The scheme was created in partnership with the newly formed Students' Association BAME Student Network. In this first iteration of the scheme it was decided that new undergraduate and postgraduate taught students would receive priority, and so the scheme was open to incoming undergraduate and postgraduate taught students.

In response to the concern that Postgraduate students may find the transition to study particularly difficult during the pandemic, the St Leonard's Community Scheme was quickly created at the end of summer 2020. The scheme was open to new incoming postgraduate students. The primary aim of the scheme was to create a sense of community and an opportunity to meet other new students.

In addition, we supported three bespoke schemes (outlined below), and provided technical support to the Maths & Stats Undergraduate Mentoring Scheme, PALS Medicine Schemes and the Student Association Study Buddy Scheme. This report will focus on the three large new schemes.

Scheme	Mentors	Mentees	Total
Incoming UG Scheme	727	1426	2153
BAME Student Scheme	64	113	177
St Leonards Community Scheme			218
PGT Incoming Management	24	11	35
PGT Incoming Psychology Scheme	18	6	24
Earth and Environmental Science	5	6	11
Total number (not unique students)			2618

CEED plans to continue to support these schemes and develop a new Incoming Postgraduate Taught Scheme to mirror the Undergraduate Scheme.

The Technology Enhanced Learning (TEL) Team support digital accessibility in a variety of ways, in particular through the provision of captioning services, and the accessibility diagnostic tool Ally for Moodle. The two machine-generated captioning services we provide are either through Panopto, or using the self-service system Caption.Ed.

Recently installed, and about to be released, is the Ally tool. This examines all digital content on our Moodle platform and analyses it from an accessibility perspective. Instructors are able to have their content within a module diagnosed, and are given tips on how to resolve accessibility issues. For students, the system allows them to download Moodle content in a variety of alternative formats, from e-book to mp3.

CEED are currently consolidating support resources, and working with Disability Services, Student Services, to provide a one-stop shop for accessibility related matters. Further information is available online: <https://www.st-andrews.ac.uk/library/services-and-support/support/disabled-students/alternative-formats/>.

14. The Chaplaincy

Much of the Chaplaincy's work is aimed at the enhancement of the experience of diverse students and staff. We offer space, guidance and encouragement to faith societies including the Queer Faith Community, interfaith discussion and activity through the Interfaith Steering Group.

We recruit a range of honorary chaplains from different faiths and philosophies of life who support people who share their faith, but also work together collaboratively. We continue to invite a diverse range of preachers to chapel in gender, race and sexuality. Examples of this commitment to diversity include supporting the annual Holocaust Memorial Vigil and Pier Walk, conducting same sex marriage services, speaking at the annual Trans Day of Remembrance Event, holding the inaugural Service of Thanksgiving for those we have lost (November 2020), hosting the inaugural St Margaret's Mass (Roman Catholic) in February 2020, and organising a Reflective Gathering for Brexit (March 2019). Both the Chaplain and the Student Inter-Faith representative are members of the Institutional Race, Ethnicity, Religion and Belief Group.

We know well the mental health challenges facing staff and students. In pastoral care we support people experiencing a wide range of mental health conditions. When permitted we visit students in hospital. We liaise closely with Student Services and Occupational Health in extending the University's capacity for support, and advocate widely for a culture of care and resilience.

The Assistant Chaplain leads a new Grief Group (from September 2020) for students experiencing bereavement. We conduct funerals and memorial services in support of the bereaved. The Chaplain is the Convener of the Suicide Postvention Group and a Chaplain attends meetings of Suicide Prevention and Intervention Groups.

15. Inclusive curriculum

In August 2020, the Project Manager in Equalities (as led by AVP Diversity) in collaboration with Student Services, launched an Inclusive Curriculum Audit (ICA). Whilst the University acknowledges that 'inclusivity' at University extends past the academic sphere (e.g. extra-curriculum activities), in the first instance, the audit is designed to capture inclusivity within the curriculum and pedagogy, with respect to the protected characteristics of disability, gender, race and other intersecting characteristics. Staff were therefore asked to consider the following areas: curriculum content, language (in resources and teaching delivery), assessment, feedback and review/evaluation. As a starting point, with permission, the University are using the inclusive curriculum toolkit developed by Kingston University.

The aims and objectives of the audit are to identify/determine:

- Inclusive activity already embedded in the curriculum, our pedagogy and related processes/practices (predominantly at a School level).
- Preparatory activity (e.g. Schools which are currently auditing reading lists to understand where we could be more inclusive going forward, Schools which are in the process of recruiting students to assist with the co-creation of modules).
- If/where there is scope for improvement within the broad areas of Arts/Divinity and Science/Medicine and where possible, more granular School level information.
- Opportunities for interdisciplinary learning and knowledge transfer.
- Sector best practice and ensure the guidance is incorporated into our pedagogical approaches and practice.

The University is taking an institutional approach to the ICA, therefore many groups across the University have been engaged, including but not restricted to: Centre for Educational Enhancement and Development (CEED), the University's Graduate School for Interdisciplinary Studies, EDI Directors, Directors of Teaching, the Education Strategic Management Group (ESMG), the Institutional Race, Ethnicity, Religion and Belief Group (RERBG), the Student's Association, and the BAME Student Network.

To support staff in the ICA, the central EDI Team in collaboration with other EDI related centres e.g. The Centre for Research in Equality, Diversity and Inclusion (CREDI) will continue to organise events pertaining to decolonial practice and inclusivity. Thus far, the University have invited scholars from across HE to ensure that staff are aware of and aligned to sector best practice (with regards to inclusive and decolonial practice). The events (which are open to all staff and students) thus far include:

- November 2020 - St Andrews welcomed Flower Darby, who delivered a session entitled "inclusive and equitable teaching with technology: welcoming and supporting all our students".
- February 2021 – St Andrews Academic Forum - AVP Diversity, Head of EDI and Project Manager in Equalities delivered a session entitled "striving for inclusivity, conversations, curriculum and practice".
- March 2021 – St Andrews welcomed Dr Foluke Adebisi, Dr Jason Arday and Dr Khadija Mohammed, who co-delivered a session entitled "how to have difficult conversations about race, in the context of decolonising the curriculum".

The University will work over the next three years to mainstream and embed activity with regards to decolonial and inclusive curriculum and practice. The Project Manager for Equalities will lead this activity through:

- Engaging the University's Curriculum Approval Group (CAG) to ensure that all proposed modules have been assessed with regards to inclusive and decolonial practice.
- Working in collaboration with HR and recruitment panels, to ensure that recruitment and promotion procedures and policies are revised to incorporate assessments of candidates' contributions to decolonial and inclusive practice.
- Building an inclusive curriculum hub, to be hosted on the St Andrews website. The website will contain policies, guidance, examples, case studies and information regarding staff and student led initiatives.
- Developing resources for staff and student use, these include, but are not restricted to:
 - A St Andrews specific inclusive curriculum toolkit.
 - Inclusive language glossaries (words to use and avoid when writing/speaking about 'protected characteristic') for Disability, Gender, Race and Sexuality.
 - 'How to have difficult conversations about Race' toolkit.
- Working in collaboration with the BAME Student Network to develop an anonymous feedback mechanism for students to report on matters pertaining to inclusivity and decolonial practice (academic year 2020/2021).
- Working in collaboration with the Proctor's Office to include a question pertaining to decolonial practice/inclusivity on the core Module Evaluation Questionnaire (MEQ). This activity is proposed for 2023, once significant work has been done to help staff align their curriculum and pedagogy to sector best practice.
- Hosting an annual inclusive curriculum conference, open to both academics and professional service staff across HE, commencing in the academic year 2020/2021.
- Working in collaboration with Schools, to support a culture change, whereby policies and practices are revised to keep inclusive and decolonial practice at the heart of teaching and delivery. This will include, revising existing feedback channels (School Council, staff/student liaison committees) to incorporate standing agenda items for inclusive and decolonial practice and ensuring that existing policies are executed in a manner that is fit for purpose, for example, fine-tuning the MEQ guidance, to ensure that Schools are 'closing the loop' and have clear feedback mechanisms for students after the MEQ each term.
- Student Services are designing an inclusivity module, with regards to best practice for students who have disclosed a disability. This module will be available in the academic year 2021-22.

Once learnings and guidance have been further developed, the current Online Inclusive Curriculum Toolkit will be updated (<https://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum/>).

16. Policies and guidance

16.1 Report and Support

'The University of St Andrews is committed to creating a culture of inclusivity, diversity, equality and safety for students and staff. We have a zero-tolerance approach to any form of bullying, harassment, discrimination and sexual violence. Such behaviour is contrary to the values and

ideals of our shared community which requires a commitment to treat everyone with dignity, courtesy and respect. The University is equally concerned for the safety of students and staff. All employees, students, and members of the public can use Report and Support to report complaints or concerns to the University and access support information.’ – Report & Support.

On 6 November 2020, following wide engagement with key stakeholders, a new online Report and Support tool was launched. The online tool is where staff, students and members of the community can report issues of bullying, discrimination, abuse, assault or harassment of any sort anonymously, or by reporting with contact details so an adviser can provide support. Report and Support is also home to information about internal and external support, including topics such as microaggression and wellbeing.

University students and staff, as well as members of the St Andrews local community, can make a report through Report and Support. The Report and Support system allows people to report an incident to the University, which can be undertaken anonymously or by requesting support from an adviser.

The University will provide published quarterly reports on the pattern of reports that come through Report and Support to ensure widespread awareness of the tool, engagement with it and assure our community that concerns are dealt with. More information can be found online: <https://reportandsupport.st-andrews.ac.uk/>

16.2 Student Policies/Guidance update

Since the previous report (April 2019), Student Services are involved in the Disabled Student’s Network; supports the Disabled Student’s Network Instagram initiative; provides training to staff on student disabilities provision; undertakes development work on Gender Based Violence; and has engaged with the BAME Student Network and the Saints LGBT+ Society on developmental work.

The Director of Student Services was involved in the review of the ‘Policy and Guidance on Trans Staff and Students’ (published June 2020).

The ‘Academic adjustments for disabled students’ policy was published in August 2019, following a consultation with student with disabilities; input from School based staff Disabilities Coordinators; Head of E&D (for compliance); and Student Services. The policy outlines the processes and procedures through which all disabled students can request reasonable academic adjustments to both teaching and assessment.

Note the central EDI Team provides advice and support on equalities legislation compliance on policies/guidance.

The following policies/guidance are scheduled to be reviewed within Student Services:

Document	Function	Activity	Approved date	Next Review date
Student Harassment and bullying policy	Student administration	Non-academic discipline	03/07/2019	Currently under review

Sexual Misconduct Policy Statement (and guidance)	Student administration	Non-academic discipline	29/10/2020	30/08/2021
Incident Response to Death	Student support	Incident management	01/12/2020	30/08/2021

16.3 Staff Policies/Guidance update

Since the previous report (April 2019), the Human Resources (HR) unit have introduced and reviewed a raft of staff policies, with many involving inputs from diversity groups, contacts, and sign-off by the Institutional Trades Union Consultative Committee. The central EDI Team has provided advice and support regarding equalities legislation compliance on policies/guidance to the HR Policy Officer as required. The HR Policy Officer works with members of e.g. CEDI to ensure new policy development and reviews are in line with our strategic priorities including the People Strategy Action Plan.

11 x new HR documentation:

- Consultancy policy
- Declaration of interests policy
- Flexiquette guidelines
- Gender based violence
- Intellectual property policy
- Menopause guidance
- Overseas working
- Policy on the use of fixed term and standard contracts
- Retention and recognition payments
- Salary sacrifice
- Suicide prevention strategy
- [in draft stage] Support for victims of violence and abuse: Introduction of Safe Paid Leave Days

Reviewed 8 x HR policies (major review):

- Dignity and respect at work policy
- Equality policy
- Flexible working policy
- Grievance policy
- Personal relationships at work policy
- Retirement policy
- Special leave
- Policy and Guidance on Trans Staff and Students

Reviewed 18 x HR policies (minor review):

- Academic promotion procedure
- Academic review and development policy
- Bridging fund
- Caring fund procedure
- Disciplinary procedure
- Employment and management of research staff
- Leaving the University

- Maternity leave policy
- Overtime policy
- Pay rates and arrangements for hourly paid teaching staff including PGR tutors
- Probation policy for support staff
- Redeployment policy
- Redundancy policy
- Relocation and removals
- Right to work in the UK procedure and flowchart
- Stress policy
- Visitors from overseas a guide for Schools
- Voluntary severance scheme

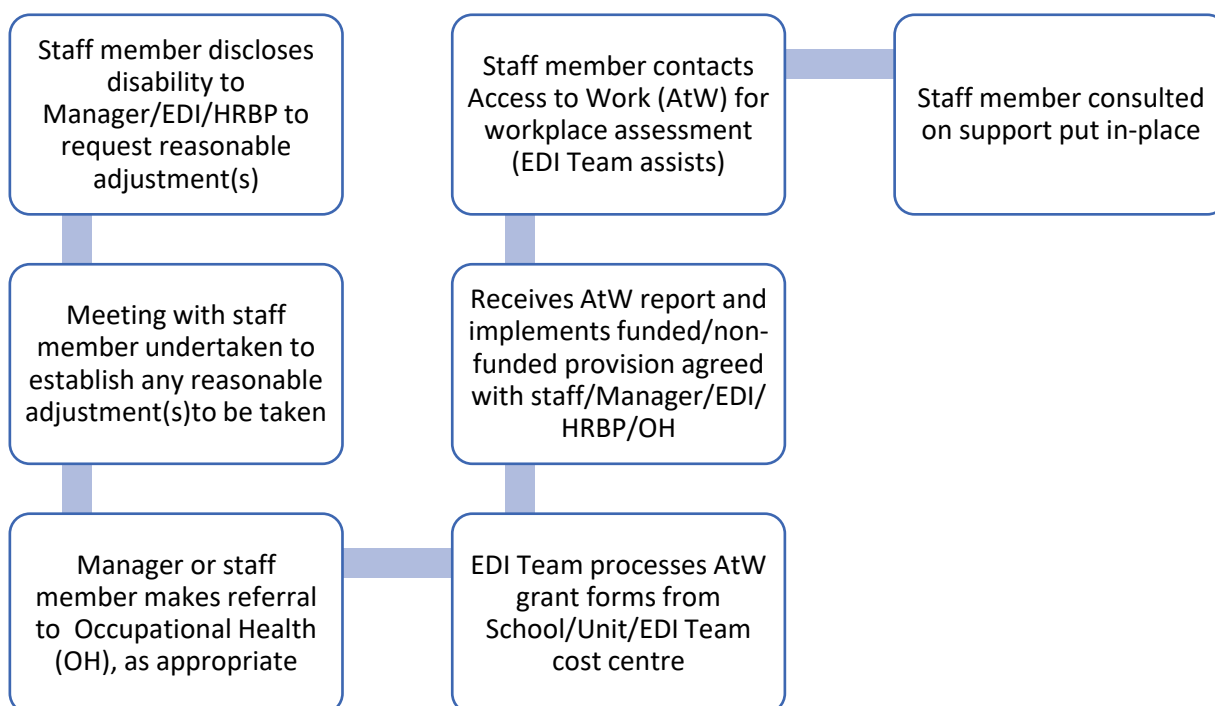
16.4 Supporting staff with disabilities: Access to Work

To better support staff with disabilities with ‘reasonable adjustments’ under the Equality Act (2010) in relation to applying for external funding, a new process was presented at the Institutional Trades Union Consultative Committee (19 September 2019) by the Head of E&D.

The central EDI Team works with the Occupational Health service and HR Business Partners (HRBPs) on advice, guidance, and support on this process as appropriate.

The following flow chart outlines the step-by-step support provided by the central EDI Team to staff at any grade, role and school or unit. Integral to this is the specialist support provided by the University’s Occupational Health Service. Based within the EHSS unit, the multidisciplinary team, consists of an Occupational Health Physician, Occupational Health Manager, Occupational Health Adviser, Occupational Health Technician & Wellbeing Adviser, Cognitive Behavioural Psychotherapist and Administration staff.

Illustration of Access to Work support:



1. Staff member discloses disability to Manager/EDI/HRBP for reasonable adjustment(s)
2. Meeting with staff member undertaken to establish any reasonable adjustment(s) to be taken
3. Manager or staff member makes a referral to Occupational Health (OH), as appropriate
4. Staff member to contacts Access to Work (AtW) for workplace assessment (EDI Team assists)
5. Receives AtW report and implements funded/non-funded provision agreed with staff/ Manager/EDI/HRBP/OH
6. EDI Team processes AtW grant forms from School/Unit/EDI Team cost centre
7. Staff member consulted on support put in-place

16.5 Procurement

The University's Procurement Strategy and Action Plan 2016 details requirement to ensure suppliers are treated equally and without discrimination. The document was published online (<https://www.st-andrews.ac.uk/media/procurement/procurement-strategy.pdf>) stating the following mandatory requirements (page 7):

'Ensure procurements treat suppliers equally and without discrimination' and 'The University will conduct all regulated procurements in compliance with EU Treaty Principles of equal treatment, non-discrimination, transparency, proportionality and mutual recognition.'

The Equality Statement was embedded as Appendix 6 in the University Sustainable & Ethical Procurement Policy. The 'Sustainable and Ethical Procurement Policy' (renewed June 2018) instructs contractors on page 14 to adhere to the University's ED&I Policy to ensure the fair treatment of staff (including other contractors), students and visitors on University premises in line with the Equality Act (2010), and the Equality Statement is stated on page 19.

An action to develop clear guidelines and training for staff involved in procurement and contract management was completed, with the 'Procurement – Guide to Contract Management (Post Award)' published in October 2017. Staff completions of the Online Diversity in the Workplace Training Module is monitored by the Director of Procurement.

The Director of Procurement, with the Head of E&D, participated in the In Buying Back Better: embedding equality considerations into procurement workshop facilitated by the EHRC (6 January 2021). Learning gained has informed the planned equality outcomes.

17. Coronavirus support

The University updates information on a suite of webpages as promptly as possible in response to changes in national Covid laws and guidance. The 'Coronavirus Information and Guidance' webpages provide the latest FAQs and advice, as well as links to a wide range of resources to support the health, wellbeing, work and study of our students and staff.

As stated in section 8.3, the University's support for staff and students, from March 2020 in relation to Covid, was recognised by Carer Positive for the University taking into account the particular challenges faced by carers and providing linked to relevant support and information.

The following briefly provide overview text of guidance listed for the University community, building upon wellbeing initiatives for staff and students, as detailed in section 11 and 13.

17.1 Caregivers and parents

‘The University recognises that working from home during coronavirus will pose difficulties for everyone, but especially those with additional responsibilities and caring roles.

The dedicated webpage provides links to external caring organisations; resources for keeping family and friends engaged and entertained; parenting clubs, staff policies specific for carers; and networking facilities.’

Weblink: <https://www.st-andrews.ac.uk/coronavirus/wellbeing/caregivers-parents/>

17.2 Staff

Section consists of:

- Return to the workplace
- University advice and support
- Pay and benefits
- Homeworking
- Travel
- Furlough
- Test and protect
- Annual leave
- Guidance for BAME staff

Weblink: <https://www.st-andrews.ac.uk/coronavirus/staff/>

Wellbeing advice for staff:

‘The University recognises that working during coronavirus, whether this is at home or as an essential worker, will pose difficulties for everyone, but especially those with additional responsibilities, caring roles, and those with disabilities. While the University is grateful for the very positive collective effort currently being undertaken by all staff in present circumstances, we also recognise that staff may struggle to manage their workload within normal timescales and to their usual standards. Staff should contact line managers where they are experiencing particular difficulties undertaking aspects of their work or wish to clarify where their priorities should lie.’

Section consists of:

- Working well from home
- What support is available?
- Looking after your mental health and wellbeing
- Staying active
- Staying social
- Practical advice
- External resources (e.g. mental health, LGBT+)

Weblink: <https://www.st-andrews.ac.uk/coronavirus/wellbeing/staff/>

17.3 Current students

Section consists of:

- University advice and support
- Postgraduate research students
- Travel, study abroad, and visas

- Accommodation
- Guidance for BAME students

Weblink: <https://www.st-andrews.ac.uk/coronavirus/students/>

Wellbeing advice for students:

‘The uncertainties and challenges of the Covid-19 pandemic can present difficulties for our mental health and wellbeing. Feeling stress, anxiety or low mood during these times is far from uncommon. However, it’s important to know that support is there for you, and there are small steps we can take each day to support our wellbeing. The page includes some ways to stay well and connected during these challenging times, and resources and sources of support available to every student.’

Section consists of:

- Studying well online
- Finding your Saints
- Activity and fitness
- Giving and volunteering
- Anxiety, low mood and Covid-19
- Supporting someone during Covid-19
- University support
- Peer-led resources
- External support options (e.g. mental health, LGBT+)

Weblink: <https://www.st-andrews.ac.uk/coronavirus/wellbeing/students/>

18. Diversity Data

18.1 Diversity of Court

The University recognises that the effectiveness of governing bodies has been lessened in the past by constituencies that do not reflect or represent the presence of women in society, or indeed within the institutions that they serve. The University strongly supports the recent Gender Representation on Public Boards (Scotland) Act 2018 legislation, requiring a public board, such as the University Court, to have 50% of non-executive members who are women. The University is also committed to increasing the involvement of other underrepresented groups and reduce barriers to their participation.

Although, ultimately, we cannot restrict the choice of electorates or external bodies, efforts are focusing on broadening the diversity of candidates for elected posts. These include incorporating statements specifically encouraging applications from women, the Black, Asian and Minority Ethnic (BAME) community, and other underrepresented groups; and providing contacts for potential applicants in supporting material.

As of 4 February 2021, three of the most senior positions in the University – the Rector, the Senior Governor, and the Principal and Vice-Chancellor – are filled by women. The gender breakdown of Court as of 4 February 2021 is shown in the table below (source: Court Office). In October 2020, Dr Leyla Hussein OBE was elected as the new Rector, and became the first black woman to hold this position.

Composition of Court as at 4 February 2021		
Post	Women	Men
Rector	1	0
Senior Lay Member	1	0
Independent Co-opted members	2	6
Nominated lay Assessors	0	2
General Council Assessors	0	2
Elected Staff Assessors (Academic staff)	2	2
Elected Staff Assessor (Non-academic Staff)	1	0
Trade Union Nominees	0	2
Student representatives	2	1
Principal and Deputy Principal	2	0
Total	11 (42%)	15 (58%)

18.2 Diversity of the Principal's Office

The Principal's Office consists of the senior management of the University who hold responsibility for specific areas of the University, such as teaching, research or meeting business needs. The Principal's Office serves the Principal and other key officials of the University. As at 10 February 2021, the profile of the Principal's Office was gender balanced. The webpage of the office is available for public view: <https://www.st-andrews.ac.uk/about/governance/principals-office/>

18.3 Self declaring equality data

The 'Monitoring Diversity' webpage provides information to the University community of why data is collected. Weblink: <https://www.st-andrews.ac.uk/hr/edi/monitoring/>

The following 'Top five reasons why we collect diversity staff/student data' are listed:

1. Strategic Equality Outcomes to comply with the legal 'Public Sector Equality Duty' and funding requirements.
2. Highlighting positive or negative trends relevant to different diverse groupings.
3. Ascertaining the type of reasonable adjustments for inclusive environments.
4. Measuring effectiveness of institutional policies and practices.
5. Providing an annual analysis of a reflective workforce and student base with HESA guidance.

To complement this, the following text is provided on how to staff can update their equality details confidentially online: <https://www.st-andrews.ac.uk/hr/edi/monitoring/data/>

All Staff are sincerely invited to complete their Diversity Monitoring data confidentially using HR Self Service voluntarily by:

- Signing into the **Self Service** webpage.
- Select '**Equal Opportunities**'.
- Select '**Check your details**'.
- Select '**edit these details**' for updating Disability, Ethnicity, Religion or Belief, and Sexual Orientation.
- Once completed please select '**Submit**'.

To view staff monitoring data per protected characteristic, please view the '**Equality Mainstreaming Report**'.

18.4 Information on protected characteristics

Robust equality data are important to underpin our compliance with our statutory duty, not only to help understand the needs and experiences of individuals with protected characteristics, but also to monitor the efficacy of actions.

All available staff data is provided in Annex C. Although not a legal publishing requirement, the available data on the student population has also been provided in Annex D, reflecting good equality monitoring practice in a non-identifiable format, advocated by external organisations (Advance HE, EHRC, and the Scottish Funding Council). The format and detail is similar to that provided in the April 2017 report, which formed the basis for the good practice provided to the Scottish Government in their equality data review, as detailed below.

Scottish Government: Understanding equality data collection in the Scottish public sector

In September 2020, the Scottish Government commissioned research to support its efforts to enhance the availability and quality of equality data collected by public sector organisations. The study involved: (i) a desk-based review of organisations' websites and publications, (ii) the collection of descriptive information about each selected data collection, (iii) qualitative interviews to explore issues related to the collection of equality data, and (iv) discussions with public sector equality networks.

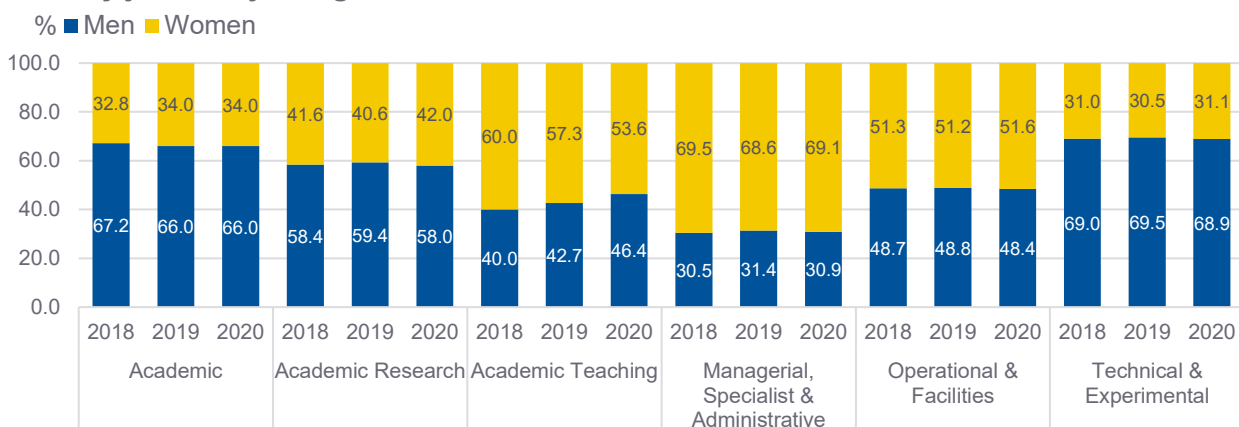
Following research activity, the University of St Andrews and the Open University were the only higher education institutions in Scotland to be involved in the good practice project, highlighting the format and detail of data provided in the University's Equality Mainstreaming Report (April 2017). This involved a provisional meeting with the Head of E&D, and then a joint interview with the Head of Analytical Services and the Head of E&D by the commissioned researcher (4 November 2020). Furthermore, the University's pay gap reports for Ethnicity and Race (published May 2020) were conveyed to the researcher. The report titled 'Understanding equality data collection in the Scottish public sector' by the Scottish Government, is due to be published in Spring 2021.

Highlights of key staff/student trends

The proportions of women in senior roles across the University has seen significant progress since 2018. The Principal's Office had only 28.6% of the roles held by women in 2018: in 2020 we had made progress to a 50:50 split between women and men. Senior management roles within our Academic Schools have also seen an increase in female representation, with 28.6% of Head of School roles now held by women, an increase from 15.0% in 2018. More widely across the University, we have seen an increase in the proportion of female Professors, from 21.7% up to 24.2% in 2020.

The University has seen incremental progress towards a more equal gender balance in the Academic job families since 2018, with the proportion of women in Academic (Education and Research Focused) roles increasing from 32.8% to 34.0%, and the proportion of women in Academic Teaching (Education Focused) roles decreasing from 60.0% to 53.%. However, the proportions of men and women in the Professional Services job families has remained relatively static since 2018, with Managerial, Specialist & Administrative roles continuing to be dominated by women, and Technical & Experimental roles dominated by men.

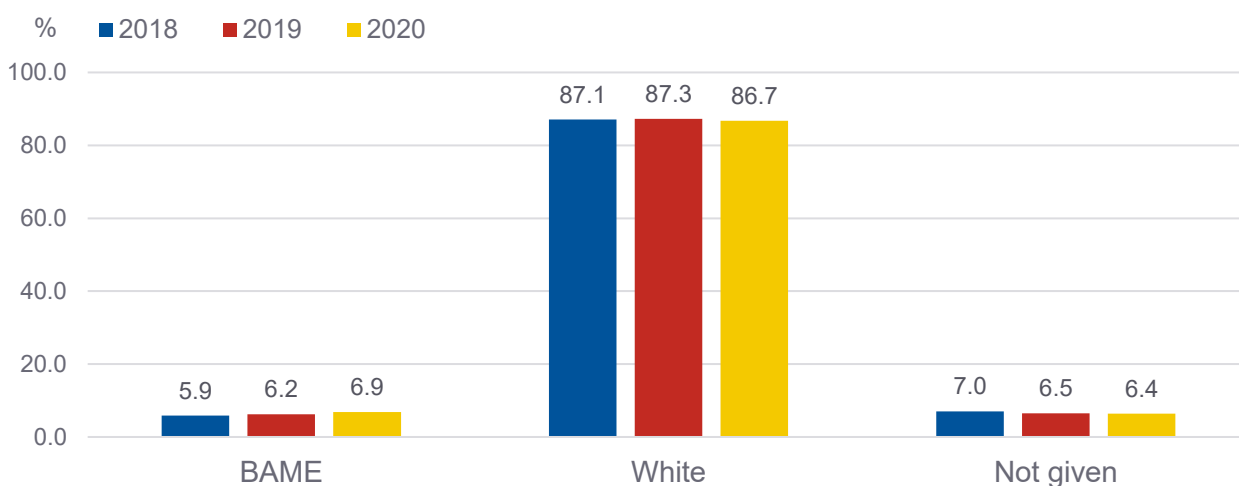
Staff by job family and gender



Our disability disclosure rates amongst staff continue to be frustratingly low: only 2.4% of staff had disclosed a disability in 2020. This is an increase on 2018 (1.9%), but still underrepresents the population of staff with disabilities. We are continuing to work on improving disclosure amongst staff.

Since 2018 we have seen a slight increase in the proportion of BAME staff, predominantly amongst the Academic Research and Academic Teaching job families. This increase is not reflected in the most senior positions in the institution, with the number of BAME professors remaining static. The Institutional Race, Ethnicity, Religion and Belief Group are progressing actions, including a BAME leadership mentoring programme, and a change in process to ensure BAME staff have opportunities to participate in recruitment panels for internal and external appointments, to address this lack of representation in leadership roles.

Staff by ethnicity



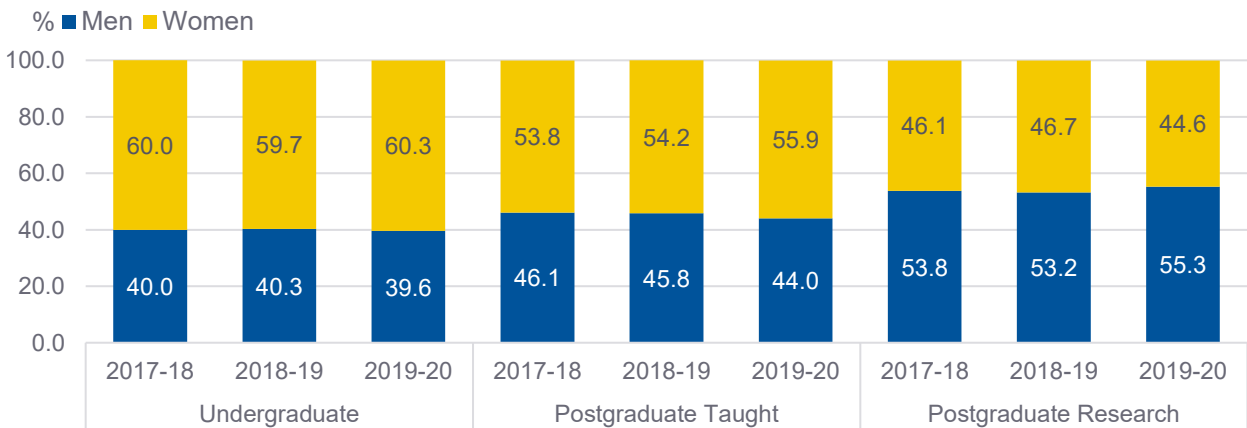
The proportions of staff disclosing their sexual orientation continues to increase, now standing at 59.8% in 2020, up from 52.6% in 2018. The number of staff disclosing an LGB+ identity has grown by 11%, and now represent 3.1% of the staff community.

Staff disclosure of religion or belief has also seen a notable increase over the period, with 61.4% of staff now disclosing, compared with 54.0% in 2018. The largest group remains those with 'No Religion', at 35.8%.

As part of our widening access work, we continue to increase the proportion of mature students at undergraduate level, with 4.0% of undergraduate students aged 21 or over on entry in 2019-20, compared with only 2.4% in 2017-18.

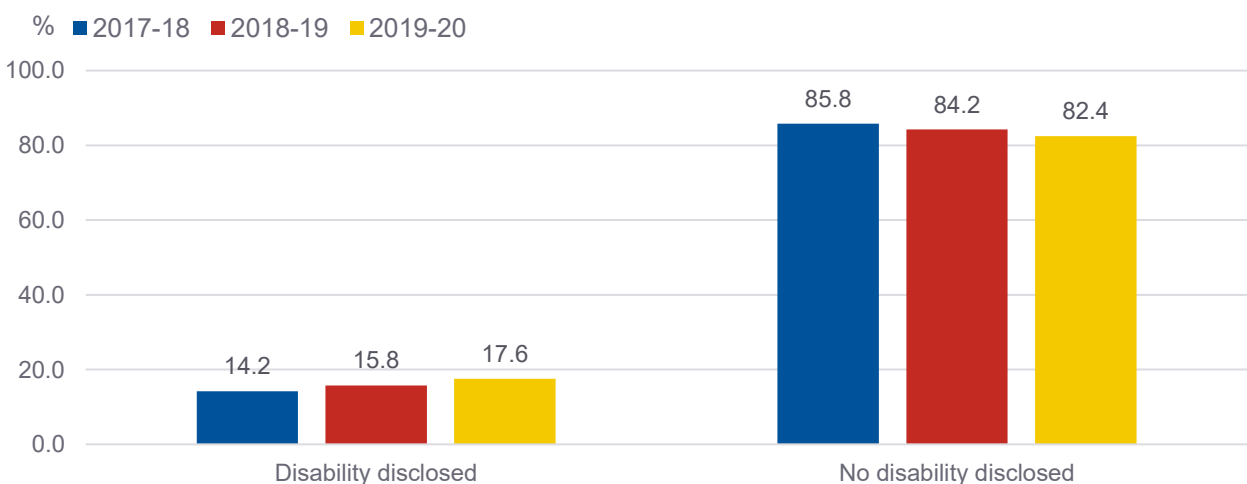
Our student population continues to see a majority of female students (58.4%), in particular at undergraduate and postgraduate taught level, where 60.3% and 55.9% of students respectively are female. The proportion of female students at postgraduate research level has fallen from 46.1% in 2017-18 to 44.6% in 2019-20.

Student population by degree level and gender



The proportion of students who disclose disabilities sees a further increase, with the proportion now at 17.6%, up from 14.2% in 2017-18. This continues to be one of the highest proportions of disability disclosure amongst students across the sector, with the latest figures from HESA showing only 15% of students across the UK disclosing a disability.

Student population by disability disclosure



At undergraduate level, there are an increasing number of BAME students, who now make up 10.9% of the UK domiciled population, compared with 8.7% in 2017-18. However, the BAME population at postgraduate taught level has declined from 12.4% to 10.3% over the same time period.

The proportion of students disclosing their sexual orientation over the past three years has remained relatively static, but we have seen an increase in the proportion of LGB+ students to 12.8% in 2019-20, up from 10.0% in 2017-18.

19. Gap reporting

In 2020, for the first time, the University published for staff: our Ethnicity Pay Gap, our participation and promotion gap for gender and ethnicity. Further to this, reporting was also published for students: our participation, retention and award gap for ethnicity, gender and disability.

Please refer to the published gap reports, which includes a full 2020 data sets, on webpage: <https://www.st-andrews.ac.uk/about/edi-progress-reports/>

19.1 Gender Pay Gap

The Equality Act (2010) Scottish Specific Duties (2012) regulations requires the University to publish gender pay gap data. The 2017 UK regulations, which stipulate more extensive analysis, do not apply to universities in Scotland. However, the University decided to produce a gender pay analysis to allow direct and meaningful comparison with other organisations, including almost 200 universities.

By openly participating in this submission, it provides the opportunity for the University to map trends in its own gender pay and those of others. The report provides the mean and median gender pay gaps for the organisation as a whole and is broken down by grade.

The figures identify a mean gender pay gap of 20.7% (as compared to 21.9% reported in March 2019) and median gender pay gap of 15.1% (as compared to 16.6% reported in March 2019). The mean and median average pay gap for men and women is therefore reduced from the previous year.

19.2 Ethnicity Pay Gap reporting

There is no legal obligation for the University of St Andrews to publish information on the ethnicity pay gap. Publishing this report provides the opportunity for the University to map trends in its own ethnicity pay gaps and monitor interventions (actions taken to address gaps), to determine ways to close the identified gaps.

The figures identify a mean ethnicity pay gap of 5.6% and a median ethnicity pay gap of -5.2%. The University's mean ethnicity pay gap, has remained relatively stagnant (increased 0.1% since 2019) and is higher than the UK higher education average (by 3.6 percentage points). The median ethnicity pay gap at St Andrews University (-5.2) represents a 3.8 percentage point decrease from -9.0% in 2019. The University will continue to work to understand and address our mean ethnicity pay gap.

Annex A: Equality Outcomes Action Plan Progress (April 2017 – 2021)

Reviewed: 30 Mar 2021

Purpose of document: Providing progress of completed actions across the University of St Andrews, from 30 April 2017 to date, relating to compliance with legislative equalities duties, in order to sustain a fair studying; visiting; and working environment.

Action Plan Headings Key:

No.	Action number
Target Audience	Staff, Students, Contractors, Visitors
Equality Actions	List of actions to occur in order to result in an equality outcome
How action will be achieved? Involvement and external stakeholders	Sub-actions and involvement within the University and liaison with external organisations
Protected Characteristic	Age = Age Dis = Disability GR = Gender Reassignment M&C = Marriage & Civil Partnership Mat = Pregnancy, Maternity, Paternity Rac = Race (Ethnicity, Nationality) RoB = Religion or Belief Sex = Sex/Gender SO = Sexual Orientation
Public Sector Equality Duty alignment	Alignment to the Public Sector Equality Duty (2011) – General Duty to: 1. Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act 2. Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups 3. Advance equality of opportunity between people from different groups

Equality Outcome 1: Making the University that is accessible, and is recognised as encouraging diversity and the appreciation of it in our staff, students and suppliers.

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Positive Action & Outreach						
1.1 Annually	Staff, Students	Undertake outreach initiatives to attract more BME applicants. Currently there are 5.7% BME staff and 8.7% UK BME students at the University.	<p>a) Publish adverts in BME media. Complete: Sourced outlets which the ECU advertises in to reach out to BME communities. University Equality Statement uploaded onto Black History Month website (2017-2019): www.blackhistorymonth.org.uk/article/profile/section/he-careers/university-st-andrews/. Promoted the University as a diversity employer and place of study in the UK wide distributed 'Diversity Digest Magazine' (Sep 2017) and in the 'Windrush Magazine' (May 2018).</p> <p>b) Welcoming applications through promoting the University vacancies webpage at large-scale BME cultural or religious events. Complete: Promoted the University as a diversity employer and place of study at the Edinburgh Mela, Scottish Diwali Edinburgh event, and the Glasgow Mela.</p>	Rac, RoB	Foster good relations, Advance equality	Aug 2017-Apr 2021

			<p>c) Sign-posting in adverts to staff BME contacts.</p> <p>ED&I, HR Recruitment, Admissions, Academic Schools</p>			
1.2	Staff, Students	<p>Undertake outreach initiatives to attract more LGBTIQ+ applicants. Currently the LGB & Other population is 2.2% staff and 8.55% students at the University. The Scottish LGB & Other population is 1.6% (2014). Stonewall Scotland estimate that the figure could be 6%.</p>	<p>a) Sign-posting in Job Descriptions to the Staff LGBTIQ+ Role Models (further signposting to Saints LGBT+ and Staff LGBTIQ+ Network webpages). Complete: HR Recruitment have promoted awareness of the Staff LGBTIQ+ Role Models webpage by inserting the weblink into the Further Particulars for all vacancies.</p> <p>b) Establishing visible presence at LGBTIQ+ events. Complete: For the PinkNews LGBT Public Sector Equality Award, the University was long-listed in May 2018, and short-listed in Sep 2018. Progressing onto the short-list, the University was the only Scottish organisation and one of only two UK universities to make it. For high visible presence, the University sponsored a table at the event attended by the Principal, Student President, and staff/student members.</p>	GR, SO	Foster good relations, Advance equality	Sep 2017-Apr 2021

			ED&I, HR Recruitment, Admissions, Student Services			
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
1.3	Students	Comply with the SFC Gender Action Plan (Scottish domiciled students to have no greater than 75/25 gender proportion).	<ul style="list-style-type: none"> Create actions and submit plan to the SFC utilising guidance from ECU and Equate Scotland. Complete: SFC Gender Action Plan report published online: 31 Jul 2017 https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/ <p>ED&I/Athena SWAN Committee Chair, Admissions, Planning Team</p>	Sex	Advance equality	Jul 2017
1.4	Staff	Include statement in job adverts particularly welcoming applications from the under-represented sex.	<ul style="list-style-type: none"> Statement to be visible in adverts where posts are under-represented. Complete: Implemented and mainstreamed for posts (May 2017). <p>HR Recruitment</p>	Sex	Advance equality	May 2017 - Apr 2021
1.5	Staff	Implement no single-sex short-lists for targeted vacancies.	<p>a) Establish posts for implementation. Complete: Implemented and mainstreamed for Academic posts as the targeted vacancies agreed by the University (Feb 2018).</p>	Sex	Advance equality	Jun 2017 - Apr 2021

			<p>b) Gather good HE sector practice.</p> <p>Complete:</p> <p>Following liaison with diversity agencies such as Athena SWAN, it was found that it is rare for UK universities to adopt no single-sex shortlist approach.</p> <p>HR Recruitment, ED&I</p>			
Action theme: Recruitment						
1.6	Staff	Recruitment of staff through practices and policies that support equality.	<ul style="list-style-type: none"> Completion of the 'Online Recruitment Training Module': www.st-andrews.ac.uk/hr/edi/inclusiverec/ <p>Complete:</p> <p>Implemented and mainstreamed (Oct 2017).</p> <p>All staff involved in short-listing, interview and offering posts.</p>	All	Eliminate discrimination, Advance equality	Jun 2017-Apr 2021
1.7 Annually	Students	Recruitment of students through practices and policies that support equality.	<ul style="list-style-type: none"> Completion of the 'Online Unconscious Bias Training Module' which covers areas of understanding bias in student selection. <p>Complete:</p> <p>Recruitment is coordinated centrally by Admissions. Staff have been completing the Unconscious Bias module since Jun 2017. Completions data is provided to the Director for monitoring (from Jan 2019).</p>	All	Eliminate discrimination, Advance equality	Jun 2017-Apr 2021

			Admissions, Student Recruitment and Schools involved in student selection, Registry involved in scholarship-related activities, ED&I			
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
1.8 Annually	Staff	Refresh institutional guidance on recruitment procedures.	<ul style="list-style-type: none"> Conduct annual review of the Online HR EDI Inclusive Recruitment Guide https://www.st-andrews.ac.uk/hr/edi/inclusiverec/ Complete: Updated (30 Jul 2020), included advice on MS Teams accessibility function options such as screen-reader for applicants. <p>ED&I, HR Recruitment</p>	All	Eliminate discrimination, Advance equality	Oct 2019 - Oct 2021
1.9	Staff, Students	Adjustments for application and interview are provided to applicants on the grounds of their disability.	<p>a) Individuals who have requested a reasonable adjustment are liaised with to ensure adjustment is specific to their needs. Complete: Staff and students requesting adjustments disclosed before an interview are adhered to as a matter of practice (advice provided by ED&I, HR, and Student Services).</p>	Dis	Eliminate discrimination, Advance equality	May 2017 - Apr 2021

			<p>b) Ensure that all online application processes are fully accessible.</p> <p>Complete:</p> <p>The staff vacancies webpage for both internal and external candidates (https://www.vacancies.st-andrews.ac.uk/welcome.aspx) is compliant with the Web Accessibility Initiative (https://www.w3.org/WAI/).</p> <p>ED&I, HR Recruitment, Admissions, Student Services, Registry (timetabling)</p>			
1.10 Annually	Staff	Ensure new staff complete the Online Diversity in the Workplace Training Module.	<ul style="list-style-type: none"> Method of completing training as part of staff induction pack for new starts. <p>Complete:</p> <p>Online Diversity in the Workplace Training Module is promoted to all new staff by HR and further advised for completing by ED&I within the CAPOD Monthly Staff Induction (since May 2017). Completion reports are provided to the ECG for monitoring (from Jan 2019).</p> <p>HR Recruitment, ED&I</p>	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Process and monitoring						

1.11	Staff	Ensure staff can update their diversity data within the first month of commencing employment with the University.	<p>a) Promote weblink to HR Self Service Equality Monitoring for staff. Complete: Implemented and mainstreamed by HR Recruitment via email to new starts (May 2017).</p> <p>HR Recruitment, ED&I</p>	All	Eliminate discrimination, Advance equality	May 2017 - Apr 2021
1.12	Staff, Students	Ensure up to date staff/student data are available online for signposting external equality agencies, FOI enquiries and utilising in EIAs.	<ul style="list-style-type: none"> Bi-annually publish online staff and undergrad/postgrad student data aligned to HESA data requirements online for staff/ student enquiries. Complete: Equality Monitoring Data for staff/students is published online within the Equality Mainstreaming Report (Apr 2017) and for future reports (Apr 2019, Apr 2021 etc): www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports <p>ED&I, Planning Team, Students' Association</p>	All	Foster good relations, Advance equality	May 2017 - Apr 2021
1.13	Contractors	Ensure that contractors working on University campus adhere to the University Equality Policy.	<p>a) University's Procurement Strategy and Action Plan 2016 details requirement to ensure suppliers are treated equally and without discrimination. Complete: The Procurement Strategy & Action Plan 2016 was published online</p>	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021

			<p>(https://www.st-andrews.ac.uk/media/procurement/procurement-strategy.pdf) stating the following mandatory requirements (page 7):</p> <p>‘Ensure procurements treat suppliers equally and without discrimination’ and ‘The University will conduct all regulated procurements in compliance with EU Treaty Principles of equal treatment, non-discrimination, transparency, proportionality and mutual recognition.’</p> <p>b) Equality Statement embedded as Appendix 6 in the University Sustainable & Ethnical Procurement Policy.</p> <p>Complete:</p> <p>The ‘Sustainable and Ethical Procurement Policy’ (renewed Jun 2018) instructs contractors on page 14 to adhere to the University’s ED&I Policy to ensure the fair treatment of staff (including other contractors), students and visitors on University premises in line with the Equality Act (2010), and the Equality Statement is stated on page 19.</p> <p>c) Develop clear guidelines and training for staff involved in procurement and contract management.</p> <p>Complete:</p> <p>The ‘Procurement – Guide to Contract Management (Post Award)’ was published in Oct 2017 (https://www.st-</p>			
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			andrews.ac.uk/media/restricted/procurement/intranet/contract-management.pdf). Diversity online training module staff completions are monitored by the Director. Director of Procurement, ED&I			
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Equality Outcome 2: Creating a studying, visiting and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Policies, guidance and provision – content and visibility						
2.1	Staff (Academic schools)	Ensure core meetings are held within inclusive hours of work.	<ul style="list-style-type: none"> Implement guidelines for a University Standard. Complete: ‘Policy: Core Meeting Hours in Schools’ published on HR Policies webpage (Aug 2017). Master and Deputy Principal 	All	Advance equality	Aug 2017
2.2	Staff, Students, Contractors, Visitors	Promote the updated version of the University Equality Statement and Equality, Diversity & Inclusion Policy.	a) Training and awareness (Staff Induction, Students’ Association Sabbatical Induction, Diversity for Managers, unit specific Diversity, Dignity & Respect sessions, online training modules on Diversity in the Workplace, Recruitment Student Diversity, Unconscious Bias).	All	Eliminate discrimination, Foster good relations, Advance equality	Jun 2017 - Apr 2021

			<p>Complete: The Equality Policy is signposted and discussed in the sessions and through online modules.</p> <p>b) Online publishing and signposting (Equality Policy webpage, New Staff Starter Pack, School Equality & Athena SWAN webpages, Inclusive Curriculum Toolkit, Inclusive Recruitment Guide).</p> <p>Complete: The Equality Policy is signposted throughout.</p> <p>c) Underpinning policies (Sustainable & Ethnical Procurement Policy, REF Code of Practice, Staff/ Student specific policies).</p> <p>Complete: The Equality Policy is signposted throughout.</p> <p>ED&I, HR Recruitment, Director of HR, Director of Student Services, Students' Association, CAPOD, RBS, Estates, Research Policy Office, Proctor's Office, Trades Union Consultative Committee, Principal's Office, Remuneration & HR Committee, ED&I/Athena SWAN Committee Chair</p>			
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale

2.3	Staff, Students	Review Policy and Guidance on Trans Staff and Students as a sub-document under the overarching Equality Policy.	<ul style="list-style-type: none"> Ensure policy is reflective of changing legislation and sector practice in line with external agencies through an EIA. Complete: Guidance gained from LGBT Scotland, Stonewall Scotland and ECU (webinar) (Mar 2017). Made policy applicable for non-binary, guidance gained from Stonewall. Updated policy published in Governance zone (24 Jun 2020). <p>ED&I, Student Services, Students' Association SRC for Equal Opportunities, Trades Union Consultative Committee, ED&I/Athena SWAN Committee, LGBT Youth Scotland, Stonewall Scotland</p>	GR	Eliminate discrimination, Foster good relations, Advance equality	Jun 2019
2.4	Staff, Students, Visitors	Ensure that the working, studying and visiting environments are free from bullying or harassment.	<ul style="list-style-type: none"> Conduct an EIA to review Harassment & Bullying at Work and Study Policy to be inclusive of updated equalities terminology and good practice with feedback from the University. Complete: New Dignity & Respect at Work Policy published on HR Policies webpage, and Student Harassment Policy on Student Services webpage (Mar 2018). <p>ED&I, HR Business Partners, Director of HR, Student Services, Trades Union Consultative Committee</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Mar 2018

2.5	Staff	Better support staff with caring responsibilities who require to travel to key seminars.	<ul style="list-style-type: none"> Investigate increasing the Caring Fund allowance. Complete: Carers Fund reviewed. Limit of £500 per application twice a year changes to £1000 annual allowance (Aug 2017). <p>ED&I, HR Business Partners, Director of HR</p>	Age, Dis, Mat	Advance equality	Aug 2017
2.6 Annually	Staff, Students, Visitors	Annually review and raise further awareness of the online Event and Meeting Inclusion Guide.	<ul style="list-style-type: none"> Promote the guidance to event and meeting organisers. Complete: Event and Meeting Inclusion Guide highlighted as good practice as a case study in the Advance HE Religion/Belief publication (Sep 2018). Updated (30 Jul 2020), included advice on MS Teams accessibility function options such as screen-reader for participants. <p>ED&I</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2019 then annually to Dec 2020
2.7	Staff	Provide female specific support on external/internal leadership programmes due to under-representation at senior levels.	<ul style="list-style-type: none"> Investigate specific leadership programmes to be facilitated in-house (for women). Complete: University Elizabeth Garrett Mentoring Scheme launched www.st-andrews.ac.uk/staff/ppd/elizabethgarretmentoring (Oct 2017). Aurora programme supported: 	Sex	Advance equality	2017-19

			2020/21 = 14 staff 2019/20 = 24 staff 2018/19 = 23 staff 2017/18 = 24 staff ED&I, CAPOD, ED&I/Athena SWAN Committee Chair			
2.8 Annually	Staff	Promote diversity in the CAPOD Cross-Institutional Mentoring Scheme.	<ul style="list-style-type: none"> Monitor the disability, gender and racial diversity of mentors and mentees in the CAPOD Cross-Institutional Mentoring Scheme and promote participation from under-represented groups. <p>Complete: Gathered list of staff details from OSDS (CAPOD) (9 Oct 2020) and created non-identifiable data by protected characteristics for monitoring only, conducted within HR, EDI. (23 Nov 2020).</p> ED&I, CAPOD	Dis, Rac, Sex	Advance equality	Jun 2019 then annually to 2021
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Awareness and Training						
2.9 Annually	Staff	Review content, quality and compliance of external e-learning equalities provision.	<ul style="list-style-type: none"> Update modules on: <ul style="list-style-type: none"> Diversity in the Workplace Recruitment training Student Diversity Unconscious Bias training 	All	Eliminate discrimination, Foster good relations, Advance equality	Sep 2019 then annually

			<p>Complete: Content of modules checked for alignment with equality law (Dec 2017). Reviewed Student Diversity module in consultation with the Students' Association Equal Opportunities Committee, Sabbaticals, and student groups/networks.</p> <p>ED&I, HR Recruitment, CAPOD, Student Services</p>			
2.10	Staff, Students	Support a second workshop on Embedding E&D into the Curriculum.	<ul style="list-style-type: none"> Review training content for delivery of Embedding E&D into the Curriculum. <p>Complete: New sessions on curriculum inclusivity delivered to schools by AVP Diversity's Project Officer.</p> <p>ED&I, Directors of Teaching, CAPOD Academic Developer, HEA</p>	All	Eliminate discrimination, Foster good relations, Advance equality	2019/20 TBA
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
2.11	Staff, Student provision	Support a second workshop of LGBT training.	<p>a) Review training content for external delivery of an LGBT workshop for HR staff.</p> <p>Complete: Stonewall training scheduled to be delivered (Jun 2019) to HR (HR Business</p>	GR, SO	Eliminate discrimination, Foster good relations, Advance equality	2018/19

			<p>Partners, Recruitment Team, Salaries & Payroll) was reviewed (Apr 2019).</p> <p>b) Review training content for external delivery of an LGBT workshop for Student Services</p> <p>Complete:</p> <p>Stonewall training scheduled to be delivered to Student Services staff (Jun 2019) was reviewed (Apr 2019).</p> <p>ED&I, Student Services, RBS, LGBT Youth Scotland, Students' Association</p>			
Action theme: Accessibility of the physical environment						
2.12	Staff, Students, Visitors	Improve physical accessibility of University Estate.	<p>a) Establish E&D Physical Access group to identify physical access concerns, and agree programme of prioritised access development works.</p> <p>Complete:</p> <p>The University Access Group was re-established to seek ways to improve access for those with disabilities (Oct 2018) with members: EHSS, Disability Advisers (Student Services), Timetabling Services Manager (Planning) and ED&I.</p> <p>ED&I</p>	GR, Dis, Mat, RoB	Eliminate discrimination, Advance equality	Oct 2018
2.13 Annually	Staff, Students, Visitors	Maintain and develop the University's Physical Access Guide.	<ul style="list-style-type: none"> Conduct annual check with the online Physical Access Guide gaining feedback from staff/students and external agencies. 	Dis	Eliminate discrimination, Advance equality	May 2018 then annually

			Complete: Student Services fund the provisions annually, and was checked to be up to date (May 2018). ED&I, Student Services, Estates, Disabilities Fife, Access Able (formerly Disabled Go)			to May 2020																					
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale																					
Action theme: Accredited recognition																											
2.14	Staff, Students	Accreditation on being a recognised LGBTIQ+ employer, HE provider and inclusive environment.	<ul style="list-style-type: none">Complete submission action plan to retain the LGBT Charter. Complete: LGBT Charter renewal awarded (30 Oct 2017), renewal by Jun 2022. ED&I, Student Services, Students' Association, LGBT Youth Scotland	GR, SO	Foster good relations, Advance equality	Ongoing from Nov 2016 - Oct 2017																					
2.15 Annually	Staff	Accreditation on being a recognised LGBTIQ+ employer.	<ul style="list-style-type: none">Complete submission action plan under the Stonewall Workplace Equality Index (WEI). Complete: <table><thead><tr><th>Submission</th><th>Score</th><th>Rank</th></tr></thead><tbody><tr><td>Sep 2020</td><td colspan="2">Rescheduled due to Covid</td></tr><tr><td>Sep 2019</td><td>62.5</td><td>276 (out of 510)</td></tr><tr><td>Sep 2018</td><td>64.5</td><td>240 (out of 445)</td></tr><tr><td>Sep 2017</td><td>57</td><td>254 (out of 433)</td></tr><tr><td>Sep 2016</td><td>34</td><td>353 (out of 439)</td></tr><tr><td>Sep 2015</td><td>35</td><td>335 (out of 415)</td></tr></tbody></table>	Submission	Score	Rank	Sep 2020	Rescheduled due to Covid		Sep 2019	62.5	276 (out of 510)	Sep 2018	64.5	240 (out of 445)	Sep 2017	57	254 (out of 433)	Sep 2016	34	353 (out of 439)	Sep 2015	35	335 (out of 415)	GR, SO	Foster good relations, Advance equality	Sep 2017 then annually to 2021
Submission	Score	Rank																									
Sep 2020	Rescheduled due to Covid																										
Sep 2019	62.5	276 (out of 510)																									
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Sep 2017	57	254 (out of 433)																									
Sep 2016	34	353 (out of 439)																									
Sep 2015	35	335 (out of 415)																									

			ED&I, Director of HR, V-P for Governance & Planning, Stonewall Scotland			
2.16	Staff	Apply to upgrade the Healthy Working Lives accreditation to Gold level.	<ul style="list-style-type: none"> Complete submission action plan for Healthy Working Lives Gold led by CAPOD and University Wellbeing Group. <p>Complete: HWL Gold level achieved (Jun 2018).</p> <p>ED&I, HR Business Partners, Wellbeing Group, CAPOD, NHS Fife</p>	Age, Dis, Mat	Foster good relations, Advance equality	May 2018
2.17 Annually	Staff	Sustaining recognition as a carer inclusive employer.	<ul style="list-style-type: none"> Submit document retaining the Carer Positive Employer award. <p>Complete: Carer Positive Employer Award successfully renewed: Jul 2017 at Engaged level; Sep 2018 at the higher Established level, renewed: Jul 2019; May 2020 awarded the highest Exemplary level.</p> <p>ED&I, Director of HR, V-P for Governance & Planning, Trades Union Consultative Committee, Carers Scotland</p>	Age, Dis, Mat	Foster good relations, Advance equality	Oct 2017 then annually to 2021
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
2.18	Staff, Students	Sustain recognition for advancing women (and men	<ul style="list-style-type: none"> Undertake tasks to gain the ECU Athena SWAN (and Institute of Physics Juno) 	GR, Mat, Sex	Eliminate discrimination,	On-going from

		with caring responsibilities) in academia.	<p>Institutional and Departmental level accreditation for the Arts, Humanities, Social Sciences, Business and Law (AHSSBL) schools and the Science, Technology, Engineering, Mathematics and Medicine (STEMM) schools.</p> <p>Complete: Institution level: Athena SWAN Bronze renewal awarded (May 2018), renewal by Nov 2022 (extended due to Covid). School level as at 10 Feb 2021: Bronze = 15 Athena SWAN awards Silver = 3 Athena SWAN awards</p> <p>ED&I/Athena SWAN Committee Chair, ED&I, Director of HR, Principal's Office, V-P for Governance & Planning, Trades Union Consultative Committee, CAPOD, Planning Team, ECU, IoP</p>		Foster good relations, Advance equality	2011 - Apr 2021
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Equality Outcome 3: Designing of systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Tackle residual equal pay issues						
3.1	Staff	Create and maintain visible presence and signposting of diverse contacts/role models webpage utilising external practice.	<p>a) Create staff contacts for ethnic minorities.</p> <p>Complete: Created 19 Dec 20219. University Staff BAME Members lists 6 staff (1</p>	Dis, GR, Rac, SO	Advance equality, Foster good relations	Feb-Dec 2019

			<p>professors, 2 lecturers, 3 professional services staff) (16 Feb 2021).</p> <p>b) Maintain LGBTIQ+ Staff Role Models webpage. Complete: University LGBTIQ+ Staff Role Model Members lists 5 staff (2 professors, 2 lecturers, 1 professional services staff) (10 Feb 2021).</p> <p>ED&I, Trades Union Consultative Committee, ED&I/Athena SWAN Committee Chair, National Association of Disabled Staff Networks, Stonewall, ECU Race Charter</p>			
3.2	Staff	Publish Gender Pay Gap Information report.	<p>a) Conduct Gender Equal Pay audit with a report on gaps between female and male staff provided. Complete: Gender Equal Pay audits are conducted for reporting to the Academic Council (now to the Senate) on an annual basis, and to the new Gender Pay Gap Working Group (launched Sep 2018), membership consists of: V-P for Governance & Planning (chair), Trades Unions, Academic and Professional Services staff, Director of HR, Planning, ED&I.</p>	Sex	Eliminate discrimination, Advance equality	Apr 2019, 2021

			ED&I, HR Data, Director of HR, V-P for Governance & Planning			
3.3	Staff	Publish Disability, Gender and Race Equal Pay Statement.	<p>a) Create staff data tables by occupational segregation.</p> <p>ED&I, HR Data, Director of HR, V-P for Governance & Planning</p>	Dis, Rac, Sex	Eliminate discrimination, Advance equality	Apr 2021
3.4	Staff	Analyse Disability and Race pay gap trends.	<p>a) Conduct audits and report on findings to the Principal's Office.</p> <p>b) Investigate grades where there are unequal pay gaps.</p> <p>Complete: Published (May 2020) and data reported by AVP Diversity to Principal's Office.</p> <p>ED&I, HR Data, Director of HR, V-P for Governance & Planning</p>	Dis, Rac	Eliminate discrimination, Advance equality	TBC
3.5	Staff	Investigate methods on closing any pay gap.	<ul style="list-style-type: none"> Gather good practice from external guidance and the HE sector on proven methods closing any pay gap. <p>Complete: Checked through the 20 'ideas for action' stipulated in the 'EHRC Closing the Gender Pay Gap Dec 2018' publication for V-P Governance & Planning use.</p>	Dis, Rac, Sex	Eliminate discrimination, Foster good relations, Advance equality	Sep 2018 - Oct 2020

			ED&I, Director of HR, Close the Gap, ECU, EHRC, Equate Scotland			
3.6	Staff	Ensure adherence to the Starting Salary Policy.	<ul style="list-style-type: none"> Monitor observance of the policy. Complete: Implemented and mainstreamed by HR (May 2017). <p>HR Recruitment, Director of HR, School/Unit managers</p>	All	Eliminate discrimination, Advance equality	May 2017 - Apr 2021
3.7	Staff	Ensure managers involved in decisions about pay and benefits complete diversity training.	<ul style="list-style-type: none"> Conduct check of training completions and contact non-completions to pass the Diversity training module. Complete: Completion of training is mandatory. <p>ED&I, Director of HR</p>	All	Eliminate discrimination, Advance equality	Jun 2017 - Mar 2021
3.8	Staff	Continue to pay at least the living wage.	<ul style="list-style-type: none"> University pay structures continue to be aligned to the living wage levels. Complete: Implemented and mainstreamed by HR (May 2017). <p>Director of HR, V-P for Governance & Planning</p>	All	Advance equality	May 2017 - Apr 2021
3.9	Staff	Tackle gender pay gap at professorial and senior professional staff level.	a) Introduce revised structure for reviewing professorial and senior professional staff pay.	Sex	Eliminate discrimination, Advance equality	Jul - Dec 2017

			<p>Complete: Professorial pay review process was initiated in Sep 2017 and outcomes communicated in Dec 2017.</p> <p>b) Ensure data are reflective in equal pay audits.</p> <p>Complete: Data forms part of equal pay data.</p> <p>ED&I, Director of HR, V-P for Governance & Planning</p>			
3.10 Annually	Staff	Introduce Teaching Career Paths.	<ul style="list-style-type: none"> Provide clear promotion and progression structure to Professor-equivalent for teaching-focused staff. <p>Complete: Implemented and refined career paths for teaching-focussed academics, including the refinement of recruitment and promotion criteria.</p> <p>Master, Proctor, Deans</p>	Sex	Advance equality	July 2017, then annually to July 2020
Action theme: Promotion procedures to encourage underrepresented groups						
3.11	Staff	Raise awareness to Academic Promotions Committee and the Workforce Planning Group of staff diversity success rates.	<p>a) Provide annual report at the end of promotions review cycle by disability, gender and race staff profile to the Academic Promotions Committee (academic/research/teaching staff).</p> <p>Complete:</p>	Dis, Rac, Sex	Advance equality	End of each round (2019 then annually)

			Statistics presented in a non-identifiable way on success rates. All applicants are requested by email to check or update their Equality Monitoring Data via HR Self Service, to increase protected characteristic disclosure. ED&I, Director of HR, Senior Role Analyst, Academic Promotions Committee, Workforce Planning Group																					
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale																		
3.12 Annually	Staff	Facilitate engagement with staff to better understand the Academic Promotions process.	<ul style="list-style-type: none">Conduct annual Academic Promotions awareness sessions with Q&A for staff. Complete: Implemented and mainstreamed across schools upon invitation: <table><tr><th>Date</th><th>School</th></tr><tr><td>19 Feb 2019</td><td>History</td></tr><tr><td>7 Feb 2019</td><td>Management</td></tr><tr><td>6 Feb 2019</td><td>English</td></tr><tr><td>31 Jan 2019</td><td>English Language Teaching</td></tr><tr><td>25 Jan 2019</td><td>Mathematics & Statistics</td></tr><tr><td>25 Jan 2019</td><td>Modern Languages</td></tr><tr><td>25 Jan 2019</td><td>Classics</td></tr><tr><td>5 Dec 2018</td><td>Psychology & Neuroscience</td></tr></table>	Date	School	19 Feb 2019	History	7 Feb 2019	Management	6 Feb 2019	English	31 Jan 2019	English Language Teaching	25 Jan 2019	Mathematics & Statistics	25 Jan 2019	Modern Languages	25 Jan 2019	Classics	5 Dec 2018	Psychology & Neuroscience	All	Advance equality	Mar 2018 then annually to Mar 2021
Date	School																							
19 Feb 2019	History																							
7 Feb 2019	Management																							
6 Feb 2019	English																							
31 Jan 2019	English Language Teaching																							
25 Jan 2019	Mathematics & Statistics																							
25 Jan 2019	Modern Languages																							
25 Jan 2019	Classics																							
5 Dec 2018	Psychology & Neuroscience																							

			<table><tr><td>4 Dec 2018</td><td>Biology</td></tr><tr><td>3 Oct 2018</td><td>Art History</td></tr><tr><td>26 Jan 2018</td><td>Management</td></tr></table> <p>Director of HR, HR Business Partners, Master, Deans</p>	4 Dec 2018	Biology	3 Oct 2018	Art History	26 Jan 2018	Management			
4 Dec 2018	Biology											
3 Oct 2018	Art History											
26 Jan 2018	Management											
Action theme: Research Excellence Framework (REF) 2021												
3.13	Staff	Ensure that staff are selected fairly for the REF 2021 through the Code of Practice for REF2021.	<p>a) Provide non-identifiable staff diversity data for REF reports. Complete: Presented by the Planning Unit in REF E&D meetings (Jun 2020).</p> <p>b) Ensure that staff involved in REF selection have completed diversity training and bespoke REF training sessions (building upon ECU materials). Complete: 5 training sessions were delivered:</p> <table><tr><td>14-Nov-19</td></tr><tr><td>28-Nov-19</td></tr><tr><td>02-Dec-19</td></tr><tr><td>28-Jan-20</td></tr><tr><td>27-Feb-20</td></tr></table> <p>c) Retain the HR Excellence in Research award. Complete: Award retained in Jun 2018.</p>	14-Nov-19	28-Nov-19	02-Dec-19	28-Jan-20	27-Feb-20	All	Eliminate discrimination, Foster good relations, Advance equality	2018/19-2020	
14-Nov-19												
28-Nov-19												
02-Dec-19												
28-Jan-20												
27-Feb-20												

			ED&I, Director of HR, HR Business Partners, V-P for Research, Research Policy Office, CAPOD			
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Monitoring student performance/outcome by protected characteristic						
3.14 Annually	Students	Diversity attainment data monitored at the Academic Monitoring Group.	<ul style="list-style-type: none"> Attainment data created monitored by protected characteristic then presented annually at the Academic Monitoring Group. <p>Complete: Data by Gender provided (Jun 2017), received for Disability and Race (BME) and being analysed.</p> <p>Proctor's Office, Planning Team</p>	All	Advance equality	Oct 2017 then annually to Oct 2020
3.15	Students	Gender performance to be analysed and addressed by each School as part of the Athena SWAN initiative.	<ul style="list-style-type: none"> Degree classifications by gender monitored and investigated at school level. <p>Complete: Implemented and mainstreamed by schools as part of working on Athena SWAN (section 4.1 Student Data).</p> <p>Planning Team, School ED&I/Athena SWAN Committee</p>	Sex	Advance equality	May 2017 - Apr 2021

3.16 Annually	Students	Undertake annual check for issues and sharing of good practice of support provided to disabled students.	<ul style="list-style-type: none"> Take into account findings from relevant student surveys and liaison with school based Disability Coordinators. Complete: Implemented annually, results arrived (May 2018). ED&I, Student Services Disability Team	Dis	Eliminate discrimination, Advance equality	Jan 2018
3.17	Students	Continue to ensure equalities is taken account of in the curriculum.	<ul style="list-style-type: none"> Ensure addressing equalities continues to be stated within the New Programme and Module Proposal Form. Complete: Implemented and mainstreamed. ED&I, Proctor's Office	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Working out the data we need to collect						
3.18	Staff	Support the promotion of the main University Staff Survey.	<ul style="list-style-type: none"> Target above 52.5% staff completion (survey participation rate in 2015). Complete: There was a 57% response to the last survey, the highest since 2001. The next survey will be sent out in April/May 2019. Next survey date TBA. 	All	Eliminate discrimination, Foster good relations, Advance equality	Mar-Apr 2017, Mar-Apr 2019

			CAPOD			
3.19	Staff	Ensure questions and demographic sections forming the University Staff Survey.	<ul style="list-style-type: none"> Ensure University Staff Survey content is inclusive of equalities legal and good practice. Complete: Implemented and mainstreamed with ED&I reviewing demographic information and survey questions. <p>ED&I, CAPOD</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Mar-Apr 2017, Mar-Apr 2019
3.20	Staff	Benchmark Staff Survey satisfaction results to inform priorities for equality action/policy development.	<p>a) Compare 2017 results with 2015. Complete: The survey is benchmarked with some areas externally. Results for equality related questions are provided for future actions (May 2018).</p> <p>b) Compare 2019 results with 2017.</p> <p>ED&I, Equality Compliance Group, Planning Team, CAPOD</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2017, Nov 2019
3.21	Staff	Establish a Gender, Diversity & Inclusion Research Fund with applications being welcome from: <ul style="list-style-type: none"> Academic member of staff, whether research and education oriented, or purely education focussed. 	<ul style="list-style-type: none"> Submission deadlines: 15 Apr for decisions by 15 May, 15 Aug for decisions by 15 Sep. Complete: Applications received and reviewed by the University Athena SWAN Organisation & Culture Group chaired by V-P for Governance. 	Sex	Advance equality	May 2017, Aug - Sep 2017

		<ul style="list-style-type: none"> ○ Appropriate professional services staff welcome as collaborators, provided there is an academic principal investigator. ○ Projects can encompass (preparatory) work for REF oriented academic research or research on pedagogy. 	<p>Applications process taken over by AVP Diversity, as a panellist, joined by Student Director of Wellbeing and Head of E&D. Fund re-named as EDI Fund taking into account additional work beyond gender.</p> <p>ED&I/Athena SWAN Committee Chair, V-P for Research, Athena SWAN Organisation and Culture Committee</p>			
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Equality Outcome 4: Securing greater diversity in governance, management and leadership.

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Management diversity profile						
4.1	Staff, Students	Report on benchmarking on the diversity profile against comparable Scottish and UK-wide institutions with similar protected characteristic populations.	<ul style="list-style-type: none"> • Benchmark against the Russell Group universities and Scottish HEIs. Complete: Benchmark data analysed as mainstream activity through Institutional and School Athena SWAN data packs. <p>ED&I, V-P for Governance & Planning, Remuneration & HR Committee, Planning Team</p>	All	Advance equality	May 2017, Dec 2017 - Dec 2020
4.2	Staff	Improve gender representation in senior and academic management structures.	<p>a) Develop mentoring programme for senior women. Complete:</p>	Sex	Advance equality	Ongoing

			<p>University Elizabeth Garrett Mentoring Scheme launched www.st-andrews.ac.uk/staff/ppd/elizabethgarrettmentoring (Oct 2017).</p> <p>Principal's Office, Director HR, CAPOD</p>			
Action theme: Commitment to CSC 40:40:20 target and increasing diversity on Court						
4.3	Staff	<p>Commitment to the CSC target of 40:40:20 gender balance amongst appointed non-executive members.</p> <p>Implement positive action to improve the diversity of the candidate pool for governing body posts.</p>	<p>a) Advertise on external diversity websites. Complete: Advertised in BAME media (Aug 2020).</p> <p>b) Continue to ensure staff involved in selection have completed training relating to reduce bias in recruitment. Complete: Implemented and mainstreamed (Jan 2020).</p> <p>c) Continue to ensure adherence to the Equality Policy. Complete: Implemented and mainstreamed (Jan 2020).</p> <p>ED&I, V-P for Governance, Governance & Nominations Committee</p>	All	Advance equality	Oct 2018 - Feb 2021

4.4	Staff	Improve gender diversity in candidates for elected Court positions.	<ul style="list-style-type: none"> Encourage applications for elected Court positions from under-represented groups, in particular women. Complete: Encouraging applicants from under-represented groups has been mainstreamed part of the recruitment process (Nov 2019, Aug 2020, Feb 2021). <p>V-P for Governance</p>	Sex	Advance equality	May 2017 - Apr 2021
Action theme: Governance training						
4.5	Staff	Check that governing body members are aware of the responsibilities under the Equality Act (2010).	<ul style="list-style-type: none"> Annually check that governing body members have completed diversity training. Complete: Implemented and mainstreamed (Jan 2020). <p>ED&I, V-P for Governance, Court Office</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Jan 2020
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale
4.6 Annually	Staff, Students	Student's Association President and Sabbatical Team are aware of the responsibilities under the Equality Act (2010).	<p>a) Ensure Sabbatical Team complete the Online Student Diversity Training. Complete: Implemented and mainstreamed (Jul 2017).</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Jul 2017 then annually to Jul 2020

			<p>b) Ensure the Sabbatical Team attend bespoke Diversity, Dignity & Respect training session mainstreamed as part of Sabbatical Induction.</p> <p>Complete: Implemented and mainstreamed (Jul 2017, 2018, 2019, 2020).</p> <p>ED&I, Student's Association</p>			
Action theme: Undertake Equality Impact Assessments (EIAs)						
4.7 Annually	Staff, Students	Annually review the online EIA Toolkit	<ul style="list-style-type: none"> Ensure EIA methodology and process is in line with Scottish Government policies. <p>Complete: New EHRIA template designed (Oct 2018) aligned to SFC EHRIA Form which includes Human Rights in addition to protected characteristics.</p> <p>ED&I, Director of HR</p>	All	Eliminate discrimination, Foster good relations, Advance equality	May 2019 then annually
4.8	Staff, Students	EIA's to underpin policy development.	<ul style="list-style-type: none"> Mainstream the conducting of EIAs into the main service units on new policies, procedures and practices (including major service provision) and on major staff/student policies. <p>Complete: Conducting of EIAs became part of the drafted Governance Policy Zone process (Dec 2018).</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2018 - Apr 2021

			ED&I, V-P for Governance			
4.9	Staff, Students	Gather feedback on EIAs.	<p>a) Continue to engage with the staff and student population through the EIA Online Feedback Form. Complete: Mainstreamed online via www.st-andrews.ac.uk/hr/edi/eia/engagement/</p> <p>b) Continue to work in partnership with equality agencies and groups to gain feedback on EIAs. Complete: Undertaken with LGBT Youth Scotland and Stonewall as part of review on staff policies.</p> <p>ED&I</p>	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2018 - Apr 2021
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Time-scale
Action theme: Tracking Equality Outcomes progress						
4.10	Staff	Engage Trades Unions in tracking the progression of Equality Outcomes.	<ul style="list-style-type: none"> Progress of the Equality Outcomes Scheme Action Plan tracked as an agenda item at bi-monthly Trade Unions Joint Negotiating Committee meetings. Complete: Implemented and mainstreamed (Jun 2017). 	All	Eliminate discrimination, Foster good relations, Advance equality	Jun 2017 then bi-monthly to Apr 2021

			ED&I, Director of HR, Chief Legal Officer, V-P for Governance & Planning, UCU, UNITE, UNISON			
4.11	Staff, Students	Ensure progression of the Equality Outcomes.	<ul style="list-style-type: none"> Progress of the Equality Outcomes Scheme Action Plan tracked by the Equality Compliance Group. Complete: Implemented and mainstreamed (Oct 2017). ED&I, V-P for Governance	All	Eliminate discrimination, Foster good relations, Advance equality	Sep 2017 and Feb 2018 then repeated annually

Annex B: Equality Outcomes Action Plan (April 2021 – 2025)

Purpose of document: To provide an outcomes-based list of strategic and operational actions to be undertaken across the University from 30 April 2021 to 2025, relating to compliance with legislative equalities duties, in order to sustain a fair studying; visiting; and working environment.

University Equality Outcome	University People Strategy	External mapping: Accreditation, funding and statutory guidance
<p>1. Increased proportion of underrepresented staff recruited.</p> <p>2. Making a University that is accessible and is recognised as encouraging diversity and the appreciation of it in our staff, students, and suppliers.</p> <p>3. Creating a studying, visiting, and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.</p> <p>4. Designing systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.</p> <p>5. Securing greater diversity in governance, management, and leadership.</p>	<ul style="list-style-type: none"> • Empowering our people • Leading our people • Recruiting and welcoming our people • Valuing and Developing our people 	<ul style="list-style-type: none"> • Advance HE: Athena SWAN + Race Charter • Business in the Community: Race at Work Charter • Carer Positive Employer award • LGBT Youth Scotland: LGBT Charter • Stonewall: Workplace Equality Index • UK Government: Disability Confident Employer award • Scottish Government: Minority ethnic recruitment toolkit (2020). • SFC & EHRC: (Advance HE workshop) Setting equality outcomes briefing (2020). • Scottish Specific Equality Duties: Get Ready for April 2021 - CRER (2020). • Hate Crime in Scotland 2019-20 (2020). • EHRC: Is Scotland Fairer report (2018). • EHRC: Equal pay Statutory Code of Practice (2016). • EHRC: Equality Act 2010 Employment Statutory Code of Practice (2015). • EHRC: Equality Act 2010 Technical Guidance on F/HE (2014). • EHRC: Equality Act 2010 Services, Public functions and Associations: Statutory Code of Practice (2011).

Abbreviations of protected characteristics + inclusion:			
Age = Age	M/C = Marriage & Civil Partnership	R/B = Religion or Belief	Crs = Carers
Dis = Disability	M/P = Pregnancy, Maternity, Paternity	Sex = Sex/Gender	
GR = Gender Reassignment	Rac = Race (Ethnicity, Nationality)	S/O = Sexual Orientation	

Equality Outcome 1		Increased proportion of underrepresented staff recruited.			
Scottish Government Action Plan for Ethnic Minority Recruitment www.gov.scot/publications/minority-ethnic-recruitment-toolkit - Head of E&D St Andrews presented actions to Colleges & Universities at the AHE/SFC Scottish Race Equality Network (9 Dec 2021)					Aligned to plan section
Strategic direction: The strategic direction of the institution shows an intention to increase diversity of the workforce.					1.1 – 1.3
Developing and embedding capability and capacity: Through application sifting and interviewing.					1.4, 1.5
Using data: Collection of data on its workforce in terms of ethnicity and the way it collects that data in recruitment is key to determining what course of action should be taken.					1.6 – 1.8
Advertising and outreach: Think about branding and the image the wishing to present.					1.9 – 1.13
Sifting and interviewing: Agreeing the criteria for shortlisting and interview upfront can help avoid bias within the recruitment process as people are assessed against an objective criteria.					1.14 – 1.17
Public Sector Equality Duty (2011) alignment		<ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. 			
No.	Target	Actions	How action will be achieved? Internal/external involvement and stakeholders	Protected Characteristic(s)	Timescale
1.1	Staff	Align strategic aims to cover aspects of employment, such as retention and progression for BAME, LGBTIQ+, and staff with disabilities, with aspects of the University Strategy.	a) Ensure next University Strategy builds on the current 'Diverse St Andrews' core theme. b) Insert reference to BAME, Gender, LGBTIQ+ and staff with disabilities regarding recruitment, progression, and retention. AVP Diversity, EDI Team.	All Dis, G/R, Sex, S/O	2023 (TBC) 2023 (TBC)
1.2	Staff	Senior managers ensure increasing workforce diversity in relation to age, disability, gender, gender reassignment (inc. Trans) race, religion/belief, sexual orientation, is embedded into recruitment policies and processes, with performance on progress assessed.	Note: No single-sex shortlists action in place, monitored/enforced by HR Recruitment, EDI Team. a) Recruitment success-rate data presented to school/units EDI leads. b) Refer to action plan point 1.4.	Sex All All	Ongoing Jun 2022. then annually. Annually

			Planning, EDI Team.		
1.3	Staff	Data gathered on the current age, disability, gender, gender reassignment (inc. Trans) race, religion/belief, sexual orientation workforce profile must be used to drive or initiate discussions and inform the development of organisational diversity goals and ambitions.	a) Continue to present data trends to the Principal's Office for positive action interventions. Planning, AVP Diversity, EDI Team.	All	Semesterly
1.4		Provide frequent equality of opportunity for staff to participate in recruitment and selection panels, to try to ensure that interview panel members are from diverse backgrounds. Care should be taken not to rely too heavily on the same people.	a) Circulate email to staff at the beginning of each semester, requesting interest to join a list of recruitment and selection panellists for the semester. b) Actioning of the process to be monitored by School EDI committees. c) Ensure new panellists have completed relevant training as stated in action point 1.5. Heads of schools and units, EDI leads, Director of HR, HR Recruitment, EDI Team. Note: Already in place for sex, monitored/enforced by HR Recruitment.	All All All	Apr/May, then annually Jun 2022, then annually Ongoing
1.5	Staff	Staff involved in the selection process to have undertaken: • Recruitment techniques, including sifting and interviewing training	a) Ensure panellists are checked and enforced to complete the online modules on Diversity (Equality Act 2010) and Unconscious bias before short-listing process commences.	All	Jan 2023, then ongoing

		<ul style="list-style-type: none"> • Unconscious bias training • Diversity awareness training <p>Offer additional practical forms of training.</p>	<p>Note: Online Recruitment & Selection Training Module already monitored/enforced by HR Recruitment and EDI Team.</p> <p>b) Promote training sessions take-up of the OSDS Recruitment practical techniques training in place. Ensure accessibility adjustments provided where requested.</p> <p>HR Recruitment, OSDS, EDI Team.</p>	<p>All</p> <p>All</p>	<p>Ongoing</p> <p>Ongoing</p>
1.6	Staff	Gather data and analyse proportion of applicants, shortlisted for interview, offered and into post, by all protected characteristics, and for particular posts where occupational segregation exists.	<p>a) BAME recruitment success rates, and for religion/belief, performance monitored at the Institutional, Race, Ethnicity, Religion, Belief Group to ascertain further actions specific to operational activity of the University e.g. cluster of units or schools.</p> <p>b) Recruitment success rate by gender performance monitored at the Institutional, Athena SWAN Self-Assessment Team, to ascertain further actions specific to operational activity of the University e.g. cluster of units or schools.</p> <p>c) Recruitment success rate by disability and LGBT, performance monitored at the University's Central EDI Group, to ascertain further actions specific to operational activity of the University e.g. cluster of units or schools.</p> <p>Planning, EDI Team.</p>	All	Nov 2021, then annually
1.7	Staff	Gather intersectional data for analysis – applicants who identify as BAME or with a disability but also share other protected characteristics e.g. age, gender, sexual orientation etc – in line with Data Protection Act (2018).		All	Nov 2021, then annually
1.8	Staff	Benchmark data with relevant organisations using census (including Advance HE statistical reporting/HESA) categories.		All	Nov 2021, then annually

1.9	Staff, student	Advertise on diverse community radio stations, social media, specialist media, and EDI networking groups.	<p>a) Develop list of contacts via engagement with staff networks (age, gender, disabilities, BAME, LGBTIQ+, religion/belief) and equality agencies.</p> <p>b) Create a suite of promotional videos of diverse staff within underrepresented posts.</p> <p>c) Promote adverts via initiatives linking to the HR Vacancies webpage.</p> <p>EDI Team, Corporate Communications, School EDI leads.</p>	<p>All</p> <p>All</p> <p>All</p>	<p>Jun 2022, then annually</p> <p>Aug 2023</p> <p>Aug 2023</p>
1.10	Staff, student	Engage at local or national events with representatives from the University of diverse backgrounds.	<p>a) Develop and review list of events via engagement with staff networks (age, gender, disabilities, BAME, LGBTIQ+) and equality agencies.</p> <p>b) Develop promotional materials to promote at specific to events checked with HR Recruitment.</p> <p>Corporate Communications, EDI Team.</p>	<p>All</p> <p>All</p>	<p>May 2023, then annually</p> <p>Jun 2023, then annually</p>
1.11	Staff, student	Publicise positive images and posts of older, younger, BAME, LGBTIQ+ and staff with disabilities, and gender.	<p>a) Create/update online profile posts/testimonials from staff (inc. Sabbaticals and Student Representatives) at all levels within the University across protected characteristics, sharing their experiences of working for the organisation.</p> <p>EDI Team.</p> <p>Note: Profiles in place and renewed for BAME and LGBTIQ+, supported by EDI Team.</p>	<p>Age, Dis, R/B, Sex</p> <p>G/R, S/O, Rac</p>	<p>Jun 2023</p> <p>Ongoing</p>
1.12	Staff	Provide clear and accessible information about the post and	a) Seek feedback on from staff across protected characteristics on the application process.	All	Oct 2024

		<p>how to apply and what to expect within the application process.</p> <p>Consider other ways a person can apply alongside digital (online only application processes could exclude some people).</p> <p>Highlight within adverts/ descriptions inclusive and family friendly policies.</p> <p>Highlight membership of accreditation schemes or attained – making people aware the University has given particular issues specific consideration and are committing to certain standards or expectations.</p> <p>Include a paragraph in the job advertisement to highlight that applicants from a diverse background are encouraged.</p>	<p>b) Ensure applications can be made in alternative format and paper based, with ensuring reasonable adjustments are applied for applicants with different ranges of disabilities.</p> <p>c) Create list and online links of supportive inclusive policies for inserting into adverts/further particulars (flexible working, part-time working, job sharing).</p> <p>d) Ensure updated EDI award accreditations are inserted into each advert and further particulars. Add 'Disability Confident Committed Employer' once accreditation attained.</p> <p>Note: Currently mention Athena SWAN, Carer Positive, LGBT Charter, Race at Work Charter, and Stonewall.</p> <p>e) Ensure new job adverts, descriptions and further particulars for posts advertised, promote statements on age, disability, gender reassignment, religion/belief, and sexual orientation.</p> <p>Note: Statement already in place for gender, race and ethnicity, monitored/enforced by HR Recruitment, supported by EDI Team.</p> <p>HR Recruitment, EDI Team (advice/support).</p>	<p>Dis</p> <p>All</p> <p>Dis</p> <p>G/R, Rac, Sex, S/O, Car</p> <p>Age, Dis, GR, R/B, S/O</p> <p>Rac, Sex</p>	<p>Ongoing</p> <p>Nov 2024</p> <p>Nov 2024</p> <p>Ongoing</p> <p>Nov 2024</p> <p>Ongoing</p>
1.13	Staff	Promote Foundation, Modern and Graduate Apprenticeships – these can offer highly valued workplace experience that employers look for when recruiting and can be useful	a) Create videos of good practice case studies, considering diversity. Insert links into online promotions during the recruitment process.	All	Mar 2024

		for breaking down barriers as well as increasing skills that help prepare for permanent employment.	Corporate Communications, Schools/Units, HR Recruitment, EDI Team.		
1.14	Staff	Pilot anonymising applications for professional services staff: Consider removing names and education institute qualifications attained from, of applicants from application forms before the sift stage, to help avoid conscious or unconscious bias. This helps to avoid assumptions about personal identity (e.g. gender, race, ethnicity, religion, or belief), plus cultural and class association bias.	<p>a) Conduct a pilot to identify posts where name-anonymisation is possible for professional services staff from grades 1-5.</p> <p>b) Consider how the application form is assessed, for example to enable names to be replaced by candidate numbers to ensure that assessments are made purely on the applicant's evidence.</p> <p>AVP Diversity, HR Recruitment, EDI Team.</p>	<p>All</p> <p>All</p>	<p>Jun 2024 – Jan 2025</p> <p>Jan 2025 – Apr 2025</p>
1.15	Staff	Undertake an Equality Impact Assessment (EIA) of assessment activities, by considering the accessibility of the assessment methods used.	<p>a) Check that the method has been tested with people with different protected characteristics to ensure it doesn't unfairly discriminate. Focus should include: Are they easy to understand if you are not from that organisation? Do they favour people from certain backgrounds (e.g. with certain experience or certain education)?</p> <p>AVP Diversity, EDI Team, HR Recruitment (monitoring).</p>	All	Dec 2024
1.16	Staff	Check that interview questions do not disadvantage a candidate because of how they are phrased.	a) Review the HR EDI Online Inclusive Recruitment Guide with findings from Scottish Government guidance.	All	Feb 2024

		Review why standard questions are asked to ensure that the question enables to get the answer and avoid terminology that has double meaning.	School EDI leads, HR Recruitment, EDI Team.		
1.17	Staff	Provide application and interview feedback to applicants in line with good sector practice. Good candidates apply but may not have explained their competence, skills or experience in a manner that will score highly in the recruitment methods used, and so do not progress to the next stage. Providing feedback will help applicants to learn from the experience and may improve their chances next time.	a) Identify methods of feedback currently provided to applicants by recruitment convenors or HR. b) Identify good practice within the sector to utilise. c) Put in place revised methods with guidance to convenors updated. Recruitment & Selection Convenors, HR Recruitment, EDI Team.	All All All	Oct 2021 Dec 2022 – May 2022 Sep 2023

Equality Outcome 2		Making a University that is accessible and is recognised as encouraging diversity and the appreciation of it in our staff, students, and suppliers.			
Public Sector Equality Duty (2011) alignment		<ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups. 			
No.	Target	Actions	How action will be achieved? Internal/external involvement and stakeholders	Protected Characteristic(s)	Timescale

2.1	Students	Continue to work towards the SFC Gender Action Plan (Scottish domiciled students to have no greater than 75/25 gender proportion).	a) Support further development of School Athena SWAN action plan renewals utilising guidance from Advance HE and Equate Scotland. b) Gather examples of good practice from schools to present in the SFC Gender Action Plan response report. School EDI Committees, EDI Team, Planning.	Sex	TBA by SFC
				Sex	TBA by SFC
2.2	Students	Recruitment of students through practices and policies that support equality.	a) Completion of the 'Online Unconscious Bias Training Module' which covers areas of understanding bias in student selection – monitoring of staff completions provided by EDI Team to Admissions and Schools. Admissions, Schools, Academic Registry (involved in scholarship-related activities), EDI Team.	All	May 2021 -Apr 2025
2.3	Staff	Ensure new staff attain an assessed understanding of the Equality Act (2010) via eLearning.	a) Ensure the completing of the online Diversity in the Workplace training module is part of staff induction pack for new starts. b) Ensure the Equality Act (2010) and the relating module is highlighted in the Staff Essentials sessions for new starts. c) Head of Schools/Units receive data of staff completions from EDI Team per semester. HR Recruitment, EDI Team.	All	May 2021 - Apr 2025
				All	May 2021 - Apr 2025
				All	May 2021 - Apr 2025
2.4	Staff	Ensure staff can update their diversity data within the first	a) Identify methods to encourage self-reporting from good sector practice.	All All	Nov 2021 then annually to 2025

		month of commencing employment with the University.	<p>b) Present findings at the CEDI Committee and HR meetings.</p> <p>c) Amend the HR Self Service disability disclosure categories following feedback gained from the Staff with Disabilities Network.</p> <p>EDI Team, HR.</p>	Dis	Dec 2021 then annually to 2025 Jul 2021 May 2021, 2023
2.5	Contractors	Ensure that contractors working on University campus adhere to the University Equality Policy.	<p>a) Ensure staff involved in procurement and contract management have completed refresher training on the equality law and unconscious bias (via online training module).</p> <p>b) Conduct checks as part of process embedded into the Sustainable and Ethical Procurement Policy.</p> <p>c) Provide advice to SMEs on developing equality policies (upon request).</p> <p>Procurement, EDI Team.</p>	<p>All</p> <p>All</p> <p>All</p>	<p>Oct 2021 then Oct 2023</p> <p>Ongoing</p> <p>Ongoing</p>
2.6	Staff, Students, Visitors	Continue to review new build and existing refurbishment provision with an EDI focus.	<p>a) Continue to review documentation in relation to capital project/refurbishment work programmes to ensure recognition of requirements for equality grouping/protected characteristic.</p> <p>EDI Team, RBS, Estates, Student Services.</p>	Dis, G/R, M/P, R/B	Ongoing

Equality Outcome 3		Creating a studying, visiting, and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.			
Public Sector Equality Duty (2011) alignment		<ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups. 			
No.	Target	Actions	How action will be achieved? Internal/external involvement and stakeholders	Protected Characteristic(s)	Timescale
3.1	Staff, Students	Undertake review of the 'Equality, Diversity & Inclusion Policy'.	a) Gather feedback from staff and student groups on current Equality policy. b) Ensure policy is reflective of changing legislation and sector practice in line with updated guidance from ACAS, EHRC Scotland, SFC, Scottish Government, Advance HE, and LGBT Youth Scotland. c) Launch policy on Governance zone. d) Conduct review on policy after 3 years. EDI Team, HR, Student Services, Students' Association SRC for Equal Opportunities, Institutional Trades Union Consultative Committee, Staff BAME Network, Staff with disabilities Network, Staff LGBTIQ+ Network, Advance HE, Business in the Community, Fife Centre for Equalities, LGBT Youth Scotland, Stonewall Scotland.	All All All All	Nov 2021 Nov 2021 Jan 2022 Jan 2025
3.2	Staff, Students, Contractors, Visitors	Promote the post-review version of the University Equality Statement and Equality, Diversity & Inclusion Policy.	a) Training and awareness (Staff Induction, Students' Association Sabbatical Induction, Diversity for Managers, Dignity & Respect, bespoke EDI sessions, online training modules on Diversity in the Workplace, Recruitment & Selection, Student Diversity, Unconscious Bias).	All All	Feb 2022 Feb 2022

			<p>b) Online publishing and signposting (Equality Policy webpage, New Staff Starter Pack, School EDI webpages, Inclusive Curriculum Toolkit, Inclusive Recruitment Guide).</p> <p>c) Underpinning policies (Sustainable & Ethical Procurement Policy, Staff/ Student specific policies).</p> <p>EDI Team, EHSS, HR, Student Services, Students' Association, CEED, OSDS, RBS, Estates, Proctor's Office, Trades Union Consultative Committee, Principal's Office, Court Office.</p>	All	Mar 2022
3.3	Staff, Students	Undertake review of the 'Policy and Guidance on Trans Staff and Students' as a sub-document under the overarching Equality Policy.	<p>a) Gather feedback from staff and student groups, and stakeholders/contacts on the current policy.</p> <p>b) Ensure policy is reflective of changing legislation and sector practice in line with updated guidance from EHRC Scotland, SFC, Scottish Government, Advance HE, LGBT Youth Scotland, Stonewall Scotland.</p> <p>c) Launch reviewed policy on Governance zone.</p> <p>d) Conduct review on policy after 3 years.</p> <p>EDI Team, HR, Student Services, Students' Association SRC for Equal Opportunities, Institutional Trades Union Consultative Committee, Staff LGBTIQ+ Network, LGBT Youth Scotland, Stonewall Scotland.</p>	<p>G/R</p> <p>G/R</p> <p>G/R</p> <p>G/R</p>	<p>Jun 2021</p> <p>Jun 2021</p> <p>Jul 2021</p> <p>Jul 2024</p>
3.4	Staff, Students	Create Religion or Belief Guidance as a sub-document under the overarching Equality Policy.	<p>a) Gather feedback from staff and student groups, and stakeholders/contacts on draft guidance.</p> <p>b) Ensure guidance is reflective of changing legislation and sector practice in line with external</p>	<p>R/B</p> <p>R/B</p>	<p>Nov 2022</p> <p>Nov 2022</p>

			<p>guidance from ACAS, EHRC Scotland, Fife Interfaith, and Interfaith Scotland.</p> <p>EDI Team, HR, Student Services, Students' Association SRC for Equal Opportunities, Institutional Trades Union Consultative Committee, Institutional Race, Ethnicity, Religion, Belief Group, Interfaith Scotland, ACAS, EHRC.</p>		
3.5	Staff	Launch Staff Disability Policy as a sub-document under the overarching Equality Policy, guiding staff on adjustments.	<p>a) Ensure guidance is reflective of changing legislation and sector practice in line with external agencies, taking into account feedback from previous focus groups and new Staff with Disabilities Network.</p> <p>b) Conduct review on policy after 3 years.</p> <p>EDI Team, EHSS, HR Policy Officer, Institutional Trades Union Consultative Committee.</p>	<p>Dis</p> <p>Dis</p>	<p>Jun 2021</p> <p>Jun 2024</p>
3.6	Staff, Students, Visitors	Create policy and practice to minimise the risk of bullying or harassment.	<p>a) Conduct review, as scheduled by HR, on the Dignity & Respect at Work Policy, to be inclusive of updated equalities terminology and good practice with feedback from the University.</p> <p>EDI Team, HR Business Partners, Director of HR, Student Services, Trades Union Consultative Committee, Staff BAME Network, Staff with disabilities Network, Staff LGBTIQ+ Network.</p>	All	Dec 2022
3.7	Staff, Students, Visitors	Foster good relations across the local external environment within St Andrews and	a) Utilise data from the online Report & Support tool to inform design of awareness sessions.	<p>All</p> <p>All</p>	May 2021 then ongoing

		surrounding towns/villages to minimise the risk of public hate crime.	<p>b) Coordinate and fund awareness talks by diverse staff/student networks/societies with local primary and secondary schools raising awareness of identity inclusion across protected characteristics.</p> <p>c) Work in partnership with public sector partners through external EDI networking on hate crime awareness of materials and campaigns visible across the local area.</p> <p>d) Establish links with local businesses to identify EDI initiatives to foster good relations amongst diverse groups.</p> <p>e) Consult with staff/student networks/societies on the impact of local environment inclusion initiatives.</p> <p>EDI Team, Students' Association, Community Engagement Officer, Fife Centre for Equalities, Fife Council.</p>	<p>All</p> <p>All</p> <p>All</p>	<p>Jun 2021 then ongoing</p> <p>Oct 2021</p> <p>Jan 2022 then ongoing</p> <p>April 2022 then annually</p>
3.8	Staff, Students, Visitors	Review and raise further awareness of the online Event and Meeting Inclusion Guide.	<p>a) Build upon current updates on virtual events/meetings. Promote the guidance to event and meeting organisers.</p> <p>EDI Team.</p>	All	Dec 2022
3.9	Staff	Promote diversity in the OSDS Cross-Institutional Mentoring Scheme.	<p>a) Provide monitoring reports to OSDS and the Central EDI Group, by disability, gender and race diversity, of mentors and mentees.</p> <p>b) Promote participation from under-represented groups.</p> <p>EDI Team, OSDS.</p>	<p>Dis, Rac, Sex</p> <p>Dis, Rac, Sex</p>	<p>Dec 2021 then annually to 2025</p> <p>Dec 2021</p>

3.10	Staff, Students, Contractors	Update the suite of online Equality Briefings acting as basic forms of document awareness.	<p>a) Ensure briefing documents are reflective of changing legislation and sector practice in line with external agencies.</p> <p>EDI Team, Fife Centre for Equalities, LGBT Youth Scotland, Stonewall Scotland, Advance HE, EHRC, Interfaith Scotland, CRER.</p>	All	Dec 2021 and Dec 2023
3.11	Staff	Review training content, quality and compliance of external eLearning EDI provision.	<p>a) Launch reviewed version of the online Student Diversity online training module, taking into account input from the Students' Association Equality Opportunity Committee.</p> <p>b) Undertake review of the online Diversity in the Workplace training module, with input from staff groups, EDI leads, HR Business Partners, and checks with updates to equalities law, such as Scottish Hate Crime legislation, then launch reviewed version.</p> <p>c) Undertake review of the online Recruitment & Selection training module, with input from staff groups, HR Recruitment, OSDS, and checks with updates to equalities law (if any), then launch reviewed version.</p> <p>d) Undertake review of the online Unconscious Bias training module, with input from staff groups, HR Business Partners, OSDS, then launch reviewed version.</p> <p>EDI Team, Students' Association, external eLearnign provider.</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>	<p>Jun 2021, then annually to 2025</p> <p>Sep 2021</p> <p>Jun 2022</p> <p>Oct 2022</p>

3.12	Staff, Students, Visitors	Ascertain accessibility of University Estate.	a) Re-establish a Physical Access Group to identify physical access concerns, and agree programme of prioritised access development works. EDI Team, Student Director of Wellbeing.	Dis	Sep 2021
3.13	Staff, Students, Visitors	Maintain and develop the University's Physical Access Guide.	a) Conduct check of University buildings to update the online Physical Access Guide. Student Services, Access Able (formerly Disabled Go).	Dis	TBA
3.14	Staff, Students	Undertake self-evaluation exercise in line with accreditation for being an LGBT+ inclusive higher education and service provider.	a) EDI leads and Principal's Office member(s) receive bespoke LGBT+ inclusion training from LGBT Youth Scotland. b) Complete submission to retain the Institutional LGBT Charter at Foundations level. c) Complete submission to retain the Departmental LGBT Charter at Silver level. d) Department of Sport & Exercise (inc. Athletic Union) management team receive bespoke LGBT+ inclusion training from LGBT Youth Scotland. EDI Team, AVP Diversity, LGBT Youth Scotland.	G/R, S/O G/R, S/O G/R, S/O G/R, S/O	Feb/Mar 2022 Jun 2022 TBA TBA
3.15	Staff	Undertake self-evaluation exercise in line with accreditation for being an LGBT+ employer.	a) Collate staff policies, equality data, and good practice LGBT+ initiatives, and promote Stonewall survey to all staff. b) Complete the Stonewall Workplace Equality Index (WEI) submission. c) HR staff complete updated LGBT+ employer inclusion training delivered by Stonewall Scotland.	G/R, S/O G/R, S/O G/R, S/O	Sep 2021 then annually to 2025 Oct 2021 then annually to 2025 Feb/Mar 2022

			EDI Team, HR, Stonewall Scotland.		
3.16	Staff	Sustaining recognition as a carer inclusive employer.	<p>a) Update the staff 'Carers Statement' in line with HR staff policies.</p> <p>b) Collate staff policies, equality data, Carers Workshop details and other good practice carer initiatives.</p> <p>c) Submit document retaining the Carer Positive Employer award at 'Exemplary' level.</p> <p>EDI Team, HR, Carers Scotland.</p>	<p>Age, Dis, M/P, Sex, Car</p> <p>Age, Dis, M/P, Sex, Car</p> <p>Age, Dis, M/P, Sex, Car</p>	<p>May 2021 then annually to 2025</p> <p>May 2021 then annually to 2025</p> <p>May 2021 then annually to 2025</p>
3.17	Staff, Students	Sustain HE sector recognition for advancing gender equality institutionally and in academic departments.	<p>a) Re-establish new Advance HE Athena SWAN Self-Assessment Team.</p> <p>b) Undertake survey activity with data trend analysis focusing on intersectionality.</p> <p>c) Create gender equality action plan with submission write-up for an Institutional Athena SWAN renewal.</p> <p>d) Support 19 schools in attaining/renewing Athena SWAN (and Institute of Physics Juno) Departmental level accreditation.</p> <p>EDI Team, HR, AVP Diversity, Faculty EDI Leads, OSDS, Planning, Advance HE, IoP.</p>	<p>GR, M/P, Race, Sex, Car</p> <p>GR, M/P, Rac, Sex, Car</p> <p>GR, M/P, Race, Sex, Car</p> <p>M/P, Sex, Car</p>	<p>Jun 2021</p> <p>Ongoing</p> <p>Nov 2022</p> <p>Ongoing</p>
3.18	Students	Undertake self-evaluation exercise to gain recognition on being a Carer inclusive higher education provider.	<p>a) Create Student Carers Working Group (building upon the Student Carers Statement activity) to commence action plan evidence gathering.</p> <p>b) Conduct student carers survey.</p>	<p>Age, Dis, Car</p> <p>Age, Dis, Car</p> <p>Age, Dis, Car</p>	<p>Sep 2021</p> <p>Jan 2022</p> <p>Sep 2022</p>

			<p>c) Submit evidence as part of the Carers Trust Going Higher for Student Carers initiative.</p> <p>EDI Team, Student Director of Wellbeing, Admissions, Student Services.</p>		
3.19	Staff	Undertake race equality self-evaluation exercise in line with private and public sector accreditation for being a Race equality inclusive employer.	<p>a) Renew institutional signatory to the external 'Race at Work Charter', by completing the annual returns document to the Prince's responsible business network, Business in the Community.</p> <p>b) Discuss findings at the Institutional Race, Ethnicity, Religion, Belief Group, for May 2022 returns progression.</p> <p>EDI Team, HR, AVP Diversity.</p>	<p>Rac</p> <p>Rac</p>	<p>May 2021 then annually to 2025</p> <p>Sep/Oct 2021 then annually to 2025</p>
3.20	Staff, Students	Undertake self-evaluation exercise in line with accreditation for being a Race equality inclusive employer and higher education provider.	<p>a) Commence work on the Advance HE Race Equality Charter initiatives (staff/student, intersectional data trend analysis, curriculum delivery/design, staff/student surveys, and focus groups), taking into account meeting between IRERBG and the Advance HE REC Team (17 Mar 2021).</p> <p>b) Create actions to tackle gender equality with submission write-up for a Race Charter Bronze application.</p> <p>EDI Team, HR, AVP Diversity, Students' Association, Planning, other SAT members.</p>	<p>Rac, R/B, Sex</p> <p>Rac, R/B, Sex</p>	<p>TBA</p> <p>TBA</p>
3.21	Staff	Undertake self-evaluation exercise in line with private and public sector accreditation for	a) Establish a staff working group, reporting to the Central EDI Group, to schedule actions on developing an application for the Disability	Dis	Dec 2021

		being a 'Disability Confident Committed Employer'.	<p>Confident Committed Employer (facilitated by the UK Government), with engagement with the Staff with Disabilities Network.</p> <p>b) Invite holders accredited with the highest Disability Confident Leader Employer level from universities, as key speakers (academic and professionals services) on workplace good practice, with engagement with the Staff with Disabilities Network.</p> <p>c) Commission an external provider, building upon staff policies, to design and deliver specialist training sessions on disability (legal and social model) and workplace adjustments to managers; HR business Partners; school/unit EDI leads; and OSDS contacts.</p> <p>d) Establish key disability focused dates for awareness campaigns.</p> <p>EDI Team.</p>	<p>Dis</p> <p>Dis</p> <p>Dis</p>	<p>Mar 2022</p> <p>May/Jun 2022</p> <p>Sep 2021, then annually review</p>
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Equality Outcome 4		Designing systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.			
Public Sector Equality Duty (2011) alignment		<ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. 			
No.	Target	Actions	How action will be achieved? Internal/external involvement and stakeholders	Protected Characteristic(s)	Timescale
4.1	Staff	Publish pay gap reporting, and relevant equal pay statements.	a) Conduct ethnicity and gender pay gap analysis, with occupational segregation staff data (where possible).	<p>Rac, Sex</p> <p>Dis, Rac, Sex</p>	Apr 2021, 2022, 2025

			<p>b) Update disability, gender and race statements on segregation and commitment to equal pay. c) Investigate methods of non-gender binary analysis. d) Present findings of good sector practice gained.</p> <p>EDI Team, HR Data, Director of HR, Planning, AVP Diversity.</p>	<p>G/R, Sex Age, Dis, G/R, Rac, R/B, S/O, Sex</p>	<p>Apr 2021, 2022, 2025 May - Jul 2022 Nov 2022</p>
4.2	Staff	Continue to ensure managers involved in decisions about pay and benefits complete diversity training.	<p>a) Conduct checks of training completions and contact non-completions to pass the Diversity training module.</p> <p>EDI Team, Director of HR.</p>	All	Ongoing
4.3	Staff	Raise awareness to Academic Promotions Committee and the Workforce Planning Group of staff diversity success rates.	<p>a) Continue to provide annual report at the end of promotions review cycle by disability, gender and race staff profile to the Academic Promotions Committee (academic/research/teaching staff). b) Present statistics in a non-identifiable way on success rates. All applicants are requested by email to check or update their Equality Monitoring Data via HR Self Service, to increase protected characteristic disclosure. c) Provide annual report at the end of a grading review cycle by disability, gender and race staff profile to the Workforce Planning Group (professional/support staff). d) Investigate methods of greater diversity on promotion panels, and present findings.</p>	<p>Dis, Rac, Sex</p> <p>Dis, Rac, Sex</p> <p>Dis, Rac, Sex</p> <p>All</p>	<p>Annually, TBA</p> <p>Annually, TBA</p> <p>Annually, TBA</p> <p>May – Oct 2023</p>

			EDI Team, Director of HR, Senior Role Analyst, Academic Promotions Committee, Workforce Planning Group.		
4.4	Staff	Facilitate engagement with staff to better understand the Academic Promotions process.	a) Continue to conduct Academic Promotions awareness sessions with Q&A for staff. Director of HR, HR Business Partners, AVP Diversity.	All	Annually
4.5	Students	Analyse gender performance and addressed via action plans through each School as part of the Athena SWAN initiative.	a) Degree classifications by gender monitored and investigated at school level, as part of working on Athena SWAN. EDI Team, Planning, School EDI Committees.	Sex	May 2021 - Apr 2025
4.6	Students	Monitor student outcomes by available protected characteristic for providing basis of further interventions.	a) Careers Service systematically monitors student outcomes by available protected characteristic. b) Present data to CEDI Committee. Careers Service, EDI Team.	Dis, Rac, Sex Dis, Rac, Sex	TBA TBA

Equality Outcome 5		Securing greater diversity in governance, management, and leadership.			
Public Sector Equality Duty (2011) alignment		<ul style="list-style-type: none"> Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act (2010). Advance equality of opportunity between people from different groups. 			
No.	Target	Actions	How action will be achieved? Internal/external involvement and stakeholders	Protected Characteristic(s)	Timescale
5.1	Staff, Students	Report on benchmarking on the diversity profile against comparable Scottish and UK-wide institutions.	a) Benchmark staff and student data sets against the Russell Group universities and Scottish HEIs through Athena SWAN and Race Charter Self-Assessment	Dis, G/R, Rac, S/O, Sex	Annually

			Team meetings. Plus, disability and LGBT+ areas through the Central EDI Group meetings. Planning, EDI Team, Central EDI Group.		
5.2	Staff	Improve diverse representation in senior and academic management structures.	<p>For recruitment refer to Equality Outcome 1.</p> <p>a) Support staff to participate on the women only Advance HE Aurora Leadership Programme for grades 6 and above.</p> <p>b) Support BAME staff participation on the Advance HE BAME Diversifying Leadership Programme for grades 6 and above. Undertake engagement with the Staff BAME Network on participation.</p> <p>c) Develop BAME Staff Mentoring Scheme on similar model to the Elizabeth Garrett Mentoring Scheme.</p> <p>d) Investigate leadership programmes specifically for staff with disabilities. Undertake engagement with the Staff with Disabilities Network on participation. Present findings to the CEDI Committee for support.</p> <p>e) Investigate leadership programmes specifically for LGBTIQ+ staff. Undertake engagement with the Staff LGBTIQ+ Network on participation. Present findings to the CEDI Committee for support.</p> <p>f) Analyse monitoring data of OSDS Staff Mentoring Scheme, and present at the CEDI Committee.</p> <p>AVP Diversity, OSDS, EDI Team.</p>	<p>Sex</p> <p>Rac</p> <p>Rac</p> <p>Dis</p> <p>G/R, S/O</p> <p>Age, Dis, G/R, Rac, S/O, Sex</p>	<p>Ongoing</p> <p>Oct 2021, then annually</p> <p>2022/23 TBA</p> <p>Nov 2021</p> <p>Feb 2022</p> <p>Jun 2022, then annually</p>
5.3	Staff	Check that governing body members are aware of the responsibilities under the	a) Conduct checks that governing body members have completed online training modules on Diversity in the Workplace and Unconscious Bias.	All	Sep 2021 then annually to 2025

		Equality Act (2010), and impact of unconscious bias.	Court Office, EDI Team.		
5.4	Staff, Students	Annual incoming Students' Association President and Sabbatical Team are aware of the responsibilities under the Equality Act (2010).	<p>a) Sabbatical Team complete the online training modules on Student Diversity, Unconscious Bias, and Diversity in the Workplace.</p> <p>b) Sabbatical Team undertake in-person/virtual EDI, Dignity & Respect training (part of induction).</p> <p>EDI Team, Students' Association.</p>	All	Jul 2021 then annually to 2025

Annex C: Staff Equality Data

All available data has been provided in tables, however the data sets need to be treated with caution due to people having the right to disclose or not disclose. There are also areas where numbers are very small, such as categories within sexual orientation, ethnicity, and religion or belief.

While data aggregation might be a solution in some cases, we continue to recognise that aggregation might not provide the full picture.

Where data has been redacted to protect individuals, this is indicated by an asterisk ‘*’.

The data sets include salaried staff only, is provided as at 31 March of given year, by Headcount and as a Percentage collated by HR, analysed by the Planning Unit, and checked by the EDI Team.

Staff data by Age

Table 1.1 Staff data by Grade and Age-band by Headcount as at 31 March:

Year	Age-band	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total
2018	16 - 24	24	18	18	15	19	11	*	*	*	*	*	*	107
	25 - 34	0	45	19	58	54	69	238	82	*	*	*	8	578
	35 - 44	0	40	38	63	37	64	174	198	100	27	*	*	748
	45 - 54	0	66	37	69	49	72	99	125	114	98	*	6	735
	55 - 64	0	55	53	44	41	49	54	52	40	94	5	5	492
	65+	0	8	*	*	*	6	5	*	*	16	*	9	58
2019	16 - 24	21	21	19	18	14	13	*	*	*	*	*	*	107
	25 - 34	*	47	25	53	60	69	218	82	6	*	*	6	568
	35 - 44	0	47	38	65	42	61	208	182	107	29	5	6	790
	45 - 54	0	66	33	73	55	65	109	121	118	105	*	*	747
	55 - 64	0	64	54	49	41	53	60	62	47	87	*	5	526
	65+	0	11	*	*	*	*	6	5	6	21	0	7	63

2020	16 - 24	24	20	21	20	16	17	*	*	*	*	*	*	119
	25 - 34	0	37	27	60	65	74	232	74	8	0	0	8	585
	35 - 44	0	50	31	73	52	60	201	189	113	35	*	*	813
	45 - 54	0	56	28	74	49	73	115	123	122	111	*	*	753
	55 - 64	0	74	50	51	48	49	60	67	51	90	*	*	549
	65+	0	12	*	*	*	*	6	5	8	28	0	5	76

Table 1.2 Staff data by Grade and Age-band by percentage (%) as at 31 March:

Year	Age-band	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total %
2018	16 - 24	100.0	7.8	10.8	6.0	9.5	4.1	*	*	*	*	*	*	3.9
	25 - 34	0.0	19.4	11.4	23.0	26.9	25.5	41.7	17.8	*	*	*	24.2	21.3
	35 - 44	0.0	17.2	22.8	25.0	18.4	23.6	30.5	43.0	38.2	11.4	*	*	27.5
	45 - 54	0.0	28.4	22.2	27.4	24.4	26.6	17.3	27.1	43.5	41.5	0.0	18.2	27.0
	55 - 64	0.0	23.7	31.7	17.5	20.4	18.1	9.5	11.3	15.3	39.8	62.5	15.2	18.1
	65+	0.0	3.4	*	*	*	2.2	0.9	*	*	6.8	0.0	27.3	2.1
2019	16 - 24	95.5	8.2	11.1	6.9	6.6	4.9	*	*	*	*	*	*	3.8
	25 - 34	*	18.4	14.6	20.4	28.2	26.2	36.3	18.1	2.1	*	*	22.2	20.3
	35 - 44	0.0	18.4	22.2	25.0	19.7	23.2	34.6	40.3	37.7	12.0	50.0	22.2	28.2
	45 - 54	0.0	25.8	19.3	28.1	25.8	24.7	18.1	26.8	41.5	43.4	*	*	26.7
	55 - 64	0.0	25.0	31.6	18.8	19.2	20.2	10.0	13.7	16.5	36.0	*	*	18.8
	65+	0.0	4.3	*	*	*	*	1.0	1.1	2.1	8.7	0.0	25.9	2.2
2020	16 - 24	100.0	8.0	13.1	7.1	6.9	6.2	*	*	*	*	*	*	4.1
	25 - 34	0.0	14.9	16.9	21.3	28.0	26.8	37.7	16.2	2.6	0.0	0.0	36.4	20.2
	35 - 44	0.0	20.1	19.4	25.9	22.4	21.7	32.7	41.3	37.4	13.3	*	*	28.1
	45 - 54	0.0	22.5	17.5	26.2	21.1	26.4	18.7	26.9	40.4	42.0	*	*	26.0
	55 - 64	0.0	29.7	31.3	18.1	20.7	17.8	9.8	14.6	16.9	34.1	*	*	19.0
	65+	0.0	4.8	*	*	*	*	1.0	1.1	2.6	10.6	0.0	22.7	2.6

Table 1.3 Staff by job family and age band by Headcount as at 31 March:

Year	Age band	Academic	Academic Research	Academic Teaching	Managerial, Specialist & Administrative	Operational & Facilities	Technical & Experimental	Total
2018	16 - 24	0	*	*	39	37	28	107
	25 - 34	67	178	44	177	77	35	578
	35 - 44	219	99	52	271	82	25	748
	45 - 54	225	52	36	261	129	32	735
	55 - 64	127	19	27	151	131	37	492
	65+	29	*	6	10	10	*	58
2019	16 - 24	0	*	*	40	39	24	107
	25 - 34	68	175	42	156	87	40	568
	35 - 44	197	124	69	285	86	29	790
	45 - 54	227	54	38	273	126	29	747
	55 - 64	126	20	28	165	146	41	526
	65+	30	*	7	8	14	*	63
2020	16 - 24	0	*	*	51	43	20	119
	25 - 34	51	179	52	177	81	45	585
	35 - 44	200	117	76	298	93	29	813
	45 - 54	228	45	48	294	113	25	753
	55 - 64	131	22	23	179	153	41	549
	65+	40	*	6	9	17	*	76

Table 1.4 Staff by job family and age band by percentage (%) as at 31 March:

Year	Age band	Academic	Academic Research	Academic Teaching	Managerial, Specialist & Administrative	Operational & Facilities	Technical & Experimental	Total %
2018	16 - 24	0.0	*	*	4.3	7.9	17.7	3.9
	25 - 34	10.0	50.4	26.7	19.5	16.5	22.2	21.3
	35 - 44	32.8	28.0	31.5	29.8	17.6	15.8	27.5
	45 - 54	33.7	14.7	21.8	28.7	27.7	20.3	27.0
	55 - 64	19.0	5.4	16.4	16.6	28.1	23.4	18.1
	65+	4.3	*	3.6	1.1	2.1	*	2.1
2019	16 - 24	0.0	*	*	4.3	7.8	14.6	3.8
	25 - 34	10.5	46.2	22.7	16.8	17.5	24.4	20.3
	35 - 44	30.4	32.7	37.3	30.7	17.3	17.7	28.2
	45 - 54	35.0	14.2	20.5	29.4	25.3	17.7	26.7
	55 - 64	19.4	5.3	15.1	17.8	29.3	25.0	18.8
	65+	4.6	*	3.8	0.9	2.8	*	2.2
2020	16 - 24	0.0	0.8	1.0	5.1	8.6	12.4	4.1
	25 - 34	7.8	48.5	25.1	17.6	16.2	28.0	20.2
	35 - 44	30.8	31.7	36.7	29.6	18.6	18.0	28.1
	45 - 54	35.1	12.2	23.2	29.2	22.6	15.5	26.0
	55 - 64	20.2	6.0	11.1	17.8	30.6	25.5	19.0
	65+	6.2	*	2.9	0.9	3.4	*	2.6

Table 1.7 Staff by mode and age-band by Headcount as at 31 March:

Year	Age band	Full-time	Part-time	Total
2018	16 - 24	79	28	107
	25 - 34	479	99	578
	35 - 44	576	172	748
	45 - 54	548	187	735
	55 - 64	336	156	492
	65+	17	41	58
2019	16 - 24	82	25	107
	25 - 34	473	95	568
	35 - 44	580	210	790
	45 - 54	571	176	747
	55 - 64	349	177	526
	65+	17	46	63
2020	16 - 24	61	58	119
	25 - 34	399	186	585
	35 - 44	561	252	813
	45 - 54	528	225	753
	55 - 64	307	242	549
	65+	24	52	76

Table 1.8 Staff by mode and age-band by percentage (%) as at 31 March:

Year	Age band	Full-time	Part-time	Total %
2018	16 - 24	3.9	4.1	3.9
	25 - 34	23.5	14.5	21.3
	35 - 44	28.3	25.2	27.5
	45 - 54	26.9	27.4	27.0
	55 - 64	16.5	22.8	18.1
	65+	0.8	6.0	2.1
2019	16 - 24	4.0	3.4	3.8
	25 - 34	22.8	13.0	20.3
	35 - 44	28.0	28.8	28.2
	45 - 54	27.6	24.1	26.7
	55 - 64	16.8	24.3	18.8
	65+	0.8	6.3	2.2
2020	16 - 24	3.2	5.7	4.1
	25 - 34	21.2	18.3	20.2
	35 - 44	29.8	24.8	28.1
	45 - 54	28.1	22.2	26.0
	55 - 64	16.3	23.8	19.0
	65+	1.3	5.1	2.6

Staff data by Gender

Table 2.1 Staff data by Grade and Gender by Headcount as at 31 March:

Year	Category	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total
2018	Men	22	53	84	75	72	105	287	275	157	177	5	21	1333
	Women	*	179	83	177	129	166	284	186	105	59	*	12	1385
2019	Men	21	66	91	78	73	107	309	262	169	182	*	18	1380
	Women	*	190	80	182	140	156	292	190	115	60	*	9	1421
2020	Men	19	67	74	90	76	113	313	268	169	194	5	15	1403
	Women	5	182	86	192	156	163	302	190	133	70	6	7	1492

Table 2.2 Staff data by Grade and Gender by percentage (%) as at 31 March:

Year	Category	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total %
2018	Men	91.7	22.8	50.3	29.8	35.8	38.7	50.3	59.7	59.9	75.0	62.5	63.6	49.0
	Women	*	77.2	49.7	70.2	64.2	61.3	49.7	40.3	40.1	25.0	*	36.4	51.0
2019	Men	95.5	25.8	53.2	30.0	34.3	40.7	51.4	58.0	59.5	75.2	40.0	66.7	49.3
	Women	*	74.2	46.8	70.0	65.7	59.3	48.6	42.0	40.5	24.8	60.0	33.3	50.7
2020	Men	79.2	26.9	46.3	31.9	32.8	40.9	50.9	58.5	56.0	73.5	45.5	68.2	48.5
	Women	20.8	73.1	53.8	68.1	67.2	59.1	49.1	41.5	44.0	26.5	54.5	31.8	51.5

Table 2.3 Staff by job family and gender by headcount as at 31 March:

		Academic	Academic Research	Academic Teaching	Managerial, Specialist & Administrative	Operational & Facilities	Technical & Experimental	Total
2018	Men	448	206	66	277	227	109	1333
	Women	219	147	99	632	239	49	1385
2019	Men	428	225	79	291	243	114	1380
	Women	220	154	106	636	255	50	1421
2020	Men	429	214	96	311	242	111	1403
	Women	221	155	111	697	258	50	1492

Table 2.4 Staff by job family and gender by percentage (%) as at 31 March:

Year	Category	Academic	Academic Research	Academic Teaching	Managerial, Specialist & Administrative	Operational & Facilities	Technical & Experimental	Total %
2018	Men	67.2	58.4	40.0	30.5	48.7	69.0	49.0
	Women	32.8	41.6	60.0	69.5	51.3	31.0	51.0
2019	Men	66.0	59.4	42.7	31.4	48.8	69.5	49.3
	Women	34.0	40.6	57.3	68.6	51.2	30.5	50.7
2020	Men	66.0	58.0	46.4	30.9	48.4	68.9	48.5
	Women	34.0	42.0	53.6	69.1	51.6	31.1	51.5

Table 2.5 Senior staff by gender by headcount as at 31 March:

Year	Category	Principal's Office / Senior Management Team	Heads of School / Service Unit Directors	Professors
2018	Men	*	32	177
	Women	*	14	49
2019	Men	6	33	171
	Women	6	9	50
2020	Men	6	32	182
	Women	7	18	58

Table 2.6 Senior staff by gender by percentage (%) as at 31 March:

Year	Category	Principal's Office / Senior Management Team %	Heads of School / Service Unit Directors %	Professors %
2018	Men	*	65.6	78.3
	Women	*	30.4	21.7
2019	Men	50.0	78.6	77.4
	Women	50.0	21.4	22.6
2020	Men	46.2	64.0	75.8
	Women	53.8	36.0	24.2

Table 2.7 Staff by mode and gender by headcount as at 31 March:

Year	Category	Full-time	Part-time	Total
2018	Men	1154	179	1333
	Women	881	504	1385
2019	Men	1165	215	1380
	Women	907	514	1421
2020	Men	1017	386	1403
	Women	863	629	1492

Table 2.8 Staff by mode and gender by percentage (%) as at 31 March:

Year	Category	Full-time	Part-time	Total %
2018	Men	56.7	26.2	49.0
	Women	43.3	73.8	51.0
2019	Men	56.2	29.5	49.3
	Women	43.8	70.5	50.7
2020	Men	54.1	38.0	48.5
	Women	45.9	62.0	51.5

Staff by mode and gender

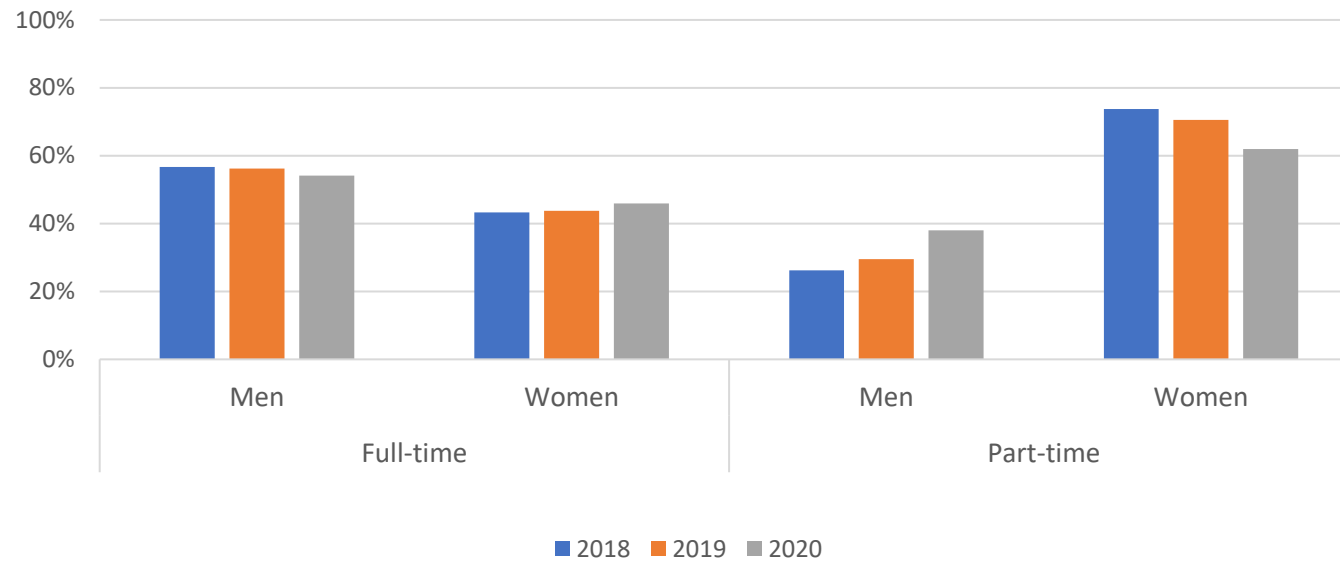


Table 2.9 Applications by gender by headcount and percentage (%). Year is financial year (i.e. 1 Apr - 31 Mar) and based on application date:

Year	Category	Total Applications by headcount	Total Applications by %		Total Shortlisted by headcount	Total Shortlisted by %		Total Offers by headcount	Total Offers by %		Total Accepted Offers by headcount	Total Accepted Offers by %
2018	Men	3297	48.4%		594	43.3%		156	39.0%		125	38.1%
	Women	3334	48.9%		740	53.9%		236	59.0%		197	60.1%
	Not Known	185	2.7%		38	2.8%		8	2.0%		6	1.8%
2019	Men	707	64.3%		140	57.6%		27	50.9%		25	53.2%
	Women	377	34.3%		99	40.7%		24	45.3%		20	42.6%
	Not Known	16	1.5%		4	1.6%		2	3.8%		2	4.3%
2020	Men	3143	49.4%		567	39.8%		153	35.3%		131	34.9%
	Women	3014	47.4%		807	56.7%		268	61.8%		233	62.1%
	Not Known	208	3.3%		49	3.4%		13	3.0%		11	2.9%

Staff data by Disability

Table 3.1 Staff data by Grade and Disability by Headcount as at 31 March:

Year	Category	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total
2018	Disability disclosed	*	5	*	6	5	5	12	5	*	*	*	0	51
	No disability disclosed	*	227	*	246	196	266	559	456	*	*	*	33	2667
2019	Disability disclosed	*	8	*	7	*	7	19	6	*	*	*	*	64
	No disability disclosed	*	248	*	253	*	256	582	446	*	*	*	*	2737
2020	Disability disclosed	*	8	5	9	6	6	17	8	*	*	*	*	69
	No disability disclosed	*	241	155	273	226	270	598	450	*	*	*	*	2826

Table 3.2 Staff data by Grade and Disability by percentage (%) as at 31 March:

Year	Category	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total %
2018	Disability disclosed	*	2.2	*	2.4	2.5	1.8	2.1	1.1	*	*	*	0.0	1.9
	No disability disclosed	*	97.8	*	97.6	97.5	98.2	97.9	98.9	*	*	*	100.0	98.1
2019	Disability disclosed	*	3.1	*	2.7	*	2.7	3.2	1.3	*	*	*	*	2.3
	No disability disclosed	*	96.9	*	97.3	*	97.3	96.8	98.7	*	*	*	*	97.7
2020	Disability disclosed	*	3.2	3.1	3.2	2.6	2.2	2.8	1.7	*	*	*	*	2.4
	No disability disclosed	*	96.8	96.9	96.8	97.4	97.8	97.2	98.3	*	*	*	*	97.6

Table 3.3 Staff by mode and Disability by Headcount as at 31 March:

Year	Category	Full-time	Part-time	Total
2018	Disability disclosed	32	19	51
	No disability disclosed	2003	664	2667
2019	Disability disclosed	38	26	64
	No disability disclosed	2034	703	2737
2020	Disability disclosed	35	34	69
	No disability disclosed	1845	981	2826

Table 3.4 Staff by mode and Disability by percentage (%) as at 31 March:

Year	Category	Full-time	Part-time	Total %
2018	Disability disclosed	1.6	2.8	1.9
	No disability disclosed	98.4	97.2	98.1
2019	Disability disclosed	1.8	3.6	2.3
	No disability disclosed	98.2	96.4	97.7
2020	Disability disclosed	1.9	3.3	2.4
	No disability disclosed	98.1	96.7	97.6

Table 3.5 Applications by Disability by headcount and percentage (%). Year is financial year (i.e. 1 Apr - 31 Mar) and based on application date:

Year	Category	Total Applications by headcount	Total Applications by %	Total Shortlisted by headcount	Total Shortlisted by %	Total Offers by headcount	Total Offers by %	Total Accepted Offers by headcount	Total Accepted Offers by %
2019	Disability disclosed	62	5.6%	15	6.2%	6	11.3%	5	10.6%
	No disability disclosed	1038	94.4%	228	93.8%	47	88.7%	42	89.4%
2020	Men	336	5.3%	72	5.1%	13	3.0%	12	3.2%
	Women	6029	94.7%	1351	94.9%	421	97.0%	363	96.8%

Staff data by Race (ethnicity and nationality)

Table 4.1 Staff data by Grade and Ethnicity by Headcount as at 31 March:

Year	Category	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total
2018	BAME	*	11	0	5	*	13	68	37	14	6	0	*	160
	White	*	199	159	235	*	248	462	385	232	205	8	*	2367
	Not given	*	22	8	12	*	10	41	39	16	25	0	*	191
2019	BAME	0	10	*	*	*	12	80	35	19	6	0	*	175
	White	22	225	*	*	*	242	485	375	248	213	10	*	2444
	Not given	0	21	*	*	*	9	36	42	17	23	0	*	182
2020	BAME	*	9	*	6	*	14	96	36	21	6	0	*	199
	White	*	221	*	264	*	244	485	380	261	236	11	*	2511
	Not given	*	19	*	12	*	18	34	42	20	22	0	*	185

Table 4.2 Staff data by Grade and Ethnicity by percentage (%) as at 31 March:

Year	Category	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total %
2018	BAME	*	4.7	0.0	2.0	*	4.8	11.9	8.0	5.3	2.5	0.0	*	5.9
	White	*	85.8	95.2	93.3	*	91.5	80.9	83.5	88.5	86.9	100.0	*	87.1
	Not given	*	9.5	4.8	4.8	*	3.7	7.2	8.5	6.1	10.6	0.0	*	7.0
2019	BAME	0.0	3.9	*	*	*	4.6	13.3	7.7	6.7	2.5	0.0	*	6.2
	White	100.0	87.9	*	*	*	92.0	80.7	83.0	87.3	88.0	100.0	*	87.3
	Not given	0.0	8.2	*	*	*	3.4	6.0	9.3	6.0	9.5	0.0	*	6.5
2020	BAME	*	3.6	*	2.1	*	5.1	15.6	7.9	7.0	2.3	0.0	*	6.9
	White	*	88.8	*	93.6	*	88.4	78.9	83.0	86.4	89.4	100.0	*	86.7
	Not given	*	7.6	*	4.3	*	6.5	5.5	9.2	6.6	8.3	0.0	*	6.4

Table 4.3 Staff by mode and Ethnicity by Headcount as at 31 March:

Year	Category	Full-time	Part-time	Total
2018	BAME	143	17	160
	White	1751	616	2367
	Not given	141	50	191
2019	BAME	157	18	175
	White	1784	660	2444
	Not given	131	51	182
2020	BAME	171	28	199
	White	1588	923	2511
	Not given	121	64	185

Table 4.4 Staff by mode and Ethnicity by percentage (%) as at 31 March:

Year	Category	Full-time	Part-time	Total %
2018	BAME	7.0	2.5	5.9
	White	86.0	90.2	87.1
	Not given	6.9	7.3	7.0
2019	BAME	7.6	2.5	6.2
	White	86.1	90.5	87.3
	Not given	6.3	7.0	6.5
2020	BAME	9.1	2.8	6.9
	White	84.5	90.9	86.7
	Not given	6.4	6.3	6.4

Table 4.5 Applications by Ethnicity by headcount and percentage (%). Year is financial year (i.e. 1 Apr - 31 Mar) and based on application date:

Year	Category	Total Applications by headcount	Total Applications by %	Total Shortlisted by headcount	Total Shortlisted by %	Total Offers by headcount	Total Offers by %	Total Accepted Offers by headcount	Total Accepted Offers by %
2018	BAME	1363	20.0%	160	11.7%	44	11.0%	35	10.7%
	White	5210	76.4%	1168	85.1%	341	85.3%	281	85.7%
	Not given	243	3.6%	44	3.2%	15	3.8%	12	3.7%
2019	BAME	168	15.3%	21	8.6%	6	11.3%	6	12.8%
	White	916	83.3%	217	89.3%	45	84.9%	39	83.0%
	Not given	16	1.5%	5	2.1%	2	3.8%	2	4.3%
2020	BAME	1735	27.3%	227	16.0%	61	14.1%	53	14.1%
	White	4408	69.3%	1147	80.6%	361	83.2%	311	82.9%
	Not given	222	3.5%	49	3.4%	12	2.8%	11	2.9%

Table 4.6 Staff by Ethnicity category and by Headcount and percentage (%) as at 31 March:

Year	Category	Total	Total %
2018	Asian	96	3.5
	Black	5	0.2
	Mixed	30	1.1
	Other	29	1.1
	White	2367	87.1
	Not given	191	7.0
2019	Asian	98	3.5
	Black	9	0.3
	Mixed	37	1.3
	Other	31	1.1
	White	2444	87.3
	Not given	182	6.5
2020	Asian	108	3.7
	Black	9	0.3
	Mixed	41	1.4
	Other	41	1.4
	White	2511	86.7
	Not given	185	6.4

Table 4.7 Staff data by Grade and Nationality by Headcount as at 31 March:

Year	Category	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total
2018	Non-UK	0	32	15	20	15	38	209	177	81	46	*	*	657
	UK	24	200	152	232	186	233	362	284	181	190	*	*	2061
2019	Non-UK	0	34	9	23	13	41	214	168	97	51	*	*	668
	UK	22	222	162	237	200	222	387	284	187	191	*	*	2133
2020	Non-UK	0	27	8	25	17	46	222	161	103	54	*	*	678
	UK	24	221	152	257	215	230	392	297	199	210	*	*	2215

Table 4.8 Staff data by Grade and Nationality by percentage (%) as at 31 March:

Year	Category	Apprentice	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	NHS	AOX	Total %
2018	Non-UK	0.0	13.8	9.0	7.9	7.5	14.0	36.6	38.4	30.9	19.5	*	*	24.2
	UK	100.0	86.2	91.0	92.1	92.5	86.0	63.4	61.6	69.1	80.5	*	*	75.8
2019	Non-UK	0.0	13.3	5.3	8.8	6.1	15.6	35.6	37.2	34.2	21.1	*	*	23.8
	UK	100.0	86.7	94.7	91.2	93.9	84.4	64.4	62.8	65.8	78.9	*	*	76.2
2020	Non-UK	0.0	10.9	5.0	8.9	7.3	16.7	36.2	35.2	34.1	20.5	*	*	23.4
	UK	100.0	89.1	95.0	91.1	92.7	83.3	63.8	64.8	65.9	79.5	*	*	76.6

Table 4.9 Staff by mode and Nationality by Headcount as at 31 March:

Year	Category	Full-time	Part-time	Total
2018	Non-UK	543	114	657
	UK	1492	569	2061
2019	Non-UK	550	118	668
	UK	1522	611	2133
2020	Non-UK	547	131	678
	UK	1331	884	2215

Table 4.10 Staff by mode and Nationality by percentage (%) as at 31 March:

Year	Category	Full-time	Part-time	Total %
2018	Non-UK	26.7	16.7	24.2
	UK	73.3	83.3	75.8
2019	Non-UK	26.5	16.2	23.8
	UK	73.5	83.8	76.2
2020	Non-UK	29.1	12.9	23.4
	UK	70.9	87.1	76.6

Staff data by Religion or Belief

Table 5.1 Staff by Religion or Belief by Headcount and percentage (%) as at 31 March:

Category	2018	2018 %	2019	2019 %	2020	2020 %
Buddhist	11	0.4%	12	0.4%	13	0.4
Christian	547	20.1%	620	22.1%	627	21.7
Hindu	12	0.4%	16	0.6%	22	0.8
Jewish	8	0.3%	6	0.2%	8	0.3
Muslim	16	0.6%	17	0.6%	20	0.7
No Religion	835	30.7%	925	33.0%	1035	35.8
Other Religion or Belief	38	1.4%	45	1.6%	52	1.8
Prefer not to state	283	10.4%	264	9.4%	274	9.5
Not Known	968	35.6%	896	32.0%	842	29.1

Table 5.2 Applications by Religion or Belief by headcount and percentage (%). Year is financial year (i.e. 1 Apr - 31 Mar) and based on application date:

Note: Due to low data per category, data for shortlisted, Offers and Acceptances is not provided.

Year	Category	Total Applications by headcount	Total Applications by %
2018	Buddhist	60	0.9%
	Christian	2119	31.1%
	Hindu	224	3.3%
	Jain	5	0.1%
	Jewish	40	0.6%
	Muslim	326	4.8%
	No Religion	3159	46.3%
	Other Religion or Belief	209	3.1%
	Sikh	6	0.1%
	Prefer not to specify	666	9.8%
	Not Known	2	0.0%

2019	Buddhist	9	0.8%
	Christian	288	26.2%
	Hindu	32	2.9%
	Muslim	51	4.6%
	No Religion	624	56.7%
	Other Religion or Belief	29	2.7%
	Sikh	5	0.5%
	Prefer not to specify	62	5.6%
2020	Buddhist	59	0.9%
	Christian	1869	29.4%
	Hindu	283	4.4%
	Jewish	59	0.9%
	Muslim	438	6.9%
	No Religion	2864	45.0%
	Other Religion or Belief	167	2.6%
	Sikh	12	0.2%
	Prefer not to specify	614	9.6%

Staff data by Sexual Orientation

Table 6.1 Staff by sexual orientation by Headcount and percentage (%) as at 31 March:

	2018	2018 %	2019	2019 %	2020	2020 %
Bisexual	*	*	25	0.9%	29	1.0%
Gay Man	*	*	34	1.2%	36	1.2%
Gay Woman/Lesbian	*	*	18	0.6%	20	0.7%
Heterosexual	1349	49.6%	1510	53.9%	1638	56.6%
Other	*	*	7	0.2%	6	0.2%
Prefer Not to Specify	324	11.9%	319	11.4%	328	11.3%
Not Known	963	35.4%	888	31.7%	836	28.9%

Merged population:

LGB+	82	3.0%	84	3.0%	91	3.1%
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Table 6.2 Applications by Sexual orientation by headcount and percentage (%). Year is financial year (i.e. 1 Apr - 31 Mar) and based on application date:

Year	Category	Total Applications by headcount	Total Applications by %	Total Shortlisted by headcount	Total Shortlisted by %	Total Offers by headcount	Total Offers by %	Total Accepted Offers by headcount	Total Accepted Offers by %
2018	LGB+	453	6.6%	84	6.1%	20	5.0%	17	5.2%
	Heterosexual	5603	82.2%	1147	83.6%	337	84.3%	279	85.1%
	Not Known	760	11.2%	141	10.3%	43	10.8%	32	9.8%
2019	LGB+	57	5.2%	11	4.5%	*	*	*	*
	Heterosexual	980	89.1%	216	88.9%	*	*	*	*
	Not Known	63	5.7%	16	6.6%	*	*	*	*
2020	LGB+	576	9.0%	92	6.5%	23	5.3%	18	4.8%
	Heterosexual	5079	79.8%	1179	82.9%	363	83.6%	315	84.0%
	Not Known	710	11.2%	152	10.7%	48	11.1%	42	11.2%

Annex D: Student Equality Data

All available data has been provided in tables; however, the data sets need to be treated with caution due to people having the right to disclose or not disclose. There are also areas where numbers are very small, such as categories within sexual orientation, ethnicity, and religion or belief.

While data aggregation may be a solution in some cases, we continue to recognise that aggregation might not provide the full picture.

Where data has been redacted to protect individuals, this is indicated by an asterisk '*’.

The data is provided as at week 4 of Semester 1 of given year, as Full Time Equivalent (FTE) and as a percentage collated and analysed by the Planning Unit, with input from the EDI Team. Categories include:

- PGR = Postgraduate research
- PGT = Postgraduate taught
- UG = Undergraduate

Student data by Age

Table 1.1: Student FTE by 'Age on Entry':

Age on Entry	PGR			PGT			UG			Total		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
16-20	3	3	4	14	12	13	7146	6982	7110	7162	6997	7127
21-24	417	389	389	655	660	732	175	145	118	1246	1194	1239
25-34	382	385	400	200	196	202	86	63	32	668	644	634
35-44	52	49	51	17	19	14	26	22	15	94	90	80
45-54	22	26	34	9	7	3	9	8	11	39	41	48
55-64	6	4	6	3	6	4	3	1	2	11	11	12
65+	5	4	2	1	3	1				6	7	3
Grand Total	885	860	886	898	903	969	7444	7221	7288	9227	8984	9143

Table 1.2: Student FTE percentage by 'Age on Entry':

Age on Entry	PGR			PGT			UG			Total		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
16-20	0.3%	0.3%	0.5%	1.6%	1.3%	1.3%	96.0%	96.7%	97.6%	77.6%	77.9%	78.0%
21-24	47.1%	45.2%	43.9%	73.0%	73.1%	75.5%	2.4%	2.0%	1.6%	13.5%	13.3%	13.6%
25-34	43.2%	44.8%	45.1%	22.3%	21.7%	20.8%	1.2%	0.9%	0.4%	7.2%	7.2%	6.9%
35-44	5.8%	5.7%	5.8%	1.8%	2.1%	1.4%	0.3%	0.3%	0.2%	1.0%	1.0%	0.9%
45-54	2.5%	3.0%	3.8%	1.0%	0.8%	0.3%	0.1%	0.1%	0.2%	0.4%	0.5%	0.5%
55-64	0.6%	0.5%	0.7%	0.3%	0.7%	0.4%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
65+	0.6%	0.5%	0.2%	0.1%	0.3%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Student data by Gender

Table 2.1: Student FTE by 'Gender/Sex':

Degree Level	Female			Male		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
PGR	395	401	408	489	458	477
PGT	502	489	521	395	414	446
UG	4488	4308	4374	2951	2911	2912
Grand Total	5385	5198	5303	3835	3782	3834

Table 2.2: Student FTE percentage by 'Gender/Sex':

Degree Level	Female			Male		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
PGR	44.6%	46.7%	46.1%	55.3%	53.2%	53.8%
PGT	55.9%	54.2%	53.8%	44.0%	45.8%	46.1%
UG	60.3%	59.7%	60.0%	39.6%	40.3%	40.0%
Grand Total	58.4%	57.9%	58.0%	41.6%	42.1%	41.9%

Student data by Disability

Table 3.1: Student FTE by 'Disability':

Disability Disclosure	2019-20	2018-19	2017-18
Blind or have a serious visual impairment uncorrected by glasses	14	12	8
Deaf or have a serious hearing impairment	13	9	11
Disability, impairment or medical condition that is not listed above	132	99	83
Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	97	89	103
Mental health condition, such as depression, schizophrenia or anxiety disorder	535	497	408
Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	31	26	25
Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	65	46	47
Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	615	534	524
Two or more impairments and/or disabling medical conditions	119	105	89
Total number of student with disclosed disability	1621	1416	1298
Information refused	58		72
No disability	7548	7567	7771

Table 3.2: Student FTE percentage by 'Disability':

Disability Disclosure	2019-20	2018-19	2017-18
Blind or have a serious visual impairment uncorrected by glasses	0.2%	0.1%	0.1%
Deaf or have a serious hearing impairment	0.1%	0.1%	0.1%
Disability, impairment or medical condition that is not listed above	1.4%	1.1%	0.9%
Long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	1.0%	1.0%	1.1%
Mental health condition, such as depression, schizophrenia or anxiety disorder	5.8%	5.5%	4.5%
Physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches	0.3%	0.3%	0.3%
Social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0.7%	0.5%	0.5%
Specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	6.7%	5.9%	5.7%
Two or more impairments and/or disabling medical conditions	1.3%	1.2%	1.0%
Total number of student with disclosed disability	17.6%	15.8%	14.2%
Information refused	0.6%	0.0%	0.8%

No disability	81.8%	84.2%	85.0%
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Student data by Ethnicity

Table 4.1: Student FTE by 'Ethnicity': - UK Country of Domicile only:

Ethnicity	PGR			PGT			UG			Total		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
BAME	43	38	40	28	37	36	498	436	386	569	511	462
White	337	320	324	238	223	248	4053	3920	4023	4628	4463	4595
Not given	10	11	18	2	2	7	22	57	48	34	70	73
Grand Total	389	368	382	268	262	291	4573	4413	4457	5230	5043	5130

Table 4.2: Student FTE percentage by 'Ethnicity': - UK Country of Domicile only:

Ethnicity	PGR			PGT			UG			Total		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
BAME	10.9%	10.2%	10.5%	10.3%	14.2%	12.4%	10.9%	9.9%	8.7%	10.9%	10.1%	9.0%
White	86.6%	86.9%	84.9%	89.0%	85.1%	85.2%	88.6%	88.8%	90.3%	88.5%	88.5%	89.6%
Not given	2.4%	2.9%	4.6%	0.8%	0.8%	2.4%	0.5%	1.3%	1.1%	0.6%	1.4%	1.4%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.3: Student FTE percentage by 'Ethnicity and BAME categories': - UK Country of Domicile only:

Ethnicity	2019-20	2019-20 %	2018-19	2018-19 %	2017-18	2017-18 %
Asian	256	4.9%	219	4.4%	198	3.9%
Black	67	1.3%	63	1.2%	46	0.9%
Mixed	205	3.9%	192	3.8%	186	3.6%
Other	39	0.8%	37	0.7%	31	0.6%
White	4628	88.5%	4462	88.5%	4595	89.6%
Not known	33	0.6%	70	1.4%	72	1.4%
Grand Total	5230	100.0%	5042	100.0%	5130	100.0%

Student data by Religion or Belief

Table 5.1: UG Students FTE by Religion or belief:

Religion or belief	UG			UG %		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
No Religion	3989	3761	3732	53.6%	52.1%	51.2%
Buddhist	70	70	58	0.9%	1.0%	0.8%
Christian - Church of Scotland	303	312	336	4.1%	4.3%	4.6%
Christian - Catholic	933	905	946	12.5%	12.5%	13.0%
Christian - Other Denomination	1165	1266	1283	15.7%	17.5%	17.6%
Hindu	110	103	107	1.5%	1.4%	1.5%
Jewish	150	141	136	2.0%	2.0%	1.9%
Muslim	149	138	128	2.0%	1.9%	1.8%
Sikh	15	19	18	0.2%	0.3%	0.2%
Spiritual	113	104	104	1.5%	1.4%	1.4%
Any other religion or belief	78	69	64	1.1%	1.0%	0.9%
Information refused	369	333	373	5.0%	4.6%	5.1%
Grand Total	7444	7221	7286	100.0%	100.0%	100.0%

Table 5.2: PGT Students FTE by Religion or belief:

Religion or belief	PGT			PGT %		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
No Religion	480	441	487	53.5%	48.8%	50.3%
Buddhist	15	19	21	1.6%	2.1%	2.2%
Christian - Church of Scotland	6	13	15	0.7%	1.4%	1.6%
Christian - Catholic	114	126	126	12.6%	13.9%	13.0%
Christian - Other Denomination	151	161	195	16.9%	17.8%	20.1%
Hindu	21	24	13	2.3%	2.7%	1.3%
Jewish	9	13	7	1.0%	1.4%	0.7%
Muslim	24	29	26	2.7%	3.2%	2.6%
Spiritual	19	19	12	2.1%	2.1%	1.2%
Any other religion or belief	14	6	13	1.6%	0.7%	1.3%
Information refused	46	54	54	5.1%	5.9%	5.6%
Not given				0.0%	0.0%	0.0%
Grand Total	898	903	968	100.0%	100.0%	100.0%

Table 5.3: PGR Students FTE by Religion or belief:

Religion or belief	PGR			PGR %		
	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
No Religion	472	460	461	53.3%	53.5%	52.0%
Buddhist	12	13	13	1.4%	1.5%	1.4%
Christian - Church of Scotland	16	12	17	1.8%	1.3%	1.9%
Christian - Catholic	80	81	86	9.0%	9.4%	9.7%
Christian - Other Denomination	173	160	140	19.5%	18.6%	15.8%
Hindu	7	8	13	0.7%	0.9%	1.4%
Jewish	5			0.6%		
Muslim	24	32	35	2.7%	3.7%	3.9%
Spiritual	12	9	10	1.3%	1.0%	1.1%
Any other religion or belief	10	15	19	1.1%	1.7%	2.1%
Information refused / Not Given	77	73	95	8.7%	8.4%	10.7%
Grand Total	885	860	886	100.0%	100.0%	100.0%

Student data by Sexual orientation

Table 6.1: Students FTE by Sexual orientation:

	PGR			PGT			UG			Total		
Sexual orientation	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
Bisexual	47	45	34	50	47	58	580	459	401	677	551	492
Gay man	30	22	14	17	15	20	150	152	139	197	189	173
Gay woman/lesbian	13	12	12	9	6	6	89	73	61	111	90	78
Heterosexual	632	638	666	707	720	771	5892	5896	6028	7231	7254	7466
Other	24	18	18	20	17	22	150	123	131	194	158	170
Not given	141	126	143	95	98	92	582	518	526	818	742	761
Grand Total	885	860	886	898	903	968	7444	7221	7286	9227	8983	9140

Table 6.2: Students FTE percentage by Sexual orientation:

	PGR			PGT			UG			Total		
Sexual orientation	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18	2019-20	2018-19	2017-18
Bisexual	5.3%	5.2%	3.8%	5.6%	5.2%	5.9%	7.8%	6.4%	5.5%	7.3%	6.1%	5.4%
Gay man	3.4%	2.6%	1.6%	2%	1.7%	2.1%	2.0%	2.1%	1.9%	2.1%	2.1%	1.9%
Gay woman/lesbian	1.4%	1.3%	1.3%	1%	0.7%	0.6%	1.2%	1.0%	0.8%	1.2%	1.0%	0.9%
Heterosexual	71.4%	74.2%	75.2%	79%	79.8%	79.6%	79.2%	81.6%	82.7%	78.4%	80.7%	81.7%
Other	2.7%	2.0%	2.0%	2%	1.9%	2.2%	2.0%	1.7%	1.8%	2.1%	1.8%	1.9%
Not given	15.9%	14.7%	16.1%	11%	10.8%	9.5%	7.8%	7.2%	7.2%	8.9%	8.3%	8.3%
Grand Total	100.0%	100.0%	100.0%	100%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Annex E: Central Equality, Diversity & Inclusion Committee (CEDI) Governance Map

CEDI Membership by role consists of:

AVP Diversity (Chair); Area EDI Lead (Science/Medicine); Area EDI Lead (Arts/Divinity); 1 x Professional Service Group EDI Rep; 1 x Race Equality Group Rep; 2 x student Reps (Director of Wellbeing, Student President or Nominee); 1 x Student Services Rep; 1 x Proctor's Office Rep; EDI Director; EDI team; 2 x Human Resources Reps ; 1x Planning Rep.

