

Mainstreaming Equality Report 2017

Public Sector Equality Duty – Mainstreaming Equality Report, April 2017

Introduction

Edinburgh Napier University is delighted to provide a report on our progress in mainstreaming the general (and Scottish Specific Duties 2012), of the Public Sector Equality Duty (PSED) since 2015. The three main needs of the duty (from section 149 of the Equality Act 2010) are to:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.**
- **Advance equality of opportunity between people who share a protected characteristic and those who do not.**
- **Foster good relations between people who share a protected characteristic and those who do not.**

This Mainstreaming Equality report provides information on how Edinburgh Napier University embeds equality into our working and learning environments, and of specific action, we have taken to promote equality, diversity and inclusion over the reporting period. It is vitally important for us, as a provider of higher education and public sector employer, to integrate equality into all of our activities- not just, because we have a duty to do so. The requirements of the general duty have great synergy with our principles and our values. The creation of a truly inclusive culture enables the professionalism, ambition and innovation of all of our staff to be fully realised and each of our students to reach their full potential.

Our values are at the heart of [Strategy 2020: Building Success](#), and are linked to each of our Equality Outcomes for 2017-2021 and needs of the duty. We value and promote diversity in our staff and student community. We want to be recognised as a University that acts with respect and integrity and creates an environment where everyone feels proud, confident, challenged and supported. Our values are reflected in all aspects of our work and our relationships with partners, friends and stakeholders.

Report Structure

The report is structured in the following way and provides a report on progress in **mainstreaming the general duty** into all functions since 2015, which includes:

- Employee diversity information (**Section 1**)
- Governing body/board diversity information (**Section 2**)
- Student diversity information (**Section 3**)
- A commentary on equality actions taken from 2015-2017 listed by protected characteristic (**Section 4**)
- A report on final progress in delivering our equality outcomes for 2013 – 2017 (**Section 5**)


A report setting out our new set of [Equality Outcomes for 2017- 2021](#) is provided separately, as is our [Gender Pay Gap Information](#) and Edinburgh Napier University's [Equal Pay Statement](#), which includes consideration of occupational segregation for gender, race and disability.

Employee Diversity Information

1. Employee Diversity Information

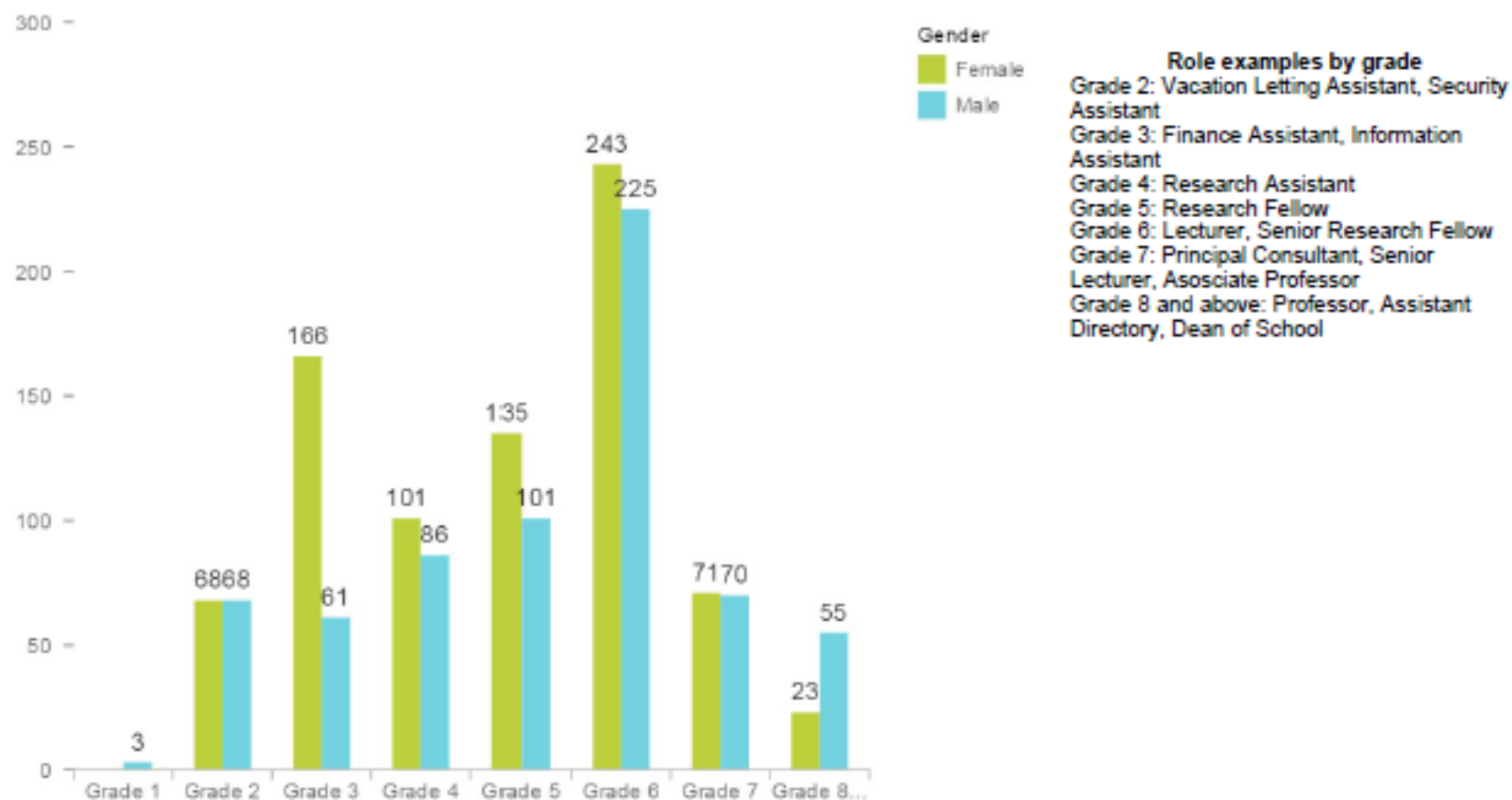
We value and promote diversity in our student and staff community. The following data provides a picture of our staff profile across a number of protected characteristics under the Equality Act 2010:

1.1 Staff in post by sex 2015-17

Gender	As at  Measures					
	1st August 2015		1st August 2016		1st January 2017	
	Ref	Percentage of Total	Ref	Percentage of Total	Ref	Percentage of Total
Female	812	55.24%	822	55.06%	804	54.62%
Male	658	44.76%	671	44.94%	668	45.38%
Sum	1,470		1,493		1,472	

Overall, Edinburgh Napier University employs more women than men. The ratio of female to male employees has remained constant at 55% : 45% since 2015.

1.2 Staff in post by sex and grade as at 1 January 2017



Edinburgh Napier University's commitment to the principles of equal pay has been articulated in our Equal Pay Statement 2017-21. This, and our Gender Pay Gap Report for 2015-17, provides detailed analysis on the employment and pay of all staff by the protected characteristics of gender, disability and ethnicity. In summary as at the 1 January 2017: the greatest numbers of staff were employed at grade 6 in the University, the greatest number of women were employed at grade 3, and more men than women are employed *in total* across our senior management grades of 8, 9 and 10. Pleasingly, there is almost equal gender representation on all three of our senior leadership committees (University Court, University Leadership Team and the Senior Leadership Group).

1.3 Staff by contract type as at 1 January 2017

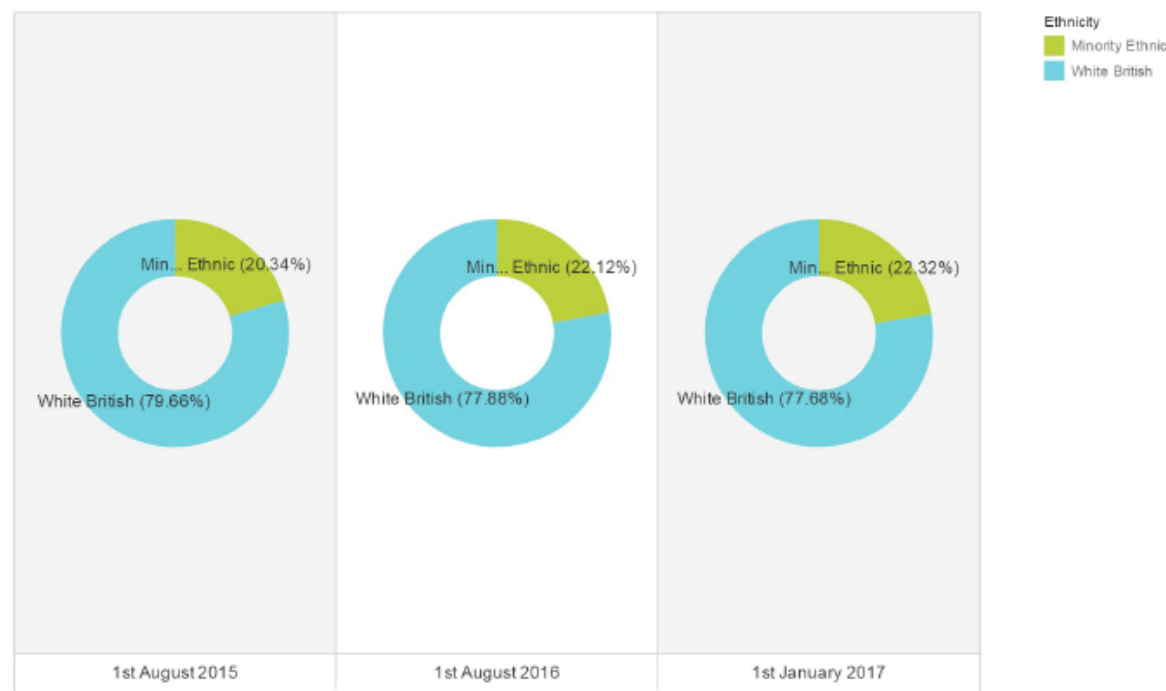
Employee Group	Gender	Measures		FT/PT	
		FT/PT		Percentage of: FT/PT	
		Full Time	Part Time	Full Time	Part Time
Academic	Female	201	66	18.31%	16.97%
	Male	250	55	22.77%	14.14%
	Sum	451	121		
Professional Services	Female	333	214	30.33%	55.01%
	Male	314	54	28.60%	13.88%
	Sum	647	268		
Aggregation Total		1,098	389		

In line with sector ¹ and labour market trends in Scotland ², women outnumber men working part-time at the University, and more women work part-time in professional services roles than academic. We also employ more professional services staff than academic staff in 2017, although the difference has decreased year on year since 2015.

¹ See most recent ECU report <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

² The full 'People in Work Report' from the Scottish Government can be found at <http://www.gov.scot/Publications/2013/05/6728/2>

1.4. Staff by ethnic origin 2015-17



This table does not illustrate the true diversity of our 1472 staff³, offering just two categories of ethnicity however; it provides a general picture based on limited statistics. Based on a questionnaire sent to new employees, respondents can also elect not to answer or reply 'other' to the classifications offered, although table 1.5 offers more detail. This illustrates, from all identifying responses, that around 78-80% identify as 'white British' and 20-22% 'minority ethnic'. These figures have remained in this range since 2015. Whilst the numbers of staff identifying as 'non-white' in its broadest sense are small, this should be viewed in demographic context. Table 1.6 provides information on ethnicity in Scotland in 2014⁴ and table 1.7 provides information on staff ethnicity in the sector as useful benchmarks⁵. Diversity of ethnicity and nationality will continue to be celebrated and promoted at Edinburgh Napier University.

³ As at 1 January 2017. Ethnicity is typically captured on joining the University in an E&D questionnaire that is sent out on confirmation of appointment. However, individuals can choose not to answer this question or may choose to answer in the 'other' category that accompanies each of the ethnic classifications. Respondents are also invited to describe their nationality in their own words, but free text data capture and analysis is currently not possible.

⁴ <http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Ethnicity>

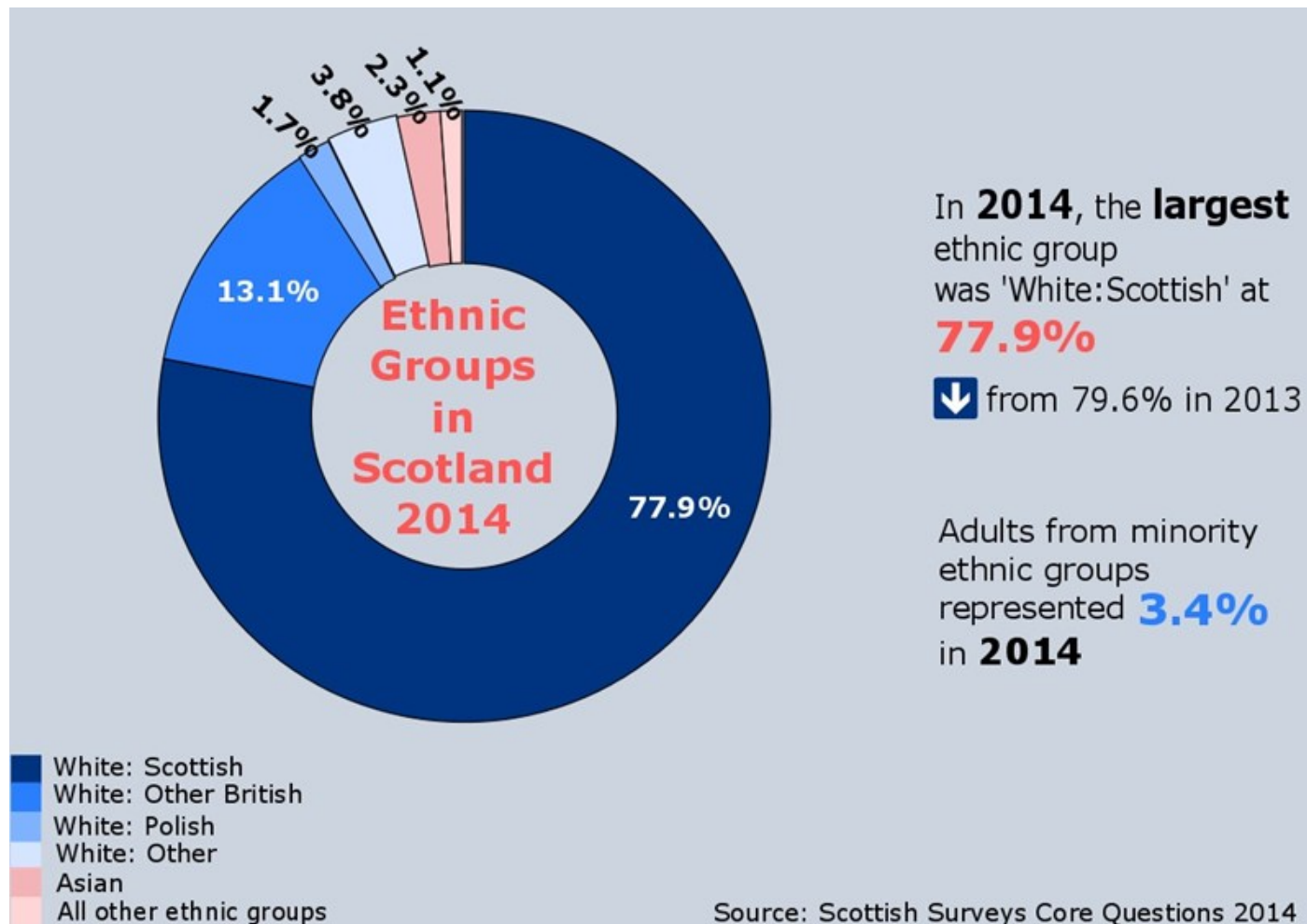
⁵ Taken from <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

1.5 Staff by ethnic group as at 1 January 2017



The table above illustrates ethnicity between academics and professional services as at 1 January 2017.

1.6 Ethnicity in Scotland 2014



Although using slightly different classifications, our ethnic profile is very similar to that of the general statistics for Scotland, last updated in 2014. These numbers are not expected to have changed significantly in 2017.

1.7 UK/non-UK staff by country of institution and ethnic group

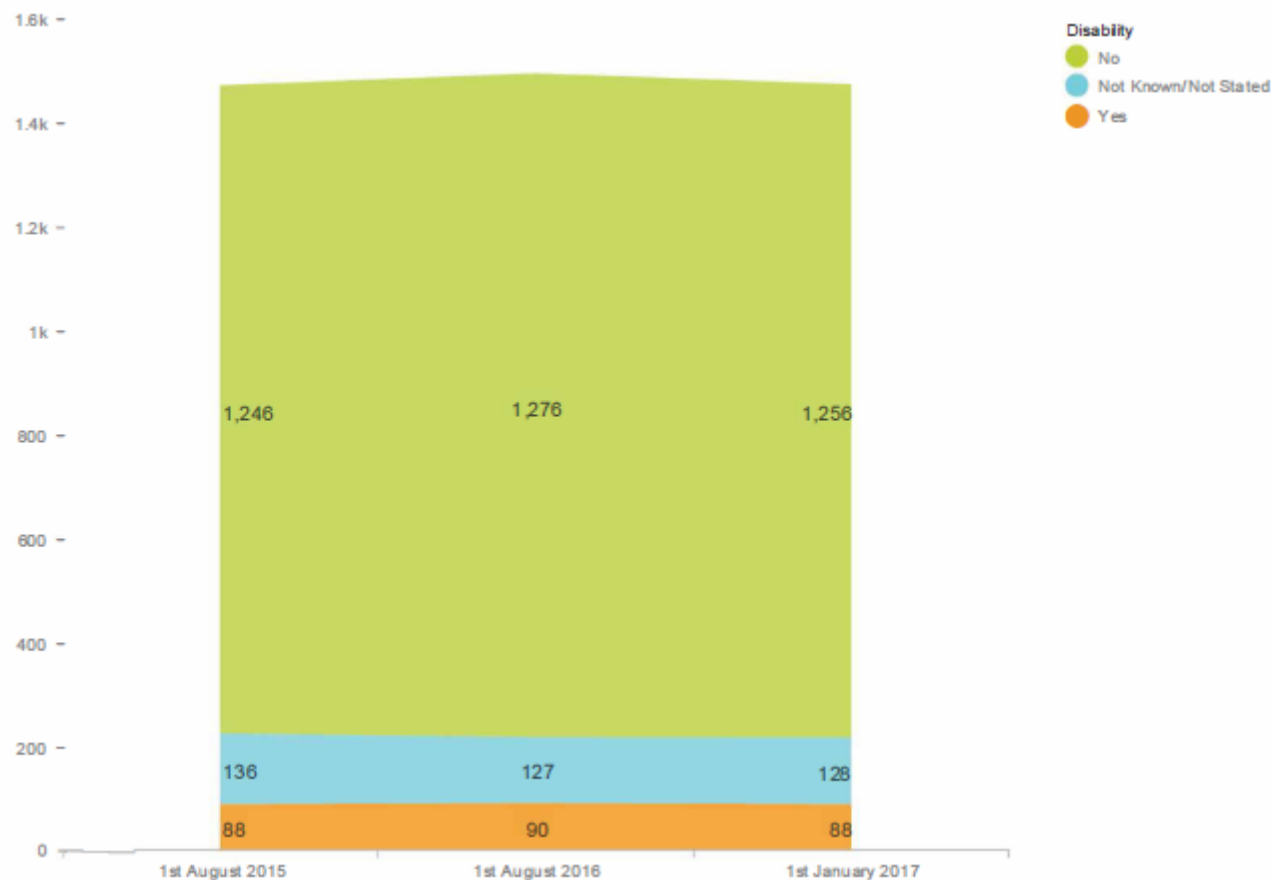
	England		N. Ireland		Scotland		Wales		UK	
	No.	%	No.	%	No.	%	No.	%	No.	%
UK national										
White	227315	90.4	4585	97.9	31135	96.6	16640	96.1	279675	91.5
BME total	24055	9.6	100	2.1	1100	3.4	670	3.9	25925	8.5
Black	5440	2.2	10	0.2	95	0.3	85	0.5	5625	1.8
Asian	10435	4.2	35	0.8	405	1.3	220	1.3	11100	3.6
Chinese	2420	1.0	35	0.7	200	0.6	115	0.7	2765	0.9
Mixed	3940	1.6	15	0.3	240	0.8	100	0.6	4295	1.4
Other	1820	0.7	5	0.1	155	0.5	155	0.9	2140	0.7
All staff	251370	100.0	4685	100.0	32235	100.0	17310	100.0	30560	100.0
Unknown	12805	4.8	65	1.4	2740	7.8	1315	7.1	16925	5.2

Non-UK national										
White	40775	71.1	1815	89.0	5010	74.0	1265	61.7	48865	71.7
BME total	16540	28.9	225	11.0	1765	26.0	785	38.3	19315	28.3
Black	2595	4.5	15	0.7	190	2.8	75	3.6	2875	4.2
Asian	6235	10.9	95	4.7	665	9.8	195	9.4	7190	10.5
Chinese	4200	7.3	80	3.9	490	7.2	180	8.7	4945	7.3
Mixed	1485	2.6	15	0.7	145	2.1	30	1.4	1670	2.5
Other	2030	3.5	20	1.0	275	4.0	310	15.1	2635	3.9
All staff	57320	100.0	2040	100.0	6770	100.0	2050	100.0	68180	100.0
Unknown	4625	7.5	35	1.7	990	12.8	305	12.9	5955	8.0

(Equality Challenge Unit, 2016)

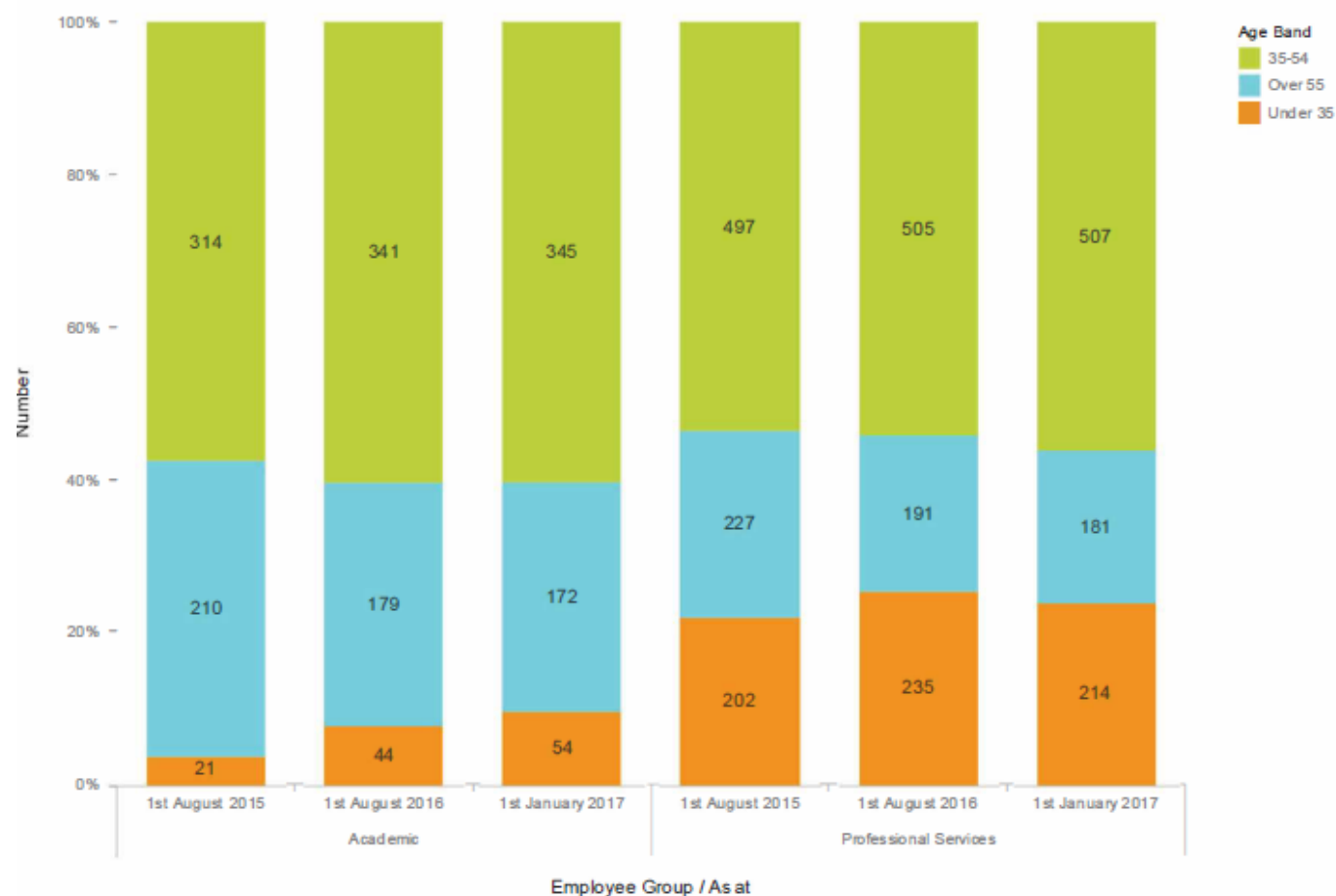
The table above provides a useful insight into ethnicity in the sector. Scotland's HEI's are less ethnically diverse than both England and Wales but more diverse than those in Northern Ireland.

1.8 Staff by declared disability status 2015-17



Our staff disability profile has remained relatively constant since 2015. Around 6% of our staff have a declared disability, a greater number are 'not known' (8.5-9% since 2015) and the vast majority of our staff do not. Data is typically captured on initial appointment to the University and because of this, and the potential for change in personal circumstances over time, this data is not wholly accurate. The mainstreaming equality actions at section 4 outline future proposals to 'refresh' Equality & Diversity staff data and increase the number of non-declarations of disability, and the other protected characteristics as part of our Inclusion Strategy.

1.9 Employee age profile 2015-7



Edinburgh Napier University's staff age profile has remained relatively constant since 2015. Most employees across both academic and professional services roles are in the 35-54 bracket, and staff in professional services roles have a younger age profile than academics. This mirrors that of other HEI.⁶ The number of academics however in the under 35-age bracket has increased year on year and is indicative of our increased research output, a large proportion of these staff being junior researchers.

⁶ Taken from the ECU's Equality in Higher Education Staff Statistics Report 2016 file:///C:/Users/40011098/Downloads/Staff_report_2016-FINAL_28112016.pdf Professional and support staff had a younger age profile than academic staff, among whom those working in SET subject areas had a younger profile than those in non-SET areas.

1.10 Recruitment

Statistics in this section come from data for academic year 2015-2016, as at 31 July 2016. In relation to recruitment by the protected characteristics of gender, ethnicity and disability:

- There was a total increase in the number of job applications from 5900 to 6102, resulting in 233 appointments. Of these applications, 45% were from male candidates and 53% female candidates.
- Of the 233 new appointments: 42% were male and 58% female. This continues the trend of there being more women than men employed (or studying) at Edinburgh Napier University. In 2015-2016 55.9% of our enrolled students were female. More information on our student demographic picture is at section 3.
- The gender staff profile of the University has remained around the same since 2007, and is currently (55% female, 45% male).⁷
- Applicants who identified as 'minority ethnic' accounted for 44% of all applicants and is up from 39% in 2013-2014. The percentage who secure a post is around 31%.
- Appointments are always made based on 'best fit' for the role at Edinburgh Napier University, and not in consideration of protected characteristics under the Equality Act 2010. The centralisation of our new recruitment process in March 2017 has brought even greater transparency and compliance with best practice to recruitment and selection.
- Of the 233 new appointments made, 73 (31%) identified as 'minority ethnic', 148 (64%) as 'white', with the remainder 12 (5%) 'not known'. This is a greater number than that of minority ethnic staff currently represented in our staff profile (see 1.5).
- From the 233 new appointments: 207 (89%) new staff stated they did not have a disability, 15 declared that they had and the remaining 11 did not complete the field.
- The number of applications and appointments from individuals with a declared disability remains smaller in number, as does the number of disabled staff in our staff profile (see 1.8). We are however, a 'Disability Confident Employer' that continues to be fully committed to improving access to employment for disabled people.

1.11 Career Progression

For the purpose of analysis, this section has considered the promotions of academic and professional services staff by the protected characteristics of gender, ethnicity and disability in academic years 2014-2015, 2015-2016 and as at 1 January 2017. Total promotions each year are small in number, and the number of non-declarations of these characteristics may not give a true picture. However, in summary:

⁷ As at 1 January 2017.

1.11.1 Staff promotions 2015-2017 by gender, ethnicity and disability declaration

Year		Total Number of Promotions		Promotions		Ethnicity		Disability	
		Male	Female	White	Minority Ethnic	Not given	None	Yes	Not known
2014-2015	53	20	33	48	3	2	43	3	7
2015-2016	22	7	15	21	0	1	17	1	4
2016-2017*	8	4	4	6	1	1	8	0	0

Data source- HR connect and payroll records. * As at 1 January 2017.

The numbers of staff who are promoted with a declared disability, and identify as 'minority ethnic' are much smaller than those identifying as non-disabled and white. However, these numbers should be placed firmly in the context of small total numbers of staff with these declared characteristics, and the numbers of non-declarations, which can distort these figures. The existence of a robust, evidence-based framework for academic promotion gives a basis from which to assert that there is currently no evidence of inequality in relation to promotion generally at Edinburgh Napier University. Most promotions are considered by panels, or senior management, and confirmed by the HR department before appointment.

Our commitment to the principles of gender equality enshrined by the Athena SWAN charter has resulted in more detailed examination of promotion from a gender perspective. The findings of our [2015 submission](#) suggested that whilst fewer women in total applied for academic promotion over 2011-14, women were more likely than men to be successful in their application. Research into whether or not this is still a trend at the University has been picked up as part of the work accompanying our current Institutional submission (and that of a number of our submitting Schools), and will be reported on at a later date.

1.12 Retention

Analysis of staff leaving the University has not suggested that any equality issues exist in respect of retention. Total staff turnover remains mainly consistent with HE figures⁸, with 312 staff leaving the University in 2015-2016. Of this number:

- 34 (43%) were male and 178 (57%) female, which would be expected given a greater number of women than men are employed at the University.
- 8% of leavers had a declared disability, which fits with the University's staff disability profile.
- 27% of leavers had declared themselves as 'minority ethnic'.
- At first glance, this is statistically significant given the staff ethnicity profile, which sees fewer 'minority ethnic' staff employed than the number leaving. Closer examination has revealed however that of these 83 leavers, 42% were employed on a fixed-term contract. The University has committed to reduce the total number of staff employed on these contracts by 2018 and this has contributed to this figure.
- Ethnic minority staff are not disproportionately employed on fixed-term contracts although 46 (55%) of leavers identifying with this protected characteristic were on an academic or research contract which is one the most mobile of our employment groups.

1.13 Collation of Employment Information

The University has undergone significant organisational change since 2015 to enable [Strategy 2020: Building Success](#) to be delivered. A comprehensive review of both Professional Services and our Academic group resulted in structural change for both. The University moved from a Faculty to School academic model, and professional services were established as a centralised function in 2016. Accompanying these structural changes have been significant changes to process, particularly in relation to employee information. The centralisation of recruitment in the University, and new system launched in March 2017, will provide more information on all applicants and appointments, and more accurate data-capture of their protected characteristics. The same result will come from the launch of the University's new Professional Development Review (PDR) process by academic year 2017/18, and which will ensure a fair approach to personal and professional development for **all** staff. This has clear synergy with one of the needs of the general duty to advance equality of opportunity for all.

Lastly, a review of what was previously the Equality and Diversity Committee following the publication of the University's Inclusion Strategy in October 2016, was completed. Re-named the 'University Inclusion Committee' to provide clear linkage to the strategic agenda, the committee will be regularly informed by staff and student diversity statistics to track progress against each of our Equality Outcomes and provide input to future Mainstreaming Equality reports. The committee will also submit an annual Equality and Diversity Report to Court, and directly contribute to the continuing progress of the University in meeting the needs of the general duty.

⁸ Data from ECU- 16.4% of academic staff left their institution between 2013/14 and 2014/15. This rate, however, was higher among non-UK nationals (19.4%) than UK nationals (15.3%). See http://hub.ecu.ac.uk/MembersArea/download-publication.aspx?fileName=Staff_report_2016-FINAL_28112016.pdf&login=Y Edinburgh Napier University's turnover was slightly higher for this period given our higher number of staff employed on zero-hours and fixed-term contracts and project to reduce these.

University Court Diversity Information

2. University Court Membership Information

The general duty requires publication of the gender breakdown of our governing body, which is the Edinburgh Napier University Court. Further details on the Constitution of Court can be found at <http://www.napier.ac.uk/about-us/university-governance/university-court>. At the 1 January 2017, lay membership of University Court was pleasingly **47% female**: which exceeds the Committee of Scottish Chairs' 40% target. Changes in the elected staff and student membership for the upcoming Academic Year have now resulted in an overall Court membership that is 43% female.

2.1 Membership of Edinburgh Napier University Court 2016-2017

The Constitution of Court defines six categories of membership and as at 1 January 2017, was as follows

a) Assessor to the Chancellor

- [The Right Hon Lord Philip Brodie](#)

(b) The Principal and Vice-Chancellor

- [Professor Andrea Nolan](#)

(c) The Vice-Principal or Vice-Principals

- [Professor Alistair Sambell](#)

(d) Three members of the staff of the University

Member of the staff appointed by the Academic Board from the membership of Academic Board, below the level of Head of Department:

- Professor Alison McCleery

Member of the staff elected by and from among the academic staff of the University:

- [Dr Vaughan Ellis](#)

Member of the staff elected by and from among the non-academic staff of the University:

- [Mr Stewart Walls](#)

(e) The President of the Edinburgh Napier Students' Association and one other office-bearer of the NSA:

- [Mr Rojan Subramani](#) (President)
- [Ms Beth Wallace](#) (Vice President - Sports & Societies)

(f) Persons appointed by the Court reflecting a variety of different interests and experience, including those with experience in the provision of education, local government, industrial, commercial or employment matters or the practice of any profession:

- [The Very Reverend Dr Graham Forbes CBE \(Chairman\)](#)
- [Ms Moi Ali](#)
- [Mr Neil Ballantyne](#)
- [Mrs June Boyle](#)
- [Ms Joanne Brown](#)
- [Mr Mike Connarty](#)
- [Mr Robert Hare](#)
- [Dr Shainool Jiwa](#)
- [Professor Adrienne Scullion](#)
- [Dr Paul Stollard](#)
- [Ms Pamela Woodburn \(Vice-Chair\)](#)
- [Mr Neil Woodcock](#)
- Mr Ralph Adams
- Mr Charles Guest
- [Ms Elizabeth Partyka](#)

Information has been published in the public domain at <http://www.napier.ac.uk/about-us/university-governance/university-court>

2.2 Court diversity data information 2017-2018

We have made good progress in relation to improving the diversity of Court, driven by our commitment to action in this area and as part of our wider inclusion agenda. Our Court members bring with them a rich and diverse mix of backgrounds and experiences. We echo the Scottish Government's belief that 'greater diversity on the Boards of public authorities make them more reflective of the populations they serve, improve their understanding of the needs of their stakeholders and able to derive benefit from fresh perspectives and new ideas'. This is of relevance to Edinburgh Napier University as a higher education provider and public sector employer, ultimately resulting in better governance, decision-making and performance, and the achievement of our strategic objectives.⁹

Whilst we have published information on the gender breakdown of Court, (and additionally that of our University leadership committees at section 4), we have postponed publication of more detailed Court diversity information until the Scottish Government's work in this respect is complete.¹⁰ In the meantime, the Court Nominations Committee will continue to consider the diversity of its lay members (in terms of protected characteristics) and will seek, where possible and appropriate, to enhance the diversity of its lay membership in line with Court's policy commitment to equality and diversity, in the annual recruitment process.

⁹ From the letter to listed authorities dated 31 January 2017 from the **Scottish Government, Directorate for Local Government and Communities, Equality, Human Rights and Third Sector Division**

¹⁰ Ibid. It is acknowledged that the timescale for guidance on collation of Board diversity information would fall after the 30 April 2017 deadline for reporting under the Public Sector Equality Duty.

Student Diversity Information

3. Student Diversity Statistics

Whilst not included in the guidance to the reporting requirements of the Scotland specific duties (2017), this report provides a demographic picture of our student population. This will provide greater context to those equality outcomes which relate directly to our students (*Equality Outcomes 2, 3 and 4*). Our strategic objectives clearly outline the importance of the student experience at Edinburgh Napier University. They are:

- To grow our academic reputation
- To deliver an excellent personalised student experience
- To build innovation, enterprise and citizenship
- To internationalise our work ¹¹

A report on the total number of students by gender, ethnicity, age and disability is provided from HESA data for academic year 2015-2016, and where available 2016-2017.¹² Analysis is provided on the numbers of students with these protected characteristics across the four main stages of the student journey: application, enrolment, continuation and degree attainment.

3.1 Students by gender

Application and enrolment: Overall, female students continued to comprise the majority of applications to the University (59% female) in 2016/17 and students (55.9% female) enrolled in 2015/16. The patterns observed here are in line with the UK averages (application: 57% female; enrolment: 56.5% female).

Gender imbalance in enrolments varied by school. It was most stark in undergraduate enrolments in School of Health and Social Care (around 90% female), followed by School of Engineering and Build Environment (around 85% male) and School of Computing (around 85% male). This is in line with sector trends.

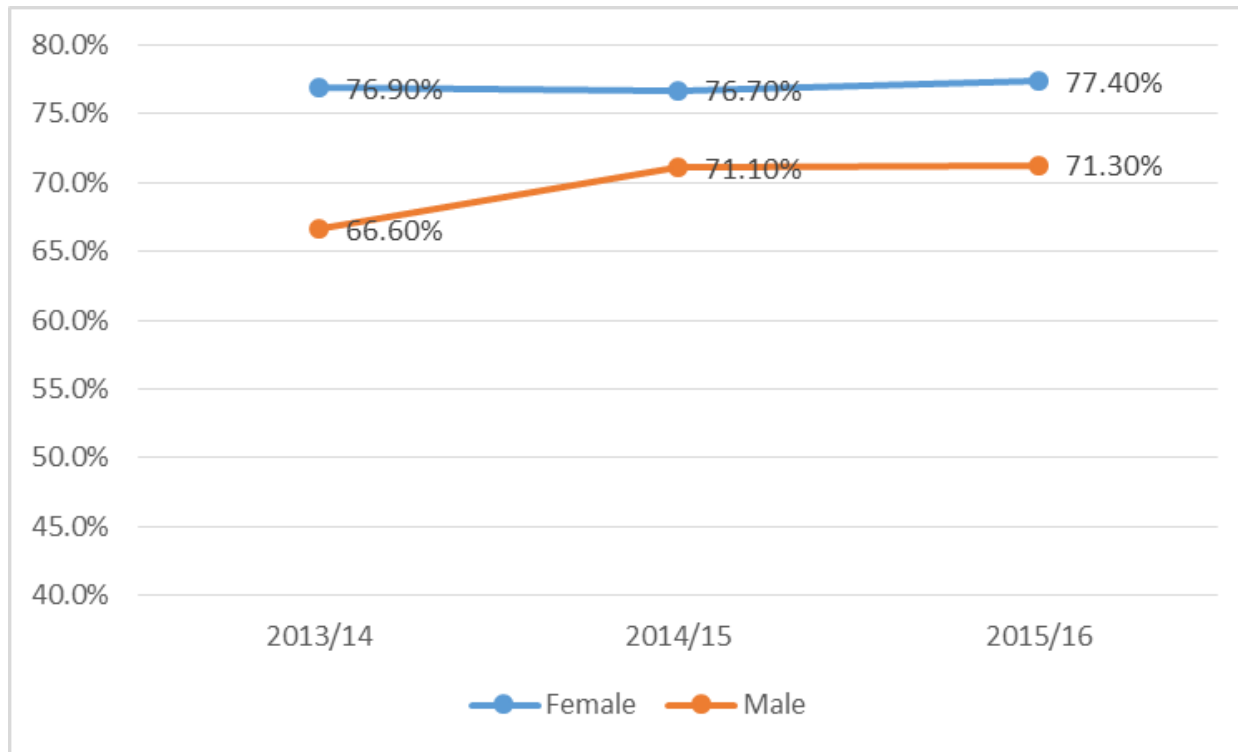
Continuation: In 2015/16, the proportion of UK domiciled first-degree full time entrants (2014/15 entrants) who continued or qualified (in 2015/16) was higher among females than males (female 90.8%; male 85.3%). A similar pattern in continuation was observed across the UK HE sector in 2014/15 (female: 91.6%; male: 89.3%; 2015/16 UK average is not available). However, the gender gap in continuation at the University appeared to have widened gradually since 2013/14 (from 3.9 to 5.5 percentage points).

Degree attainment: The proportion of qualifiers receiving a first or 2:1 degree continued to be higher among females than males in 2015/16 (female: 77.4%; male: 71.3%). The UK HE averages (female: 75.1%; male: 70.7%) indicated a similar gender gap in degree attainment in 2015/16.

¹¹ <http://www.joomag.com/magazine/strategy-2020-building-success/0536670001429606029?short>

¹² All data from HESA and Edinburgh Napier University student data as at 27 March 2017 and compiled by Planning and Business Intelligence.

3.1.1 Degree attainment – proportion of qualifiers receiving a first or 2:1 degree by gender at Edinburgh Napier University



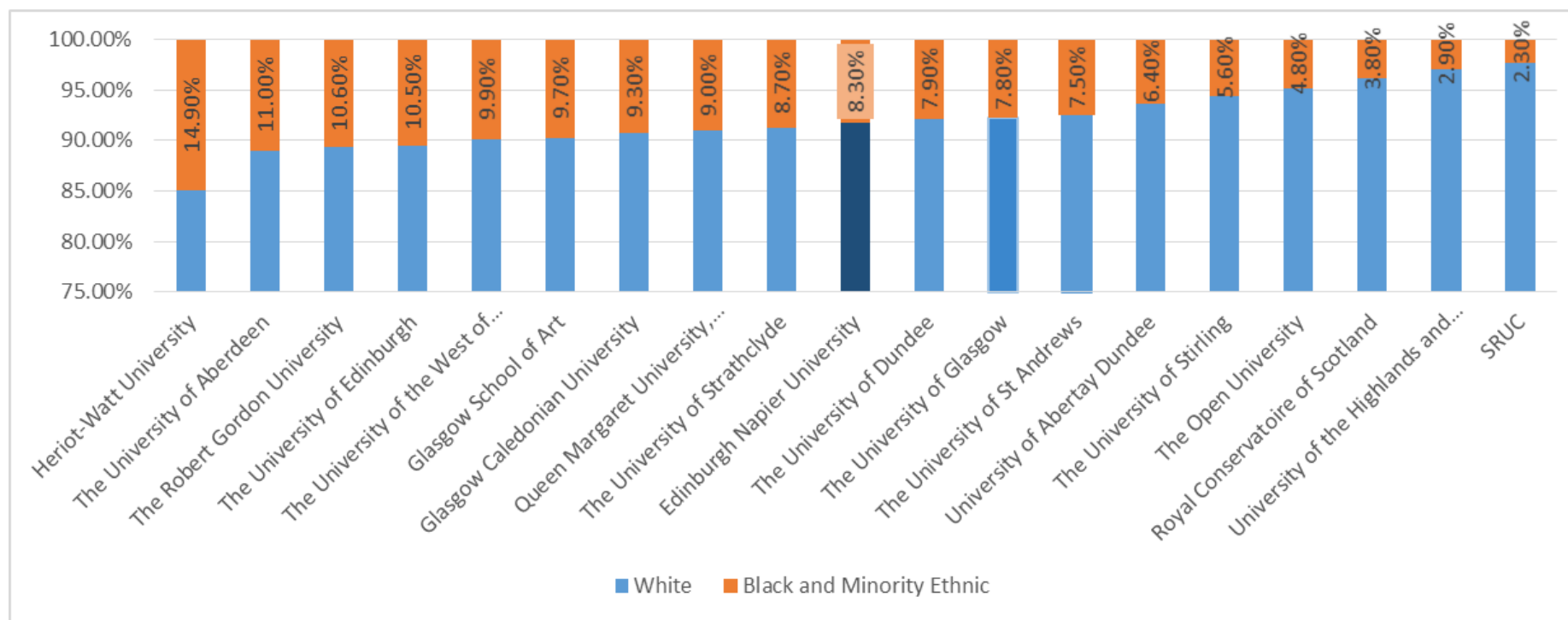
Data source: HESA

3.2 Students by ethnicity

Application: Overall, 8.2% of UK domiciled applicants to the University in 2016/17 were from Black Minority Ethnic (BME) origin compared with 10% in Scotland.

Enrolment: 8.3% of UK-domiciled entrants enrolled in 2015/16 were from BME origin - an increase of 1.4 percentage points on 2014/15. It is now slightly higher than the Scottish average (7.6%).

3.2.1. 2014/15 Enrolments- first year students by ethnicity, in Scottish Universities



Data source HESA

Continuation: The proportion of entrants who continued or qualified was lower among BME students (85.9%) than White students (88.5%) in 2015/16. This pattern is broadly in line with the UK average in 2014/15 (BME: 87.9%, White: 91.5%, 2015/16 UK average is not available). However, the continuation rate of BME entrants dropped in 2015/16 at the University (by 2.8 percentage point, from 87.8% to 85.9%).

Degree Attainment: A lower proportion of BME qualifiers received a first or 2:1 degree (69.8%) compared with White qualifiers (79.4%) in 2015/16. A similar pattern in degree attainment was observed across the Scottish universities in 2015/16 (BME: 70%; White: 78.6%; gap: 8.6 percentage points). However, compared with 2014/15, the proportion of BME qualifiers receiving a first or 2:1 degree at the University dropped by 8.4 percentage points in 2015/16. As a result, the degree attainment gap widened (from 0.8 to 9.6 percentage points).

3.3 Students by age

Application: In 2016/17, about two third applications to the University were from young applicants (20 and under) compared with about one third (30.9%) from mature applicants (21 and over, table 3.1). The proportion of applications from mature students is 5 and 12.5 percentage points higher than the Scottish (26%) and the UK (18.5%) averages respectively.

Enrolment: About two third (62.9%) of students enrolled in 2015/16 were mature students (21 and over, table 3.2), slightly higher than the UK average (59.3%). The proportion of young students at the University has been increasing since 2013/14. This trend is in line with the UK HE sector.

Continuation: 10% of UK domiciled young (under 21) entrants to full time first degree courses in 2014/15 did not qualify or continue into 2015/16. The non-continuation rate (10%) is significantly higher (worse) than the benchmark of 6.2%.

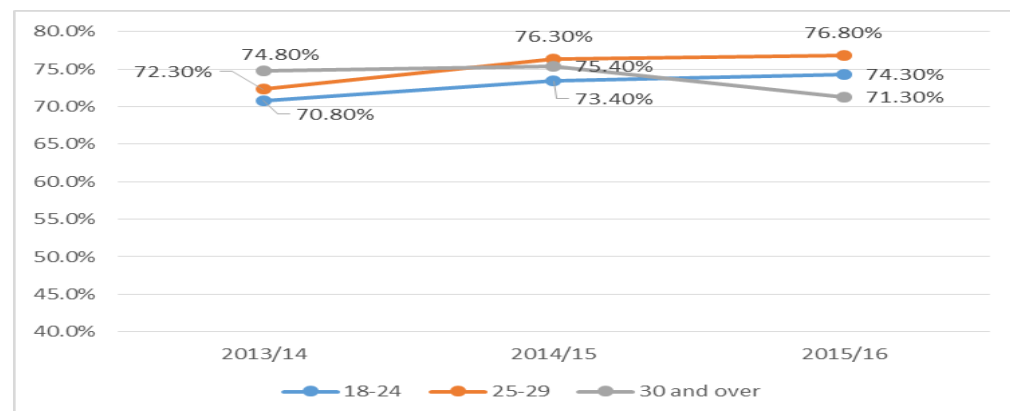
Compared with the previous year, the non-continuation rate of young entrants increased by 1.8 percentage points.

The non-continuation rate of 2014/15 mature entrants (12.4%) is similar to the benchmark (12.1%).

Degree attainment: In 2015/16, the proportion of qualifiers receiving a first or 2:1 degree was lower among those in the age group of 18-24 than those 25-29. This pattern is different from the UK average where the opposite is true, with a significantly higher proportion of those in the age group of 18-24 receiving a first or 2:1 degree than those 25 or over.

Overall, the degree attainment gap between different age groups at the University (between 2- 4 percentage points) has been smaller than the UK average (between 8–11 percentage points) since 2013/14.

3.3.1 Degree attainment, proportion of qualifiers receiving a first or 2:1 degree by age groups at Edinburgh Napier University



Data source HESA

3.4 Students by declared disability

Application: 9% of applications to the University in 2016/17 were from applicants who have declared a disability.

Enrolment: 11.5% of students enrolled in 2015/16 at the University were disabled students. This proportion is similar to the Scottish (10.7%) and UK (11.3%) averages.

Continuation: A higher proportion of disabled entrants continued or qualified in 2015/16 (88.6%) than those non-disabled entrants (88.3%). This is different from the UK average in 2014/15 where the continuation rate was higher among non-disabled (disabled: 89.5%, non-disabled 90.8%).

While the University saw an improvement in the continuation rate of disabled students in 2015/16 (from 86.7% to 88.6%, + 1.9 percentage points), there has been a downward trend in continuation rate of non-disabled students since 2013/14 (from 90.7% in 2013/14 to 88.3% in 2015/16, -2.4 percentage points).

Degree attainment: The proportion of qualifiers receiving a first or 2:1 degree continued to be higher among disabled students (78.2%) than those non-disabled students (74.0%) in 2015/16. This pattern is different from the UK average where non-disabled students (73.4%) performed better than disabled students (71.8%) in degree attainment.

3.5 Students and the widening participation agenda

Edinburgh Napier University's commitment to inclusion is also demonstrated by our widening participation agenda. We are committed to increasing the numbers of students from socio-economic backgrounds that traditionally would have limited their access to higher education, and use the Scottish Index of Multiple Deprivation (SIMD)¹³. Although there are arguably inherent limitations with this method of classification, use of the index enables comparison with the sector. In summary:

- In 2015/16, 9.4% of young full time undergraduate entrants were from 20% most deprived areas of Scotland (MD20) - the highest for the University since 2013/14.
- The University had the highest intake of MD20 students (138) in the South East of Scotland in 2015/16. It was ranked 6th out of 18 universities in Scotland.
- In 2015/16, 20.8% of young full time undergraduate entrants were from 40% most deprived areas (MD40). The proportion dropped slightly compared with 2014/15. Nevertheless, this change is in line with Scottish HE sector where the proportion of MD40 students also fell.
- The proportion of Scottish domiciled first-degree full time entrants who continued or qualified was lower among MD20/40 entrants than Non-MD20/40 entrants in 2015/16 at the University. The gap in continuation between MD20/40 and non MD20/40 students appeared to widen in 2015/16. This was mainly due to the continuation rate of MD20/40 dropping slightly (2.4 percentage points).

¹³ <http://www.gov.scot/Topics/Statistics/SIMD>

Equality Activity Summary 2015-2017

4. Summary of Equality Actions 2015-2017

This section of the report summarises the action taken across the University in order to meet the requirements of the general duty, and Edinburgh Napier University's Equality Outcomes for 2013-2017. Reporting is restricted largely to activity in support of staff or students identifying with the protected characteristics of gender, ethnicity, age and disability. However, and indicative of the University's wider inclusion agenda reference is also made to action in respect of our widening participation agenda (see 3.5) and other protected characteristics, as defined by the Equality Act 2010.

This agenda for inclusion has been driven by [Strategy 2020: Building Success](#) and the publication of the University's 'Inclusion Strategy' in October 2016. Key to this strategy is the improved focus on staff and student equality and diversity, and the establishment of a range of networks for staff identifying with or supporting a number of protected characteristics under the Equality Act 2010. A consequential review of the existing Equality and Diversity Committee resulted in the establishment of the University Inclusion Committee, who will meet for the first time in late April 2017. This body draws together a wider, more representative group of staff who are directly involved in, or can influence, equality and diversity issues at Edinburgh Napier University.

4.1 Gender actions

Action taken to date

We are involved in the Equality Challenge Unit's (ECU) Attracting Diversity programme of action research. The project aims to increase the application, matriculation and retention of men in nursing programmes. A project group is currently exploring the recruitment of men into Nursing and Midwifery programmes at Napier. Our focus is in delivering outreach work/promotion and challenging stereotypes in nursing. We also highlight entry routes and employability options for men studying nursing. Two 'Men into Nursing' events have been held in October 2016 and February 2017.

Edinburgh Napier University took over as host organisation of 'Girl Geek Scotland' in March 2016. This is a high-profile national programme, which recognises the need to tackle skills shortages (primarily in technology) by making these environments as welcoming as possible to redress the gender balance. We have also contributed to research in the field [Tackling the Technology Gender Gap Together](#) for Skills Development Scotland.

An extremely successful 'Women in STEMM' event was delivered in March 2016 for West Lothian College by our School of Engineering and the Built Environment, with more planned for 2017.

'Cyber Academy' workshops were delivered to 10-14 year old pupils to help address the gender imbalance in Computing, Engineering and Science. Both events (December

2016 and February 2017) were extremely successful and attended by boys and girls.
'Interconnect', the network for female students in STEMM held workshops to encourage more females in to STEMM subjects at the launch of the SFC gender plan consultation and at the ECU conference in 2016.
'Confident Diversity' workshops delivered to our engineering students in partnership with Equate Scotland in late 2016.
We successfully hosted the GCHQ 'Cyber Security Girls Day' in June 2016.
First two School Athena SWAN submissions made in November 2017.
Women's Leadership Network launched as part of Inclusion Strategy in March 2017, with all events to-date well attended.
As at 1 January 2017 the gender balance on our most senior University leadership groups are pleasingly: 1:1 on the University Leadership Team (ULT) and women make up one third of the Senior Leadership Group (SLG).

Focus for 2017 and beyond

Continued University commitment to the Aurora Mentoring Programme for women.
Growth of Women's Leadership Network to include staff at more junior grades.
Athena SWAN Institutional submission in November 2017 and support to Schools submitting applications in April and November 2017. 5 out of 6 schools will have submitted applications by November 2017.
Growth of Gender Equality Network established by academics at Edinburgh Napier University and extended to include all staff.
Continued focus on gender imbalance in Schools, in line with the Scottish Funding Council's (SFC) Gender Action Plan targets, with particular focus on men in nursing/midwifery and women in STEMM subjects.
Future 'Men into Nursing events' planned for 2017.
Identify how we can better support male students from MD20/40 backgrounds in order to increase degree attainment.

4.2 Ethnicity actions

Action taken to date

In October 2016, the University worked with the 'Into University Supplementary School Project' (<http://intouniversityssp.org/>) to run a 'Higher Education in Focus day at the Craiglockhart campus. We had 40 young people, ranging for 5 to 16 years old from two organisations working with BME youth, the Multi-cultural Family Base (<http://www.mcfb.org.uk/>) and SCORE Scotland (<http://www.scoreScotland.org.uk/>). The day raised awareness of what a university is and the subject you could study, with parents encouraged to attend too.
ENSA and the University supported 'Children in Action' to deliver a project with a group of 50 girls from BME backgrounds in four Edinburgh secondary schools (Broughton,

Royal High, Drummond and Portobello).

Focus for 2017 and beyond

Project underway to identify ways to encourage more applications and enrolments from minority ethnic groups in Scotland/the UK.

Continued improvement in the recruitment of International Students and increased linkage to the Student Wellbeing agenda to ensure gaps in support, or specific needs of our international student population are met.

Follow up events with MCFB and SCORE Scotland.

Continued engagement with HEA 'Embedding Equality and Diversity in the Curriculum' (EEDC) project.

Creation of a Multi-National Staff Network as part of the Inclusion Strategy.

4.3 Age actions

Action taken to date

We are a long-term partner to 'SWAP East' who work with partner colleges in the East of Scotland to run a range of one-year access programmes for adult learners. As well as offering access to our programmes, we have played an active role in pre-entry events such as the SWAP Study Skills days since 2015.

Each academic year we offer a 40-minute workshop targeting mature students as part of the University's Welcome Day.

We continue to support 'Progress through Learning Midlothian' to provide support and guidance to adult returners.

Focus for 2017 and beyond

'Aging and the Workplace' seminar hosted and lead by the University planned for May 2017. Externals speakers from Age Scotland, the University of Edinburgh, NHS Health Scotland, and the University of Glasgow.

We were the lead partner in the Edinburgh, Lothians, Fife and Borders Regional Articulation Hub (ELRAH). Post-ELRAH, there is support from all existing partners for us to continue to lead on regional articulation planning, development and reporting. Edinburgh Napier University continues to provide the largest number of articulation opportunities of any University in the South of Scotland.

Creation of a staff Multi-Generational Network as part of the Inclusion Strategy.

4.4. Disability actions

Action taken to date

An "Inclusivity Week" for staff and students was held in October 2016. Based on last year's pilot initiative, the event's aims were to:

Raise awareness of equality issues in higher education

Provide the University community with insight into inclusive practices within teaching and learning

Promote a platform for discussion, dissemination of current practice and stimulate a vision for the development of an inclusive practice policy/approach for staff and students.

Activities included presentations, academic and student debate, an 'Inclusivity Fair' with ENSA and local organisations as well as an opportunity for staff pedagogic papers on current initiatives. The event concluded with the ARISE lecture delivered by [Professor Tom Shakespeare](#), (Professor of Disability Research) University of East Anglia .

The annual Mental Health awareness week was held in February 2016, with the relaunch of the Student Mental Health Policy as a key focus. A range of organisations delivered workshops on topics such as drugs misuse and eating disorders. Black Dog initiative to raise awareness of the impact of depression.

Our ENGAGE sports, fitness and rehabilitation facility, which also provides research and teaching as part of the School of Applied Sciences has continued to be heavily involved in a programme of widening access to health and fitness. We also host the Scottish Boccia Paralympic team.

Accreditation as a Disability Confident Employer in October 2016.

Focus for 2017 and beyond

A Student Mental Health Case Conference Protocol for those students who require a cross-university approach to supporting their learning currently being developed.

Publication of the employee Wellbeing Strategy and review of the Employee Wellbeing Group.

Launch of the Disability Network for staff as part of the Inclusion Strategy.

A mandatory 'introduction to services and resources' workshop will be introduced for all new students disclosing specific learning difficulties;

A new on-line 'study skills' module to all students disclosing specific learning difficulties will be launched and promoted.

Plans to deliver the 'Supporting Students with Additional Needs' module to all academic and school support staff.

4.4 Widening participation and additional equality and diversity activity

Action taken to date

Significant progress in this area is because of Edinburgh Napier University's wider commitment to inclusion and a new contextual admissions policy since 2015. This policy

recognises that applicants from under-represented groups, may have not had an equal opportunity to demonstrate their achievements in their previous educational settings and enables applicants with one of the contextual flags to have decisions fast-tracked in order to improve conversion from these groups.

We have worked closely with schools with a high proportion of pupils from MD20 areas throughout 2016, offering a programme of workshops and other interventions targeting specific year groups from primary school through to S6.

Broughton UP is a collaborative project with Heriot Watt and Queen Margaret Universities that started in 2015. This is a long-term, targeted initiative working with S4 to S6 pupils from MD20 areas at Broughton High School, and includes aspiration and attainment gap raising activities alongside information events for parents and carers. We are partners with Lothian Equal Access Programme for Schools, and work closely with other Schools for Higher Education Programmes including Aspire North, LIFT Off and Focus West.

We were the lead partner in ELRAH (Edinburgh, Lothians, Fife and Borders Regional Articulation Hub), and provide the largest number of articulation opportunities of any university in the South of Scotland. All these initiatives play a key role in recruiting and supporting students from MD20/40 areas.

We are also signatories to the Armed Forces Corporate Covenant (2016) and our widening participation agenda includes former members of the Armed Forces who may not have considered HE or were unable to access HE because of perceived barriers to admission. Our Armed Forces Project is focusing on access to HE in partnership with West Lothian College.

We were also signatories to the Scottish Care Leaver's Covenant in 2017.

Successfully launched our thriving LGBT+ Staff Network in November 2017.

Achieved Stonewall Scotland Diversity Champion accreditation in 2016.

Focus for 2017 and beyond

Formal launch of Inclusion Strategy and cascade down to all staff from Senior Leadership Group

Continue to embed the contextual admissions policy and build on the success we have seen to date in this area.

Establishment of a Transgender Working Group for both staff and students and review of policy in this area.

To continue to progress our widening access strategy in respect of care leavers and ex Armed Forces.

A review of student wellbeing services to ensure provision is truly inclusive- with a particular focus on LGBT+ students.

A 'Student Mental Health Agreement' developed in partnership with the NUS and ENSA.

Development of the following policies to increase support for our students:

Pregnancy & Maternity Procedures for Students

A Vulnerable Adults policy

A Students with Caring Responsibilities policy

Establishment of a staff networks for Working Parents and Carers.

Continued engagement with (and support to) [Family Friendly Working Scotland](#) initiatives.

Inclusivity Week 25-29 September 2017.

Delivery of Equality Outcomes 2013-2017

5. Edinburgh Napier University Equality Outcomes 2013-2017

A review of progress against each of Edinburgh Napier University's Equality Outcomes (EO) was conducted in June 2016 by the HR and Development Director, and published in the annual Equality and Diversity Report to Court. A second review was completed in April 2017 in order to inform this report (in italics).

5.1 Summary of progress

Equality Outcome	Progress
<p>1. Continue to review, and aspire to increase where necessary, the diversity of University Court, governing bodies and committees (including the Equality and Diversity Committee) in order to ensure the widest possible range of views are considered at the highest levels</p>	<p>There has been real progress made in terms of gender parity. 46% of Court Lay members in 2015/16 are female which is an increase from 33% in 2014/15. A recent advert asking for Lay Court members was specifically targeted at women. Further work now needs to be done to ensure that there is greater ethnic minority representation.</p> <p><i>Female (lay) representation at Court for academic year 2016-17 is now 47% (or 43% in total) which is above the 40% target. Once guidance is received from the Scottish Government, more information on the diversity of Court will be collected. Our University strategic leadership groups continue to be gender balanced or close to, and regular review of their diversity will continue via the Inclusion Committee, which replaced the E&D Committee in April 2017.</i></p> <p><i>This Equality Outcome continues into 2017-2021.</i></p>
<p>2. Continue to ensure key relevant policies and practices are informed by Equality Impact Assessments in order to "design-out" discrimination.</p>	<p>A new HR Policy Partner has been appointed who will review all of our existing policies. Discrimination and Equality impacts will be considered as part of this policy review.</p> <p>The number of Equality Impact Assessments that are being completed has fallen so a review needs to be undertaken to establish the effectiveness of such assessments and establish if there is a better way to foster a more inclusive working environment.</p> <p><i>EIA continue to be completed, albeit in small number. They are mainly completed by HR Partners as part of organisational change proposals. Review of the pro-forma confirmed it was still fit for purpose.</i></p>

	<p><i>It was no longer felt necessary to keep this, as an EO given this is a procedural requirement.</i></p> <p><i>This Equality Outcome has been removed for 2017-2021.</i></p>
<p>3. Continue to collect and analyse student diversity data to ensure that all students are supported to reach their full potential.</p>	<p>Student diversity data is collected and analysed regularly to ensure we support our students and applicants effectively.</p> <p>We will also continue to gather and analyse trends on the composition of the University's current and potential staff by ethnicity, gender and disability. We will continue to encourage all staff to complete sensitive data fields within HR Connect. Further improvements to HR Connect are planned and which will allow a deeper level of reporting.</p> <p><i>The introduction of a new PDR and Recruitment system in 2017 will improve diversity data capture and analysis. The new Inclusion Committee established in April 2017 will also provide a means by which the diversity of our staff and students is monitored more regularly. Membership of this Committee has been extended to include all involved in E&D and Inclusion across the University.</i></p> <p><i>This Equality Outcome continues into 2017-2021.</i></p>
<p>4. Continue to provide information and support to staff and students on the benefits of mental health and wellbeing in order to create and sustain a positive and inclusive environment on and off campus.</p>	<p>A Mental Health Policy was launched in February 2016, which will help to provide greater support to students. We also held a very successful wellbeing day in April 2016, which provided a great deal of wellbeing advice and demonstration's to both staff and students.</p> <p><i>A new Head of Student Wellbeing & Inclusion was appointed in January 2017. This will give continued focus to this area of work. An 'Inclusion and Wellbeing Strategy for Staff' paper is in the process of being submitted to Court to give this equal focus at the University. This piece of work, which includes a paper on staff mental health is owned by the Head of Health and Safety.</i></p> <p><i>This Equality Outcome continues into 2017-2021.</i></p>
<p>5. Assess the University's current position with respect to the Athena SWAN Charter Bronze Award in order to identify and eradicate potential (or actual) barriers to the advancement of women in Science, Engineering and Technology.</p>	<p>The Athena Swan Bronze Award was obtained in 2015 and action has continued to be taken to ensure we are making progress in all categories. Four out of six schools are likely to be submitting Athena SWAN departmental applications in November 2016. We also work closely with Equate Scotland, which is actively engaged in supporting the institution to achieve its STEM targets.</p> <p><i>Work has started on the University Athena SWAN (renewal) submission due on 30 Nov 2017. Our first two schools submitted applications in November 2016 and imminently await the results. Two further school submissions are planned for April 2017.</i></p> <p><i>This Equality Outcome has been widened to include transgender and gender equality generally and continues into 2017-21.</i></p>

<p>6. Continue to strive to become an Employer of Choice by demonstrating that the University is a fair and inclusive employer, which recruits, develops and provides opportunities based solely on merit.</p>	<p>The HR team have restructured and have appointed a Recruitment Partner to provide specific focus on our approach to attraction and selection. A review will be carried out of all current activities and recommendations made as to how we can improve. An Equal Pay Audit was completed in 2015 and did not reveal any significant pay gaps. A calendar of events will be agreed by the Equality & Diversity Committee and will be incorporated in to the diversity strategy 2016/17.</p> <p><i>A new Recruitment and PDR System was introduced to the University in March 2017 and will have significant positive impact in this area. This EO has been widened to include the continued completion of Employee Engagement surveys- the last one was completed in 2016.</i></p> <p><i>This Equality Outcome continues into 2017-2021.</i></p>
<p>7. Continue to provide staff development and awareness-raising opportunities in order to ensure staff have the necessary knowledge and skills-base to avoid unconscious bias and discriminatory behaviour.</p>	<p>Unconscious Bias training has been delivered across the University to a wide variety of groups and anyone involved in recruitment. An on-line solution is being explored to ensure that everyone completes training on diversity and inclusion annually.</p> <p><i>A programme of Unconscious Bias training continued to be delivered across the University in 2017, with attendees from across all Schools and departments and Senior Leadership Group. Eventual delivery via an online platform, for all staff, will be scoped once budgets for financial year 17/18 are confirmed.</i></p> <p><i>This was seen as one initiative that would contribute to being an Employer of Choice, and absorbed into that Equality Outcome for 2017-2021.</i></p>
<p>8. Continue to ensure that wherever possible the University's procurement function provides opportunities to further meet the three needs of the General Duty.</p>	<p>For all regulated procurements, we ask a range of questions to ensure that potential suppliers are complying with the needs of the General Duty. In addition, we are asking all suppliers to sign up to the Supply Chain Code of Conduct. We are also currently preparing category strategies which will be subject to the Sustainable Public Procurement Prioritisation Tool , and Sustainability Test contained in the Procurement Journey both of which feature Equality considerations, linked to National Outcomes.</p> <p><i>This EO refers to procedural compliance, and in which E&D issues are considered as a matter of course- with recent enhancements in 2016 outlined above.</i></p> <p><i>This Equality Outcome has been removed for 2017-2021.</i></p>

9. Continue to provide opportunities for staff, and particularly students, to engage with one another in order to provide a healthy and constructive environment where issues of difference and freedom of speech and expression can be explored to better promote good relations between those who share a protected characteristic and those who do not.

We will continue to seek, from an equality and diversity perspective, the views of staff by undertaking Employee Engagement Surveys and developing action plans to address areas where action is needed. A diversity campaign will be launched in 2016 to encourage people to be themselves and respect diversity in others.

The Inclusion Strategy endorsed by Court in October 2016 was the first stage in the creation of a truly inclusive culture at Edinburgh Napier University by placing this firmly on the strategic agenda. It was not felt necessary to maintain a separate EO on one element of organisational culture that the University has always encouraged and ensured.

This Equality Outcome has been removed for 2017-2021.