Equality, Diversity & Inclusion

Mainstreaming Report

2023

Edinburgh Napier
UNIVERSITY

Contents

1. Foreword

As Principal and Vice-Chancellor, I recognise the intrinsic importance and value of our work to ensure that Edinburgh Napier University places equality, diversity and inclusion at the very heart of our culture. I am proud of the approach we have adopted - focussing on collaboration, partnership and long-term commitment – of the progress we are making and of the many achievements we can demonstrate in this mainstreaming report. This is because inclusion is one our core values and I believe that we are enriched by the diversity of perspectives, cultures and backgrounds brought by our staff and students to create our global community. I remain firmly committed to supporting and challenging everyone at Edinburgh Napier to create a positive environment where diversity and inclusion is celebrated, and everyone is treated fairly.

The detail we cover in this report demonstrates how we are taking our equality duties and our wider responsibilities seriously; it notes where we are making progress and is also honest in detailing where we recognise that there is further work to do.

We are a university community that strives to ensure that every member of our staff and student communities feel valued, supported, and can realise their full potential. We commit ourselves to providing a learning, working and social environment that is free from discrimination, prejudice, intimidation, stigmatisation and all forms of harassment and bullying.

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

Professor Andrea Nolan
Principal and Vice Chancellor

2. Introduction

The purpose of this Mainstreaming Report is to update on the progress we have made over the last two years (2021 and 2022) to deliver our Equality Outcomes and to note more generally how we are working to mainstream equality, diversity and inclusion at Edinburgh Napier.

It provides insight into how we are tackling some of our known challenges as we better understand the lived experience of our student population and our workforce, particularly those from underrepresented and marginalised groups. Our report aims to capture and note how we continue to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.

- Advance equality of opportunity between people who share a protected characteristic and those who do not; and

- Foster good relations between people who share a protected characteristic and those who do not.

The requirements of the general duty have great synergy with 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 remain at the heart of our University Strategy - Shaping Our Future: Driving Distinctiveness .This notes that as a result of our strategy our students will feel part of a diverse, accessible and inclusive academic community and that in all of our work we are inclusive in our ethos, and collaborative in our approach. Through the implementation of our Learning and Teaching (L&T) Strategy we aim to deliver relevant, meaningful and inclusive learning and teaching that is recognised externally and enables us to build on our reputation as an accessible, inclusive, student-centred and applied university. This commits us to create an inclusive experience, culture and curriculum for all of our students and to design inclusive learning and teaching spaces that are fit for purpose – both virtual and on-campus – for students and staff. Our commitment is also incorporated into our current Research and Innovation Strategy noting that our ethos is driven by our shared values of respect, openness and inclusivity and in our Internationalisation Strategy, a key enabler of our aspiration to become a more inclusive and diverse student and staff community. In our current Annual Plan (this identifies our key in year priorities) we highlight our aim to ensure that all our colleagues feel they can

be themselves through our inclusion agenda and commit to our approach to ensure colleague wellbeing is at the heart of everything we do.

We note the publication in January 2023 of the Scottish Funding Council (SFC) report Tackling Persistent Inequalities Together, written in collaboration with the Equality and Human Rights Commission. As a result, we aim to revisit our Equality Outcomes before the end of this academic year to take the new National Equality Outcomes guidance into account in our plan.

Our Report includes updates on how we are progressing our equality outcomes and showcases a number of case studies that demonstrate more widely how we are mainstreaming equality, diversity and inclusion into all areas of our work.

Our new approach to reporting aims to bring into one document all of the necessary information across equality, diversity and inclusion and to fulfil the reporting requirements for the Scottish Code of Good Higher Education Governance and the Equality Act.

We also aim to report clearly and in accessible language. For this reason, we will include only summary data in the report (where required); our more comprehensive data sets can be found here (add link) together with an analysis of what they tell us.
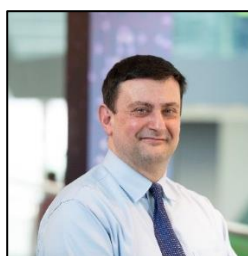
Our report has been informed by equality, diversity and inclusion activity from across the University community and approved by the University's Inclusion Committee, the University Leadership Team (ULT) and by our University Court.

Carolann Begbie Director of People and Services	**Naomi Graham** Vice Principal International
Professor Nick Antonopoulos Deputy Vice Chancellor and Vice Principal of Research and Innovation	**Professor Nazira Karodia** Deputy Vice Chancellor and Vice Principal of Learning and Teaching

3. Leadership and Governance of Equality, Diversity and Inclusion at Edinburgh Napier

At Edinburgh Napier, we expect that all members of our community have a role to play in delivering our commitment to inclusion. The role of our Inclusion Committee is to identify and set our strategic goals, lead on policy development, monitor our progress, and champion and embody our inclusive values. The Committee is chaired by the Director of People and Services and draws members from across our academic Schools and Professional Services. In addition to the Director of People and Services, our three University Vice Principals with responsibility for Learning and Teaching, Research and Innovation and Internationalisation are core members. The membership of the Committee also includes a sabbatical representative from Edinburgh Napier Student Association (ENSA) and each academic School has recently appointed an Inclusion lead who has joined the committee. This serves to ensure that the business of the Inclusion Committee resonates at local levels and ensures that the voices of staff and students are better heard bringing local issues to our agenda.

The framework through which we monitor our progress is centred on the requirements of the Public Sector Equality Duty. In response to this, Edinburgh Napier has 3 key action plans that cover 2021-2025, namely:

- Equality Outcomes
- Gender Equality Action Plan
- Race Equality Action Plan

Whilst these plans will remain our focus until 2025, we continue to review and refresh them to ensure they remain current. We aim to remain vigilant and agile in order that we can amend our key actions and efforts in response to a changing and evolving external environment and as we improve our data gathering and analysis.

We believe that our recent work to review and add to the membership of the Inclusion Committee serves to refocus our efforts to mainstream equality, diversity and inclusion throughout all areas of our institution. We anticipate that we will be able to show increased impact in future years as a result of these changes.

4. Equality Outcomes updates

Our Inclusion Committee established the following seven Equality Outcomes after a period of consultation with staff and student communities in late 2020. We are required to publish and work towards achieving these outcomes as a duty established in the Equality Act. The following section summarises our progress in achieving these outcomes.

You will find additional information in our Staff Data and Students Data summaries, linked here and available on our website.

1. To increase the visibility and representation of staff from a minority ethnic background as a whole and in senior posts:

We set ourselves a target that by 2025, 8.8% of our colleagues identify as being from a minority ethnic background. We are pleased that we achieved 10% in 2022. This brings us in line with the Scottish average of 10.3% across the sector (source: Higher Education Statistics Agency (HESA), 2021-22). This should be viewed also in relation to a context that shows a Scottish minority ethnic population of 5% (source: http://www.equalityevidence.scot/). However, the distribution of our black and minority ethnic colleagues is not equal across the university and all grades. For example, we have seen only a slight increase to 7.6% within our senior staff. (Table 1) so this will be a continued focus in recruitment and resource planning.

Table 1

Senior Leaders (Grade 8+)	2021 Number (% total)	2022 Number (% total)
Minority Ethnic	8 (6.7%)	9 (7.6%)
White	106 (88.3%	104 (88.1%)
Unknown	6 (5%)	5 (4.2%)

Our approach to recruiting academic staff has changed over the last year and we now attract more staff from outwith the UK. Since 2021, the number of colleagues who joined us on a Skilled Person Visa has increased from 19 to 49 and we now

attract academic colleagues from Asia, Africa and the Middle East. Professional service roles are more typically recruited from the local area and roles are unlikely to be advertised under the skilled person visa route. As a result, the rate of increase in minority ethnic colleagues filling these roles is slower.

We will further enhance our sourcing and selection strategies by continuing to use the Scottish Government Minority Ethnic Recruitment Toolkit as a framework to ensure that we are inclusive for colleagues from all cultures and that our environment supports all colleagues to achieve their full potential.

We have recently completed a Succession Planning exercise focusing on our senior leaders. This will enable us to create targeted development plans to support succession pipelines and individuals' career aspirations. This will support us to review the career progression of colleagues with protected characteristics and tailor development activities to their individual needs.

As part of this exercise, we aim to explore any additional barriers encountered by colleagues with protected characteristics and provide the necessary support.

This Succession Planning exercise also helps to focus on retention strategies for individuals and gives us the opportunity to review equality of representation at all levels as we cascade succession planning further down our organisation.

We continue to take a proactive approach during our recruitment processes for senior roles aiming to identify candidates that meet the requirements for each role but also to ensure that we reach out effectively to a wider population of individuals who are underrepresented in our population.

2. We have comprehensive staff data at all stages of the employee journey enabling us to identify, understand and address inclusion issues in the staff community:

We are making progress but there is still more to do. Our Diversity Dashboard gives insight to our colleague diversity data at organisational, School and Departmental levels, and we are further enhancing this via a monthly People Dashboard. This will monitor trends and provide insight enabling us to proactively manage and promote equality of opportunity.

We listen to the views of our colleagues through a variety of channels both formal and informal. Our recent staff engagement survey - Your Voice, achieved a completion rate of 66% and an overall staff engagement score of 69%, which is in line with the Higher Education (HE) sector average (47 UK institutions using

the same survey provider). For the first time this year, we will analyse the results based on diversity data which will allow us to better understand the lived experience of all our colleagues and allow us to be more targeted in our action planning. The insights will be used to work with our Inclusion networks to ensure that we continue to improve on our experience for all colleagues.

We have continued to review our processes over the last 2 years and have made enhancements to:

- The Exit Survey - we ask colleagues to complete this when they leave our employment and ask a range of qualitative questions around key themes. These can be linked back to their organisational setting and also include personal characteristics details (if provided).
- We will shortly introduce an Onboarding Survey and we will ask colleagues for their immediate experiences when joining the University.
- We will renew our request for colleagues to review the personal data we hold on our People system (HR Connect) to encourage the provision of personal data and to align to the new HESA Reporting requirements. This will allow us to build a more accurate picture of our colleague demographic. Since colleagues can chose not to disclose personal information, we plan to encourage them to review the data we hold and update, as appropriate. As part of this communication, we will outline the reasons we hold the data and encourage them to disclose the information, where there are gaps. At any time, they can update their personal data and we do send periodic reminders asking for this to be reviewed. We will also seek to understand why colleagues don't feel comfortable sharing their personal data with us.

3. To create full equity of access in the provision of support and in the application of funding bids for staff within protected characteristic groups:

We collect and analyse EDI data in relation to research funding competitions to ensure that both the funding distribution and decision-making panels are inclusive and meet EDI requirements. This also ensures that no group is inadvertently negatively impacted in the process. While we have now collected EDI data for the last two years of Research and Knowledge Exchange competitions (which had a total of 40 applications) the data sets are still small, so care must be taken in identifying trends from the current data. In general, there were not large differences in success rates, but there appears to be more applications from male

staff (77.5% of applications received in 2 years, when HESA data shows we have 52.5% male staff) and older staff (97.5% of applications were from staff over 31 years old, while our HESA data shows we have 8.4% of our staff being under 30 years). Work will therefore be carried out to encourage more applications from under-represented groups (currently female members of staff, part-time researchers and younger members of staff).

From a research perspective, in collaboration with Human Resources (HR) colleagues, the Research, Innovation and Enterprise team have developed a new EDI framework to meet the needs of external research funding terms and conditions as well as supporting inclusion activities in the development of research. This is wholly aligned to the commitments contained within wider University strategy and alongside sector expectations around EDI in research.

Case Study 1: Equality, Diversity and Inclusion in our Research Excellence Framework (REF) submission

What was the initial issue and what change did we want to see? -
Our REF 2021 submission required the inclusion of all eligible staff - we aimed to meet the set of standard criteria as outlined in our approved REF 2021 code of practice. We conducted regular Equality Impact Assessments throughout our REF preparation cycle and these showed no evidence of discrimination on the basis of protected characteristics.

Furthermore, when the results of REF 2021 were published in May 2022, we were able to demonstrate a high overall proportion of eligible staff submitted for a post-92 university (48% of the eligible pool). That level of submission rate shows that our inclusive approach led to a high level of staff being included in our REF submission. Reassuringly, we received no cases of appeal and the rate of early career staff included was also positive (63% of the eligible pool), again evidencing that our approach was inclusive

In the following period we conducted a post submission internal evaluation, inviting all staff (submitted and non-submitted) to share their experience of REF preparation. The results of the internal evaluation found that more could be done to communicate the criteria for inclusion in REF and to promote a clearer understanding of how staff are eligible for submission so that they can work towards meeting the criteria.

What did we do?

In response to the evaluation findings, the REF team has developed a communication strategy which aims to increase awareness of REF criteria for staff and students and we have increased the availability of information accessible on the staff intranet.

Further work is planned to deliver key messaging about REF eligibility within Schools, ensuring that the format and mode of communication is accessible to all staff.

In 2022, the UK funding bodies announced a sector-wide consultation on the shape of a future research assessment and once the new criteria is published, the REF team will be responsible for communicating the outcomes and developing fair and transparent processes and with due consideration for EDI. We will use our experience of inclusion developed for REF 2021 to ensure that we build on that progress to ensure that our next REF submission is carried out in a fair manner. This will include unconscious bias training for the staff involved and an awareness raising campaign. We will also continue with EDI monitoring reports to enable us to identify and address any unintended discrimination.

What was the result? What difference did we make?
Our data from REF2021 shows that the proportion of staff meeting the criteria for submission increased significantly and our Schools are better equipped to identify and evidence staff meeting the criteria for submission than they were at the start of the previous REF cycle. The successful implementation of our REF Code of Practice has enabled EDI considerations to be embedded into our REF processes, and these approaches will be carried forward into the next REF cycle.

Have there been any challenges?
It can be difficult to obtain comparative data relating to protected characteristics at a REF Unit of Assessment level, but we hope to be able to enhance access to this data in partnership with the People Team. This will help us to monitor REF inclusion statistics in the next cycle once we know more about the new criteria. Once the new criteria are published, our priority will be to develop and monitor a new REF process through regular Equality Impact Assessments (EIAs) and to promote a transparent and wide understanding of the criteria so that all eligible staff are empowered and informed about how they can be included.

4. Teaching materials, delivery and assessment provision are fully accessible:

The recommendations arising from an Internal Audit carried out in July 2021 on 'Support for Disabled Students' supported our goals relating to learning and teaching accessibility.

These recommendations have centred on:

- Clarifying, documenting and sharing the agreed roles and responsibilities of staff involved in the disabled student journey.

- Monitoring with disabled students the implementation of their individual learning plans.

- Increasing access for staff to relevant training opportunities.

- Improving the process of communicating and delivering individual learning plans.

- Ensuring that there is an increased focus and discussion about support for disabled students within our academic Schools.

Work to deliver these recommendations is underway and will be completed by August 2023.

Over the last two years we have also been working to mainstream the most common set of reasonable adjustments in support of the disabled student experience. A Mainstreaming Reasonable Adjustments Enabling Group was established by the Director of Student Services/Academic Registrar and made up primarily of senior academic colleagues. This group has established a model to pilot a universal approach to mainstreaming and further work is planned to evaluate and refine our approach.

Our new approach to curriculum enhancement developed in 2021/22 has made a pledge to embed Inclusion across the curriculum. This pledge, explicit in our revised L&T Strategy (insert link) and also aligned to our Gender and Race Equality Action plans, is delivered through the ENhance Curriculum Framework. This new Framework reflects themes and priorities of importance to our colleagues and students. It is designed to support curriculum design and enhancement through:

- Providing a shared reference point and vocabulary.
- Giving a clearer structure to curriculum design and enhancement work, and the support on offer for this.
- Facilitating more systematic sharing of existing effective practice.
- Make internal expertise in curriculum development, from academic and professional services colleagues, more accessible.
- Support and encourage external sharing of effective practice.

The ethos is one of appreciative enhancement and the framework focuses on what is already successful in programmes, and how can that be built upon further,

as well as supporting staff to identify how they can develop their curricula in a structured and contextualised way.
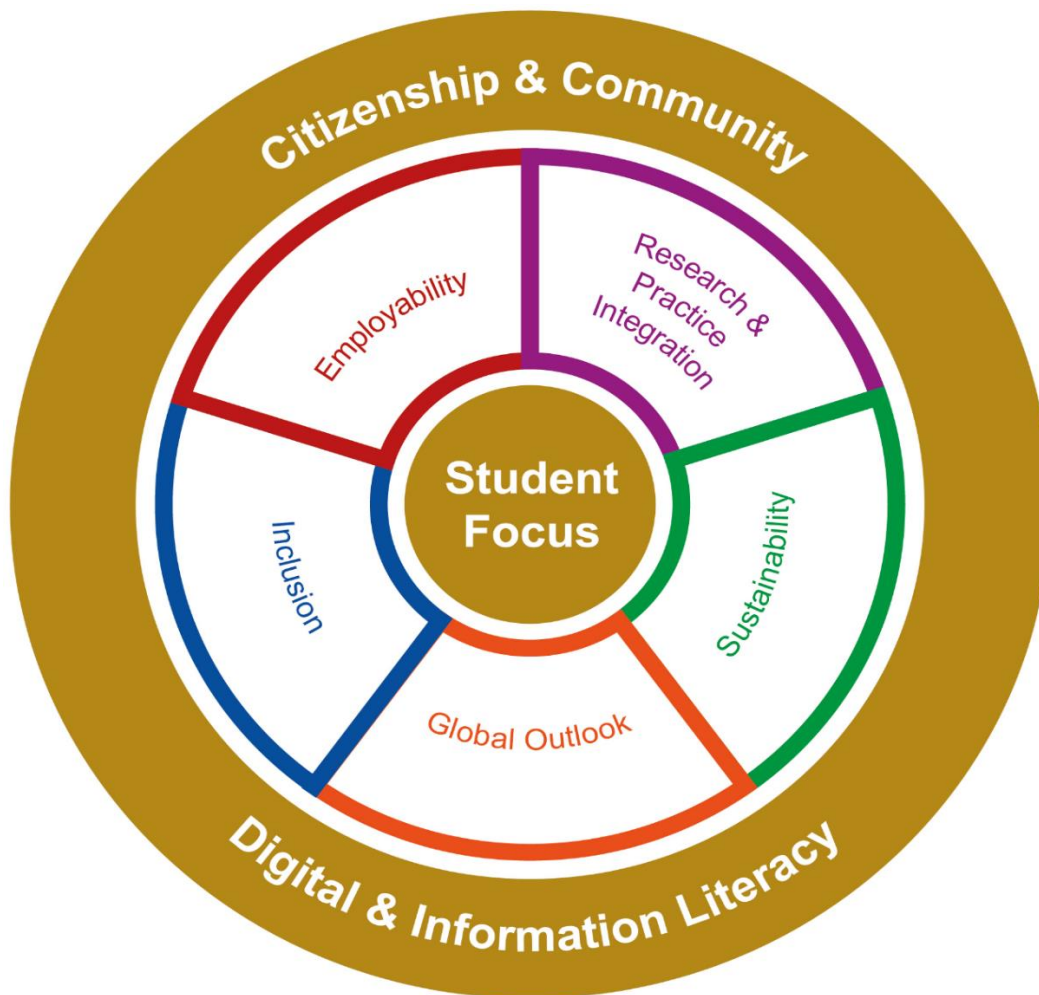
Our academic programmes are expected to show full engagement with a minimum of three of the five main themes by 2025 and from 2022-23, ENhance has been embedded in our Quality Framework, through a combination of Annual Monitoring, Institution-Led Review, and (for new programmes) Programme Approval. Our initial focus has been on the themes of inclusion and sustainability and we highlight our progress to date below in case study 2.

Our Department of Learning and Teaching Enhancement (DLTE) Strategic Enhancement Projects continue to support our ambitions to promote fully accessible learning and teaching and have focused on the theme of inclusion. These projects are helping to develop sustainable, student-centred approaches and evaluate their impact on the theme of inclusion.

Case Study 2: Embedding Inclusion in Learning &Teaching at an institutional level – a dialogic approach

What was the initial issue and what change did we want to see?

We are keen to embed inclusive practices across our curricula through our curriculum framework, ENhance. However, we know that to make this process meaningful and sustainable, we needed to deepen staff and student engagement beyond the superficial and extend our reach beyond the passionate and committed individuals who often lead this work. We are gathering case studies that will be used to highlight changes happening within the curriculum in some Programmes, and which will serve as good examples for others to learn from.

What did we do?

We took a multi-faceted approach, focusing on dialogue and the exchange of experience to encourage staff and students to deepen their engagement with this work. Our strategic actions assisted, for example making inclusion explicit across our updated Learning & Teaching Strategy, but in this activity we took a dialogic approach to working with staff in different contexts to talk about inclusion, what it means, what it looks like, and why it matters. This kind of conversation is not always easy and needs to be sustained over time.

Here is a snapshot of where we are:

- **DLTE led**
  The ENhancing Inclusion webinar series brought out important conversations that we are now continuing specifically around: decolonising the curriculum, teaching sensitive topics, supporting students with diverse needs and expectations. The webinars also brought to the forefront the knowledge and passion of many of our colleagues around inclusive practices in both academic Schools and Professional Services.

- **School led**
  The Inclusion Leads (one for each academic School) are leading on and developing conversations across our Schools to highlight good practices and share effective approaches.

- **Senior Management led**
  Our Vice Principal Learning and Teaching organised a specific online event called the 'Vice Principal's View' on Inclusion – a panel of academic and professional services colleagues and student members discussed their values and motivations in regard to equality, diversity and inclusion, encouraged openness about the challenges they face embedding inclusive practices and shared ideas, resources and personal reflections.

- **Early Career Focus**
  Our new academic staff focus in their first module on our PGCert on the importance of developing inclusive practices in their curricula – a central action from our Strategy and central to delivering new cohorts of staff who are confident inclusive academics.

What was the result? What difference did we make?

It is too early to demonstrate institution-wide results but case studies from our academic Schools are beginning to highlight some of the impactful work taking place and are helping us shape our understanding of how best to embed inclusion in the curriculum. Evaluation of our approach continues, and discussions about how to evidence the ways in which programmes and modules are developing inclusive curricula are taking place within our academic Schools and amongst our academic developers.

Have there been any challenges?

Our primary challenge is to reach busy colleagues who may not always recognise the need to prioritise their own professional development or see the relevance and value of taking more inclusive approaches. However, the changing landscape of the sector, student expectations around inclusion and sectoral discussions about approaches to assessment (including the recent sector-wide alarm at the development of Artificial Intelligence (AI) tools) are all drivers that will help us push forwards to improved inclusive learning, teaching and assessment practices.

5. Gender imbalances within our student body at undergraduate level are tackled and a data driven approach to identify areas for improvement is developed to increase admission and improve performance and retention amongst protected characteristic groups:

Within our student body our primary focus is to address gender imbalances where a 75/25 split is exceeded. Across our undergraduate portfolio this split is exceeded on programmes delivered within our School of Health and Social Care and the School of Computing, Engineering and the Built Environment.

We note that these institutional gender imbalances are in line with national trends and that larger, macro-societal changes will be required to make significant headway to change these. However, at an institutional level we are committed to taking evidence-based actions designed to bring about change wherever we can.

Computing

Across our suite of undergraduate Computing programmes there has been an increase in female applications over the last three years from 323 in 2020/21 to 443 in 2022/23, a 37% increase, with female applicants now representing 21.3% of total undergraduate applications in 2022/23 (excluding Associate Student Schemes).

UG Computing Applications 2020-21 to 2022-23

21.30%
19.70%
16.40%
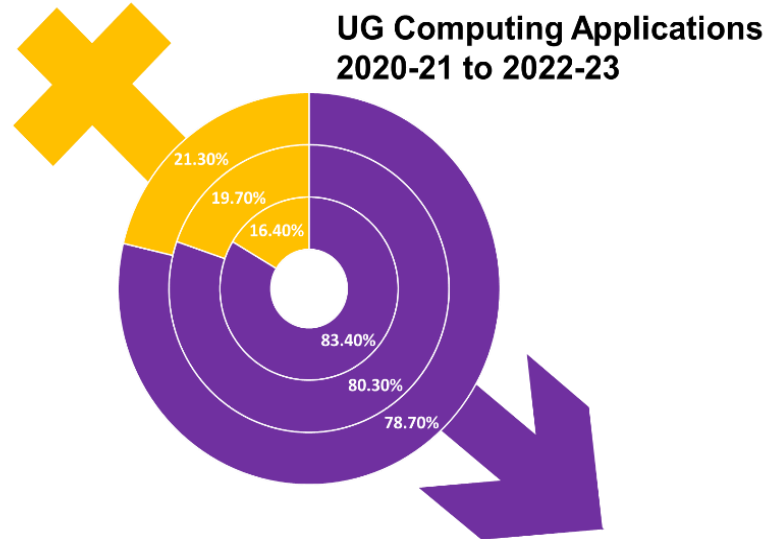
83.40%
80.30%
78.70%

(The above figure shows the steady increase in female applications over the period from 16.40% to 21.30% and the related decline in male applications from 83.40% to 78.70%)

This steady positive trend continues through the student journey from application through to Unconditional Firm (UF) Acceptances, where an increase from 83 in 2020-21 to 110 in 2022-23 (+32.5%) has occurred.

Our institutional commitment to increasing females into computing can be illustrated through the work being carried out by our sector leading Centre for Higher Education Research – with a dedicated focus to attract females into Science Technology, Engineering and Maths (STEM). Research has identified several effective ways to boost "Mobilising more women into Computing" where the use of role models has been identified as an effective method to combat stereotypes.

Engineering and the Built Environment

Over recent years total applications to Engineering and the Built Environment programmes have declined, however female applications have remained largely stable representing 18.8% of total applications in 2022/23.

To aid with raising the profile of opportunities and careers within Engineering and the Built Environment it has become standard practice to showcase the significant impact our graduates are having within the industry. These case studies represent all genders, however, whilst having no definitive correlation it is anticipated that the increased visibility and greater proportion of female case studies linked to Engineering and the Built Environment will make a positive difference.

To have a more significant impact on applications it is understood that we need to build and develop our programme of interventions with key partners. For example, the Student Recruitment team continue to work closely with Equate Scotland to design additional activities and support to improve conversion rates for female STEM offer holders, including the inclusion of relatable, aspirational, case studies.

As part of this HCI Skills Gateway funding has been secured for a second year to increase the popularity and attractiveness of Engineering and the Built Environment to underrepresented groups including females into STEM. The HCI Gateway is based at Edinburgh Napier and part of the Integrated Regional Employability and Skills programme of the Edinburgh and South-East Scotland City Regional Deal. This funding has enabled a week long programme of activities associated with Electric Vehicles to be developed and offered to S3 to S6 high school students, delivered in partnership with Edinburgh College with whom we share articulation pathways.

Nursing & Midwifery

All five streams of Nursing and Midwifery are available to study at Edinburgh Napier and from 2020-21 to 2022-23 the number of applications has fluctuated, as has the male to female split. Male applications over this period have ranged from 7.8% (2020-21) to 6.4% (2022-23).

Throughout all of our outreach and marketing activities for Nursing and Midwifery a proactive approach is taken to ensure that we portray the inclusive nature of the profession. Male nursing students (and staff) are consistently portrayed in print and digital materials and represented in person at all large recruitment and offer holder events. However, we recognise that changing the public perception of nursing as a gendered career requires a significant societal shift and actions at all levels of the education journey.

With all Nursing and Midwifery programmes an additional selection stage is part of the standard application process, this has traditionally taken the form of a face-to-face interview. Whilst we pride ourselves on administering our interviews to the

highest standard, we continually consider ways to improve and learn. This includes actions taken to mitigate any unconscious bias in this process. In order to administer this and maintain the highest level of standards we have worked with the NMC to pioneer a new computer-based assessment which has been viewed as success.

UK Student Recruitment and Widening Participation Team

To fully integrate our institutional commitment to gender equality within our student body, a team restructure exercise in 2021-22, embedded specific responsibilities for individual roles to have ownership of recruitment activities linked to supporting growth of men into Nursing and women into STEM. Team members work closely with colleagues in our School of Health and Social Care and the School of Computing, Engineering and the Built Environment to deliver outreach and conversion interventions to support these specific groups.

6. We have a comprehensive and strategic approach to tackling hate incidents including well defined and understood reporting mechanisms, staff and student training and meaningful engagement with key stakeholders.

In November 2021 our Education and Student Experience Committee (ESEC) approved a new strategy designed to direct our work to promote equality for staff and students, and to prevent and tackle all forms of harassment, discrimination and violence based on gender (GBV), and the characteristics set out in the Hate Crime and Public Order (Scotland) Act (2021). This strategy builds upon the work delivered over the previous 3 years and seeks to widen our focus to include all forms of hate incidents and to address the spectrum of GBV outlined by the Scottish Government in their Equally Safe Strategy. The strategy was endorsed by the University's Senior Leadership team and the Edinburgh Napier Student Association (ENSA) Sabbatical team.

A significant aspect to our work is the Edinburgh wide partnership made up of universities, Edinburgh College, Police Scotland, Edinburgh City Council and local GBV support organisations including Women's Aid and the Edinburgh Rape Crisis Centre (ERCC). The partnership, known as Fearless Edinburgh, enables information sharing, identification and sharing of good practice, and joint working. An example of this saw the piloting of a Student Survivors Project that brought the universities together with ERCC to deliver additional support for student survivors of sexual assault and rape.

A key strand of our strategy is connected to training and we continue to deliver online training on Consent Matters to new students as they matriculate and almost 6000 students have now taken this course (to January 2023); in addition, a new course was added to our portfolio in August 2022 Tackling Harassment: Promoting Cultural Change in Higher Education and since launch over 1250 students have taken this course.

Since approval of our new strategy, we have worked to regularly communicate and promote the University's reporting tool Report and Support and to deliver our Zero Tolerance campaign.

Over the two year period between 1 January 2021 and 31 December 2022, 53 reports were made via Report and Support. Of these, 32 reports were made to an adviser and 21 were made anonymously. All of those reporting to an adviser were provided with professional support from our team of trained Support and Liaison Advisers overseen by our Student Safeguarding and Equality Manager. Individuals are guided to support available to them inside and outside the University and to consider their options in regard to making a formal university complaint and/or raising a complaint where relevant to Police Scotland. In addition, safety and risk planning is undertaken to ensure that the reporting party is supported to be as safe as possible.
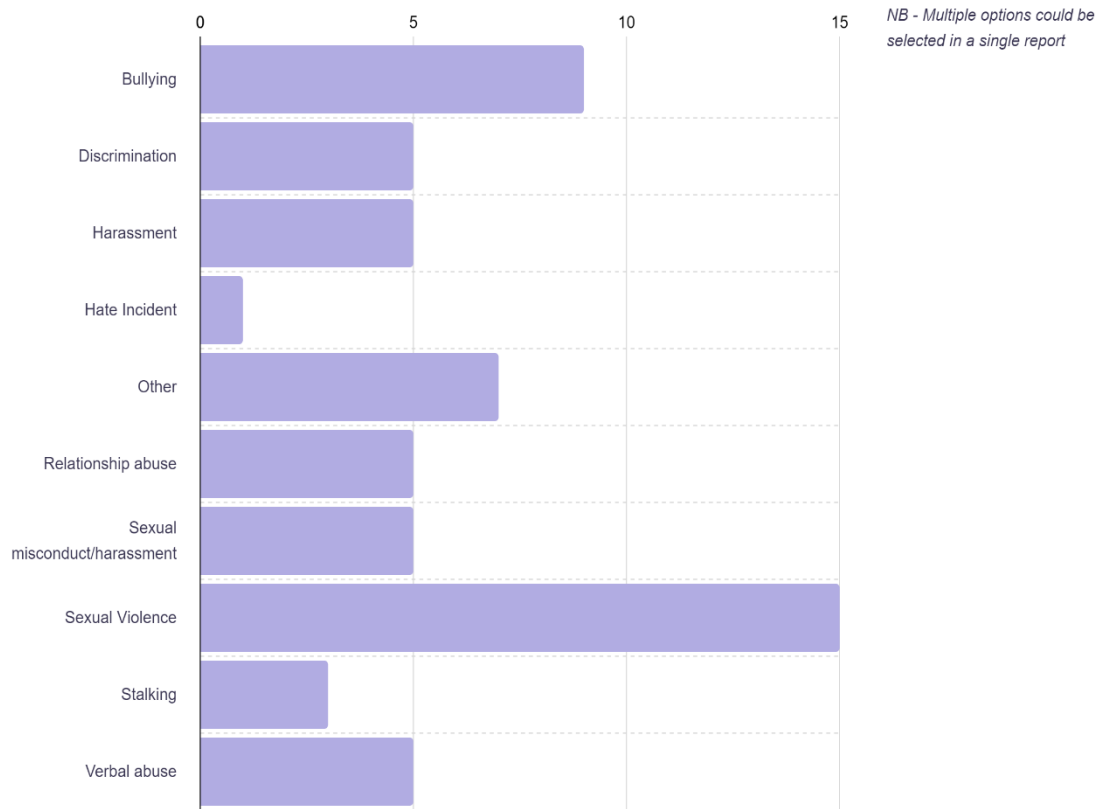
41 reports were made by those who identify as female, and 4 by those identifying as male. The remainder of reports were made by individuals reporting as 'non-binary' or 'other', or who preferred not to say. Of those reporting, 10 reported as black, Asian or minority ethnic and 35 as white. The remainder preferred not to say. 24 of those reporting identified as heterosexual and 9 of those who reported identified themselves as having a disability.

The leading type of incident being reported was connected to sexual violence (15). In addition, 5 reports were connected to relationship abuse, 5 to sexual misconduct/harassment and 3 to stalking. 9 reports were connected to bullying, 5 to discrimination and 5 to harassment.

Report and Support tool: What is being reported? (1/1/2021 to 31/12/2022)

What are people reporting?

NB - Multiple options could be selected in a single report

Category	Value
Bullying	~9
Discrimination	5
Harassment	5
Hate Incident	~1
Other	~7
Relationship abuse	5
Sexual misconduct/harassment	5
Sexual Violence	~15
Stalking	~3
Verbal abuse	5

Although we have seen growth in reporting using this tool we are conscious that we need to work hard to increase the confidence of colleagues and students in order to increase this to the kind of levels that represent a truer picture of the extent of GBV and harassment, discrimination and bullying in society and in our community. Therefore, we continue to work on innovative ways of achieving this goal. More work is being planned to promote Report and Support, to communicate and engage with our colleagues and students on our Zero Tolerance campaign and to increase confidence in the reporting process. We will reflect on the data we gather at our Inclusion Committee and by reporting to University Court.

7. We have a comprehensive whole institution Mental Health Strategy, including actions to make the University a Suicide Safer community. Our Strategy includes specific reference to equality, diversity and inclusion to ensure that specific risk factors associated with protected identities are embedded.

The University's Mental Health Strategy was approved in May 2021 by the Education and Student Experience Committee (ESEC) and is overseen by the Inclusion Committee. Through this strategy we are taking a collaborative institution-wide approach to mental health and wellbeing so that we provide the best possible experience for all our students and staff. We are committed to mental health permeating every aspect of our culture and it being part of the experience of learning and teaching.

A significant amount of work has been delivered since this was agreed – this includes regular communication and engagement activities with students and staff to promote access to mental health services and resources; to tackle stigma associated with impaired mental health and wellbeing; and to promote a culture of kindness and compassion. An example of this work is the annual Student Health Guide.

Ongoing promotion of mental health training led to 387 staff being trained over this period via a range of interventions including: mental health awareness training delivered by our partner Mental Health UK, Applied Suicide Intervention Skills training and in Scottish Mental Health First Aid. Our network of Mental Health First Aid at Work Champions now has 50 voluntary members.

Students are asked to rate their experience of using our Student Wellbeing and Inclusion services each year and in 2021-22 95% and 88% of students were satisfied with Counselling/Cognitive Behavioural Therapy (CBT) provision and Mental Health Advice respectively. When asked to rate their experience with their Mental Health Adviser or Counsellor/CBT practitioner students rated these groups of staff very highly (97% and 96% respectively). As part of our commitment to understand the perceptions of our services by black, Asian and minority ethic students we disaggregated our findings. This showed that 98% of white students and 90% of Black and Minority Ethnic (BME) students were satisfied with our Counselling service; and 93% of white students and 94% of BME students were satisfied with our Mental Health service.

In 2021/22 we increased our investment in the Disability Inclusion team to provide additional focus on the growing number of students disclosing a long term and enduring mental illness. The number has grown from 266 in 2016-17 to 584 in 2021-22 (an increase of 220%). We recruited an additional post holder to improve our approach in building relationships with students prior to starting their studies. This has also enabled us to ensure that support and adjustments are in place as quickly as possible for this growing number of students.

Our ongoing work with the NHS in the Edinburgh area seeks to ensure easier access to mental health services for students and seeks to improve the students experience of working with multiple service providers.

Our Suicide Safer plan remains a key focus of our strategy and a team of staff and student association colleagues meet regularly to support the delivery of a wide range of actions focused on prevention, intervention and postvention practices. Our Plan was developed using guidance from Universities UK and from Papyrus (UK suicide prevention charity).

Our Strategy also focuses on developing opportunities to embed mental wellbeing into core learning and teaching strategies, policies, and practices. An example of our work in this area saw the Department of Learning and Teaching Enhancement (DLTE) deliver their 'Focus on Inclusion' series of staff development workshops in May and June 2022. The three strands of activity focused on:

- Decolonising and creating an anti-racist curriculum
- Supporting disabled students
- Embedding mental health and wellbeing

5. Mainstreaming our approach to Equality, Diversity and Inclusion

We recognise that we must continue to reflect on and take action to embed and mainstream EDI in all that we do. As we progress on this journey, we understand that we face many related challenges and barriers, not least the challenge of working with a large and transient student population and a student and staff population with changing needs and expectations. We will take time to explore these challenges with staff and students over the next 12 months by holding a series of events and workshops to encourage open discussion and the sharing of experiences and knowledge in order to identify new priorities for action.

In addition to reporting on our Equality Outcomes we aim to use this report as a place to note the wider activities underway in our university to mainstream our EDI work and that this, together with the case studies we have included, will provide a round picture of the effort we are making to progress our public sector duties.

Key areas of strategic activity:

British Sign Language Plan

Our British Sign Language (BSL) Plan covers the period 2018-24 and is currently under review to identify remaining priorities for delivery over the final year of the plan. We are also focusing on how best to sustain those areas of the Plan successfully delivered to date and to identify new areas of activity for 2024 onwards.

Key developments over the last 2 years include:

- **Staff and student training**. The University has continued to partner with Deaf Action to offer BSL awareness classes and tasters to staff and, working with our students' association, to students. Participation rates continue to be strong.

- **BSL Champions scheme**. The Staff Wellbeing team has scoped and successfully recruited to a new BSL Champion role. We aim to have champions close to hand in each academic School and professional services area who have engaged with a greater level of deaf and BSL awareness training and who can support new Deaf colleagues.

In addition, a detailed staff guide has been written and published to offer guidance on issues that may face BSL users in their daily working life and how to anticipate and address them.

- **Partnership working**. The University is an active member of the new partnership that brings together all four Edinburgh universities to support each other in BSL-related teaching and research. The partnership Memorandum of Understanding was formally launched in Autumn 2022.

- **BSL Plan Delivery group**. The group has reviewed its effectiveness and worked to strengthen its membership and integration with aligned University activities. An open meeting in early 2022 brought in new members, energy and focus. Our original action Plan has been reviewed, progress checked and refined to provide a focus on 11 key actions to deliver over the remaining period. The Delivery group now also benefits from reporting to the Inclusion Committee and meetings have been convened by members of the University Leadership Team.

Gender Equality Plan

Our updated staff data tables for the last two academic years (2020/21 and 2021/22) show a wide range of information connected to gender at the University. These can be read in conjunction with our Gender Equality Action Plan (2021-2025) and in addition to our Equality Outcomes noted above (EO2, EO5 and EO6) key indicators of progress made over the last two years include:

- Of those staff who work at grade 8 and above, 43% (n. 48) are female and 57% (n. 64) are male. Of those employed at grade 10 and off scale, 53% are female (n. 19) and 47% are male (n.17). This represents progress since our baseline was established in 2021.With an overall increase of 8% in senior roles held by female staff.
- Overall, the respective proportion of female to male academic staff has not altered significantly over the last 2 years – 46.3% are female (a reduction of 0.3% on the previous year) and 53.7% are male (an increase of 0.3% on the previous year).
- The percentage of female staff employed as academics at Edinburgh Napier (46.3%) is slightly higher than the Scottish average (45.6%) and slightly less than the UK average (47%).
- The percentage of female staff employed in professional services roles at Edinburgh Napier (64.9%) is slightly higher than the Scottish (63.4%) and UK (62.5%) average.
- There is good gender balance across Court (the Governing Body), the University Leadership team and our wider Senior Leadership Team (SLT):
  - Court is made up of 11 female and 13 male members;

- o ULT is made up of 4 female and 3 male staff;
- o SLT is made up of 9 female and 8 male staff.

We have committed to look at academic workload allocation data to ascertain whether there are any disparities in the allocation of pastoral or administrative activities, which may be perceived to have less value, based on gender. A reporting tool has now been developed and we aim to review our position later in 2023. The pandemic has shown that in UK society women still bear the greater burden when it comes to caring responsibilities. In support of this, we will look at how well our flexible working arrangements work for staff with caring responsibilities in practice.

Data from the last 3 years indicates that there is currently a 60/40 split in favour of male Honorary Graduates. An Equality Impact Assessment has resulted in a revised approach to our communications on the nomination of honorary degree awards. This aims to encourage staff to make nominations from underrepresented groups, that diversity monitoring forms should be provided to all emeritus and visiting appointees and completion encouraged, and an annual diversity analysis of nominations, recommendations and conferrals should be submitted to Court.

The annual progress and update report on our Gender Equality Plan will be made to our Inclusion Committee by the end of 2023 and the report added to our Equality and Diversity web pages.

Equate Scotland

The University continues to benefit from formally hosting and supporting Equate. Based at our Craiglockhart campus, Equate Scotland 'aims to make a positive difference for women in science, engineering, technology, and the built environment and actively work to change cultures in organisations and academia.' Established in 2006, Equate has successfully operated in the sector for almost 20 years and has become the national expert in gender equality throughout the STEM sectors. The organisation aims to foster tangible and sustainable change, enabling women studying and working in these key sectors to develop, by supporting their recruitment, retention, and progression.

Case Study 3: Bleedin' Saor and Bleeding Free: Period poverty, period dignity and menstrual education

What was the initial issue and what change did we want to see?

Bleedin' Saor is a sustained campaign, developed in early 2019 by students and staff to raise awareness of period poverty. The project has been co-ordinated by Product Design lecturer,

Ruth Cochrane, Dr. Kirsten Macleod and School of Arts and Creative Industries' placements officer, Lindsay Morgan. Our work has benefitted from funding from Santander Mobility Grants and other funding initiatives.

What did we do?

The Bleedin' Saor campaign has been multi-faceted, including the launch of the 'Bleeding Free' documentary which looked at topics such as period poverty, period dignity and menstrual education both in Scotland and overseas in Uganda. The film premiered online in 2021 during the pandemic and received its festival premiere at the Hobnobben Film Festival in the US in 2021.

The collective visited Uganda in 2019 as it took its campaign to East Africa to join global efforts in the menstrual movement. The 10-day trip saw the group meet with and interview members of a number of organisations within the country who are fighting for better period product provision, gender equality and women's' rights.

The team met staff at the Girl Up Initiative which aims to empower women and girls through menstrual education, including taking their message out onto the streets of Kampala. The collective also viewed menstrual health workshops in primary schools and saw first-hand how social enterprises producing re-usable sanitary pads can help sustain local communities as well as enable girls to stay in school longer.

The trip also saw the Bleedin' Saor team meet up with Irise International which aims to create menstruation friendly schools in Uganda. With the charity, the team met with elders who support women and girls in their communities and presented their own ideas to a primary school in Buwenge, a town in the Eastern region of Uganda.

Closer to home, the documentary also captures the work of the collective and its three designers – Sam Calder, Hannah Stevens and Brogan Henderson – as they worked with the University and the Hey Girls social enterprise to design two new period product dispensers.

The final design has been used by Edinburgh Napier to make period products free to all who need them within the University's campuses. The free products at Edinburgh Napier have been made available thanks to Scottish Government funding.

What was the impact?

Dr Kirsten Macleod, programme leader and Executive Producer of the film, said: "We have been pleased to be able to share this film and showcase how Scotland is leading the world in providing free access to period products alongside the amazing work being done here and in Uganda on menstrual education and support. This is a global issue that will change the lives of millions of women and girls."

The project won the 2021 Times Higher Education award for Outstanding Contribution to Equality, Diversity and Inclusion.

Images from the Bleedin' Soar project
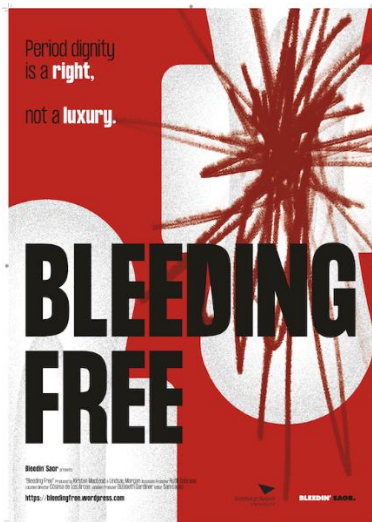
| Documentary poster | Diana – participant | Bleedin Saor designers |

Race Equality Plan

Our Race Equality Action Plan was developed in partnership with staff and students as a direct response to the Equality and Human Rights Commission report into racial harassment in the Higher Education Sector and to the murder of George Floyd.

Staff and students reported how important it is to see "people like me" in creating a feeling of belonging, of encouraging the aspiration to progress and of feeling safe and supported in all stages of their journey. We have noted progress above under EO1 and EO6 activities that support our Race Equality Plan – for example our success in increasing our minority ethnic staffing from 8.1% in August 2021 to 10% at August 2022.

Ethnic minorities face particular challenges with regard to wellbeing, some of these arising from socio-economic inequalities and barriers to accessing public health care services. Evidence also underscores the issue of trauma related to the experience of harassment and discrimination. In response, we continue to actively and intentionally build our understanding of these challenges and the Wellbeing and Inclusion team continue to engage with students from minority ethnic backgrounds to understand access barriers. A recent example was an event during Black History month: "Let's Get Together". This invited students to meet with the Wellbeing & Inclusion team for a discussion on race and equality and our Disability Inclusion team working with Passion4Fusion to examine the intersections between race and disability.

The Counselling and Mental Wellbeing team are currently planning several focus groups to deepen their understanding of the experience of male and minority ethnic students. These will be delivered and analysed in 2023 to assist the team in their planning for the following year.

As noted above and aligned to the Race Equality Action plan is the work underway to decolonise the curriculum and development of anti-racist work. Details are included in the case study below of one strand of this activity and other work includes a funded project on 'Decolonising the Curriculum in the School of Applied Sciences'.

We continue to recruit a racially diverse student population, with over a quarter of our students registering as Black, Asian or minority ethnic (including UK-domiciled and overseas domiciled) studying on a UK-delivered programme of study. The proportion of enrolments of Black and Minority Ethnic (BME) group students who were UK-domiciled has increased from 7.3% in 2017-18 to 9.9% in 2021-22. For comparison, the proportion of BME students studying in Universities in Scotland is 10.5%.

The continuation rates over the period of this report show that BME students perform better than white students with 90.9% continuation from year one to year two compared to 89.7% of white students. However, in relation to attainment, BME students do less well in attaining a first or upper second class honours degree 78.5% compared to 84.3% of white students. This awarding gap is statistically significant over a period of five years and further work to explore and identify actions to reduce this are underway including at academic School level. We aim to gain better insight into whether some subject areas are more impacted than others and to develop localised responses where required.

We have partnered with Santander to share and promote information about their Union Black training programme, a six-hour modular course, developed in partnership with the Open University and accessible for all staff and students. The revised shorter version of this course was recently promoted to students and staff during Black History month in our student newsletter, and staff communications.

Case Study 4: Student Partnership in Decolonising the Curriculum

What was the initial issue and what change did we want to see?

We gained funding from Quality Assurance Agency (QAA) Scotland from 2022-23 to build on our work 'Decolonising the Curriculum in the Time of a Pandemic' (2021-22) into a broader Anti-Racist project being led across the Scottish sector by QAA Scotland and Advance HE.

Our Decolonising the Curriculum project seeks to ensure diverse voices and perspectives inform and shape our curricula including partnering directly with students.

What did we do?

We worked in collaboration with colleagues across higher education in Scotland and a student intern to identify and take forward a range of recommendations. These sought to strengthen connections, to create open spaces for discussion and practice-sharing, and to amplify the plurality of voices shaping this important work. Our learning from these previous two years have taken us into our final year of funding where the project lead and a student consultant are making a digital artefact to record the multiple voices that have fed into our project to 'storify' their learning experiences and to create a resource for staff to help them to understand how they can enhance their learning and teaching approaches.

What was the result? What difference did we make?

1. We learned two key points in the course of this work. Firstly, that there is always the 'Danger of a Single Story' and that each individual needs to recognise and acknowledge this, and secondly that this work can only take place through staff-student partnership.
2. Changing staff-student relationships.
   We recognised and demonstrated there are significant and exciting implications for the ways in which we listen and talk with our students in the process of decolonisation work**.**

We delivered a number of dissemination events that demonstrated that there is interest and demand for student engagement around decolonising topics. We also learned more about the power and impact of taking this work forward in genuine staff/student partnerships and in the process how this serves to decolonise our very academic identities and practices.

What next?

We aim to continue to share this work internally at Edinburgh Napier, as well as at external events, so that we can continue to reflect with all of our staff and students on the questions 'How can you decolonise your curriculum? Why does it matter so much'?
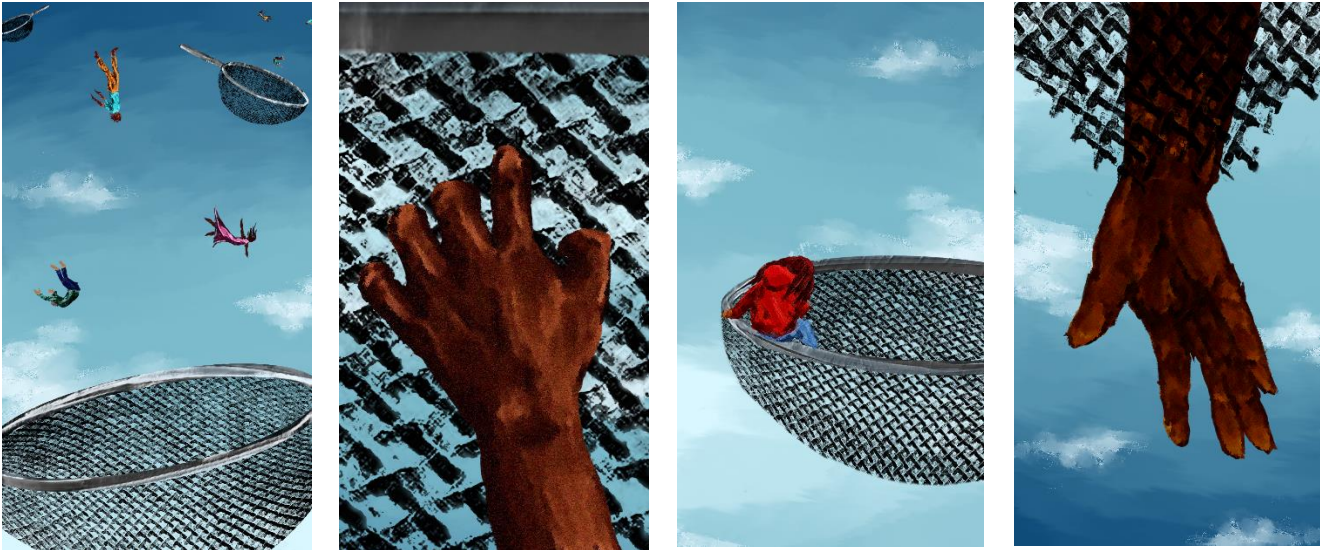
Art created as part of the Student Partnership in Decolonising the Curriculum

Student Perspectives. **Artist**: Jasmine Millington

Procurement

Our Procurement Strategy includes a commitment that relevant economic operators are considered equally and without discrimination in regard to age, disability, gender reassignment, pregnancy and maternity, religion or belief, sex, sexual orientation and are also acting in a transparent and proportionate manner.

As we are a public body our efforts to meet our needs for goods, services, works and utilities through procurement procedures cannot be an end in itself. Rather, each procurement process must also consider how it can improve economic, social, and environmental wellbeing, facilitate the involvement of small and medium enterprises, third sector bodies and supported businesses in the process, and promote innovation.

For this reason, to identify suitably qualified and experienced bidders, all suppliers who bid for any regulated procurement exercise, must complete the Single Procurement Document (Scotland) which intends to remove barriers to participation in public procurement.

We actively engage with nationally provided advice and guidance to ensure that we help achieve a high-value, inclusive and sustainable wellbeing economy, including paying the real Living Wage (Edinburgh Napier University is an accredited Living Wage employer).

To follow Scottish Government advice, we aim to make use of Frameworks, where possible, that have included Fair Work Practices questions within their

tender exercise to guarantee that the appointed suppliers have committed to fair work practices and support Fair Work First for workers.

Scottish Code of Good Governance:

As part of our response to the Code of Good Governance our Court has developed and approved a statement of its goals and policies regarding the balance of its independent (lay) members in terms of equality and diversity as follows:

 "The Court of Edinburgh Napier University is committed to equality and values diversity in its membership. In selecting lay members Court's goal is to appoint the best possible individual for the position on their merits, regardless of their personal characteristics, but in doing so Court will take into account the balance of its lay membership in terms of equality and diversity with a view to enhancing the diversity of its lay membership where appropriate."

Our requirement to regularly review performance and progress against these goals and policies is undertaken by Court's Nominations Committee which reviews and considers the current balance of lay membership (including consideration of EDI monitoring data).

As a result, the Nominations Committee has actively sought to enhance Court's diversity (both in terms of individual characteristics and background/experience). It has taken action to enhance the diversity of Court members in relation to ethnicity and age both through the members immediately appointed and also those candidates being developed and considered for future membership. In addition to using appropriately worded and targeted advertising, specialist recruitment consultancy support has been engaged to attract suitable candidates reflecting a broader range of diversity including individuals capable of being developed into a Court membership role. Close attention continues to be paid to achieving the aspirational 50% of either gender target (the gender representation objective) as set out in the Gender Representation on Public Boards (Scotland) Act 2018.

In addition, Court has recently appointed a number of members from outside Scotland and has actively removed barriers to participation by running Court and Court Committee meetings in hybrid format.

Court members continue to receive reports relating to Equality, Diversity and Inclusion and engaged in an innovative EDI event at a recent away day with the Human Library.

Case Study 5: Embedding Equality, Diversity, and Inclusion within placement practice.

What was the initial issue and what change did we want to see?

Our Careers, Employability and Placement team (known as Student Futures) recognise that universities have an important role to play in reducing inequalities, enhancing inclusion and celebrating diversity within their communities. Equality, Diversity and inclusion is an important aspect of placement practice because this ensures that placement opportunities serve and meet the needs of all of our student population. Our commitment to EDI within placement practice is developing in numerous ways, some of which we have outlined below.

What did we do?

- We have reviewed our placement recruitment practices, for example, our placement template job descriptions have been updated to include language around inclusive hiring and a disclaimer around the required skills and qualifications to try and encourage applications from less confident students or those from backgrounds that are statistically less likely to apply for vacancies unless they meet all criteria. Similar additions have been made to the placement Good Practice Guide (including reference to the AGCAS Social Mobility Toolkit). We encourage all of our placement hosts to consider principles of equality, diversity and inclusion throughout all stages of the placement process.
- Our placement paperwork has been updated to include reference to our safeguarding policy, improve our communication of EDI related aspects, on how to make a complaint as well as the inclusion of a student declaration which covers a variety of areas, including health & safety, emergency procedures and how to report any issues connected to equality, harassment & bullying.
- We have created digital resources for students on 'finding a placement organisation that shares your values' to encourage students to do their research into a potential placement organisation before applying.

All of our students now have access to newly created digital resources on our Student Futures Career Hub.

What next?

Future work will involve enhancing how we support disabled students on placement.

Edinburgh Napier | STUDENT FUTURES
UNIVERSITY

Finding a placement organisation that shares your values

- What is important for you when looking or a role?
- Large/small or established/start-up company?
- What does the company's culture look like and how do they treat their employees?
- What is the organisation's main goal?

CareerHub resources can help you to identify your professional values and how you can research prospective placement companies to ensure they shares these.

We support you

Edinburgh Napier | STUDENT FUTURES
UNIVERSITY

At Edinburgh Napier University, we are proud of the diversity of our students and graduates.

We are here to support you however you identify your gender, sex, race, sexuality, marital status, parental status, age, disability, religion or belief.

Your Placement Service is inclusive, impartial, and welcoming. Any advice or information we give is tailored to your personal goals and aspirations.

If you would like individual advice to suit your needs, then please contact us at studentfutures@napier.ac.uk

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6. Equal and Gender Pay statements

Our Gender Pay Gap report and Equal Pay statement will be published at the end of April 2023 on our website.

7. Conclusion and next steps

This report seeks to demonstrate the efforts being taken across our University to meet our equality duty and to embed inclusion as one of our core values. We believe that we are enriched by the diversity of perspectives, cultures and backgrounds brought by our staff and students to create our global community. We are committed to the creation of a positive environment where diversity and inclusion is celebrated and everyone is treated fairly regardless of sex, sexual orientation, gender reassignment, disability, age, ethnic origin, religion or belief, marital or civil partnership status or whether pregnant or on maternity leave. We intend that this report and the accompanying staff and student data reports provides an effective snapshot of the progress we have made to date.

The remaining period of our Equality Outcomes takes us through to 2025. During that timeframe we aim to prioritise:

- Building on the successful delivery of our Equality Outcomes based on:
  - Shared endeavour from across the University.
  - robust reporting and active engagement by our Inclusion Committee members and its working groups.
  - qualitative and quantitative outcome measures, and,
  - identifying, addressing and removing barriers and challenges.
- Understanding our legacy and planning for new actions from 2025 onwards through detailed planning to identify:
  - where activities need to be continued, changed or ceased.
  - emerging future priorities, and,
  - amending our activities and focus based on external developments, for example, due to changes in legal frameworks.

As noted above the Scottish Funding Council has established new National Equality Outcomes. The 'Tackling Persistent Student Inequalities Together' document sets an expectation that colleges and universities demonstrate their contribution to the new National Equality Outcomes, which cover UK protected characteristic groups. As a result, we aim to revisit our Equality Outcomes Plan before the end of this academic year to take the new guidance into account.

8. Closing remarks

As Chair of Court and on behalf of my fellow Court Members, we hope you enjoyed our Mainstreaming Report 2023 setting out the activities undertaken, and progress made by the Principal, Leadership Team, staff, and students at Edinburgh Napier. There is much to be positive about as the University sets about tackling and eliminating unlawful discrimination, addressing equality of opportunity, and fostering good relations amongst all of our community. The recent "Your Voice Survey" further positively reinforces the work being undertaken by the University to meet our Equality Outcomes 2021-25.

ENU Court is equally committed to creating a culture where diversity and inclusiveness sits at the heart of who we are as a committee including being representative of our community. A key part of our role is to seek assurance that the University continues to create an environment where everyone is treated fairly, regardless of who they are and background. We will be supporting and engaging regularly on further progress and insights the team is actioning in pursuit of the 2021-25 Equality Outcomes over the coming year. University Court also has its own work to do on EDI, and our most recent Court Effectiveness Review undertaken by Advance HE, highlighted and challenged us to consider where we needed to do more. Whilst we are making good progress, as Chair of Court, I will endeavour with my fellow Court Members to ensure we also commit to follow through on the agreed recommendations.

I am personally proud of the progress the University is making to ensure we value every individual, their cultural background, their diverse perspectives and feeling part of an environment that values inclusion. How else can we create a society for the future without embracing and valuing all that each one of us has to offer and contribute to an ever changing, complex and challenging world. We are all committed to being part of an environment where we are enriched by the diversity of backgrounds, we are free of discrimination, feel safe, care about each other, are supportive of our health and wellbeing and each of us can be their full self to fulfil on their goals, talents and potential.

June Boyle
Chair of Court

Glossary

AFN	Armed Forces Network
AI	Artificial Intelligence
BME	Black and Minority Ethnic
BSL	British Sign Language
CBT	Cognitive Behavioural Therapy
DLTE	Department of Learning and Teaching Enhancement
EDI	Equality, Diversity and Inclusion
EHRC	Equality and Human Rights Commission
EIAs	Equality Impact Assessments
ENSA	Edinburgh Napier Student Association
ENU	Edinburgh Napier University
EO	Equality Outcome
ESEC	Education and Student Experience Committee
GBV	Gender Based Violence / violence based on gender
HCI	Housing, Construction and Infrastructure
HE	Higher Education
HESA	Higher Education Statistics Agency
HR	Human Resources
L&T	Learning and Teaching
LGBT+	Lesbian, Gay, Bi and Trans
NMC	Nursery and Midwifery Council
PGCert	Postgraduate Certificate
POC	People Of Colour
PSED	Public Sector Equality Duty
QAA	Quality Assurance Agency
REF	Research Excellence Framework
SACI	School of Arts and Creative Industries
SAS	School of Applied Sciences
SCEBE	School of Computing, Engineering and Built Environment
SFC	Scottish Funding Council
SHSC	School of Health and Social Care
SLT	Senior Leadership Team
STEM	Science Technology, Engineering and Maths
TBS	The Business School
UF	Unconditional Firm
UG	Undergraduates
ULT	University Leadership Team
VOCAL	Voices of Carers Across the Lothians

Appendix – Staff Networks Update

The creation of Staff Inclusion Networks was a key feature of the Inclusion Strategy approved by Court in October 2016. Since then, we have launched 6 networks.

Our networks make it easier for our colleagues to connect with others who will have had similar experiences or have similar outlooks. They encourage informal conversations and the support that peers can offer to each other. They also assist the University to better understand the lived experience of key groups of colleagues. These networks, run by staff for our staff, are key in building inclusion into our everyday policies, procedures and most importantly our behaviours. All staff members can join the events organised by our networks.

The networks co-leads are all volunteers and work towards increasing engagement and making sure their activity is driven by the needs and wants of their members. Our current group of networks are:

1. Armed Forces Network
2. BAMEish Network
3. Carers Network
4. Interfaith Network
5. LGBT+ Network
6. Women's Network

Support to the networks is provided by a Sponsor, part of the Senior Leadership Team, and from a Project Coordinator who works as part of the Wellbeing and Inclusion service. Regular updates from our networks are provided to the Inclusion Committee.

Armed Forces Network

The Armed Forces Network (AFN) is a non-exclusive group which is open to all employees and also to our students who wish to show support to the whole Armed Forces community (reservists, veterans, family of those in current service or who have been in service and those still in active service).

We have hosted many informal and formal gatherings/meetings of the network over the last two years to ensure members are regularly able to come together. Each year we have acknowledged Remembrance Day and used the day to remind staff and students of the wellbeing support available to them. We also celebrate Armed Forces Day and in June 2022 we welcomed Brigadier Jill

Wilkinson as a guest speaker to highlight her experience of climbing the ranks in the army.

Key activities have been around student support. Following on from a request from the network, students who are reservists now have the opportunity to request an extension on deadlines for course work submission as they are required to attend training nights and annual campus. The AFN also has an online Moodle site and staff and students are invited to self-enrol. It provides a virtual platform for connecting staff and students with a common interest in supporting the Armed Forces community and to consolidate the university's military-related work. A link to the Moodle page is available here: Course: Armed Forces Network (napier.ac.uk)

Going forward, an opportunity has arisen for the AFN to collaborate with local Service Units and this will provide opportunity for activities and engagement. The appointment of a new AFN Student Co-Lead will also allow the network to deepen engagement with our students from the armed forces community.

BAMEish

The BAMEish network aims to create a space for Black, Asian and Minority Ethnic Staff to feel visible, valued and culturally recognised. It is a community where members and allies come together to address racism and transform how we define inclusion.

Due to staff turnover and absence, the Network is currently in a short period hiatus, with the central email inbox remaining active. There have been challenges to gain membership from Black and Asian colleagues. Therefore, the Network membership consists primarily of White allies, rather than people of colour (POC).

Going forward, our focus will be to communicate the importance of having POC members within the network and we aim to create an online/staff engagement campaign to encourage Black, Asian and other POC to become members.

Carers Network

The University Carers Network is a supportive and engaged group of staff with a diverse range of caring responsibilities or keen interest in care issues. It provides a valuable platform for discussion of the many issues affecting the balance between work and home.

A number of events were organised in 2022, including informal coffee catch-ups (both online and on campus), two sessions on wellbeing for carers, and a workshop on legal support, during Carers Week in June. Although attendance can be low, feedback from colleagues who attended was very positive. A new

Co-Lead joined the network in October 2022 and is working to establish the future direction of the network.

Next, we hope to achieve Level 2 of the Carer Positive Award. We are recognised as a Carer Positive employer having achieved the Level 1 (engaged) award from Carer Positive Scotland. We also plan to deliver training sessions with our partner Voices of Carers Across the Lothians (VOCAL), primarily to help managers identify and support carers within the workplace.

Interfaith Network

The Interfaith Network recognises the diversity and richness of our faith communities and the contribution they make across the University. We respect and celebrate all faiths and encourage open dialogue about what we believe, so that everyone feels empowered to bring the whole of themselves to work and to enhance understanding around the University of different faiths.

The network organised an event during Scottish Interfaith Week to provide an opportunity for colleagues to share their personal stories and the importance of faith and belief to them, as well as to reflect on the faith diversity in the University.

The network continues to work closely and in tandem with the University's chaplaincy and is represented on its steering group.

One of the challenges faced by the network is ensuring enough time can be made available to develop and support their activities. The network continues to explore how it can organise more and larger scale events without significant staff time being available. As a result, with approval from the Director of People and Services and the Finance department, the network is seeking to redirect some of its allocated budget towards the University's student hardship fund, recognising the particular pressures placed on students by the rising cost of living.

Going forward, the network is exploring the question of best practice on managing discussions around faith in the workplace. We will engage with other organisations to see what guidance is being used and report this back.

LGBT+ Network

The staff network enables LGBT+ colleagues to come together to share information, learn together, socialise and support each other. By signaling a LGBT+ presence on campus, the network aims to ensure that a comfortable and fully inclusive environment is maintained in which everyone can each reach their full potential without fear of discrimination.

The network has continued to provide support and information to members. For example, reaching out to colleagues in light of Westminster blocking the Scottish Government's Gender Recognition Reform Bill, to offer support and a respectful

discussion of the issues. We also share the newsletter from LGBT Health And Wellbeing as they offer vast amounts of information, support and activities that includes intersectional identities (disability, gender, ethnicity, refugee status, age).

We have developed a session for colleagues titled "Pro at Pronouns", in response to a request from staff for support around this. This session intends to support sharing, respectful questioning and exploring the confusions which people may have been uncomfortable to raise.

We have supported the university on questions about the university's visual support of LGBT+ Pride Month and how this reflects the university's values. Our main events have been to support and attend the Edinburgh Pride March, a annual gathering for Transgender Day of Remembrance, and monthly Coffee and Catch-Up sessions, alternating between online and face-to-face on each campus.

Going forward, we plan to extend the offer of the "Pro at Pronouns" session and to strengthen our partnership with LGBT Health And Wellbeing.

Women's Network

The Women's Network's vision is to create a forum to champion gender equality, promote the voice of women and influence meaningful change within the university environment.

As part of the relaunch of the network we held a series of vision sessions to determine the network membership and terms of reference. The sessions allowed us to identify topics of interest for the network, types of events required and to recruit members to support the network activities. We were able to determine the network's identity statement, our aims and our vision.

We have organised a number of online and face to face gatherings:

- International Women's Day 2021 and 2022: online presence with members posting on our social media pages to show their support for the celebration and the theme.
- Meet and greet on campus event – September 2022: an open event to meet other members and introduce the network aims and list of planned activities.
- Women's network social event – Christmas 2022

Determining an identity for the network has been challenged by the national debate on gender and gender recognition. Our position is that we welcome all who wish to support our aims and vision as members or allies of the network. We appreciate that our meetings need to be 'safe spaces' to discuss sensitive topics

and that some members may feel it is inappropriate to have these meetings as open forum.

The restrictions, due to the Covid pandemic, on social contact proved a challenge when relaunching the network and has delayed a full programme of events. As the university is now operating a hybrid approach to on campus/online working this has affected the number of people attending our on-campus events. As one aim of the network is to build peer support for women across the university this has been impeded by lack of social contact. As we evolve our working practices we will continue to work to identify the best means of building community and delivering our vision.