

EDINBURGH NAPIER UNIVERSITY
EQUALITY AND DIVERSITY COMMITTEE
STUDENT DIVERSITY REPORT 2010/11

Background and Context

1. The University published its Equality Scheme and Action Plan 2010-13 in November 2010 and made a commitment to report on progress at yearly intervals. This report is the first annual student diversity report since the University combined all its equality and diversity-related activity into one document.
2. This report is produced against a backdrop of continuing uncertainty surrounding exactly what will be covered by the Scottish Public Sector Equality Duty. The revised draft regulations are still at consultation stage and a publication date for the final regulations has yet to be announced. Committee may however be comforted in the knowledge that the University is well-placed in each of the major consultation areas. A summary of the questions posed can be found at <http://www.scotland.gov.uk/Publications/2011/09/09134605/1>
3. In the interim, the Scottish Government has advised institutions to continue complying with each of the Duties that were in place prior to the enactment of the Equality Act 2010. The Equality and Human Rights Commission has advised similarly but has added that institutions should focus on achieving outcomes rather than concentrating on process-driven activity. In particular, the guidance advises focusing on meeting the equality duty by focussing on Section 149 of the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011. As previously reported, the University's Equality Scheme and Action Plan 2010-13 was produced with this in mind.

Alignment to Strategic Objectives/External Policy Driver

4. The information summarised in this report aligns with the University's overall mission statement and in particular with its stated objectives:
 - To be academically excellent
 - To develop confident employable graduates
 - To achieve the highest standards

Summary of the data

1. The collection and interrogation of diversity data for potential barriers to equality of opportunity forms a key part of the University's practice and is required under Specific Duty obligations. The Equality and Diversity Committee has received several reports and updates on the development of diversity data sets from the Head of Policy, Planning and Intelligence.
2. The culmination of this work has resulted in an extensive suite of student-related reports that can be used for comparative purposes with the data produced by the Equality Challenge Unit¹ (ECU).
3. Applications data by gender shows that the University attracts roughly the UK and Scotland average of 57% female and 43% male. Despite a small decrease in total applications in 2007/8 to 2008/9, a turn-around occurred in 2008/9 to 2009/10 with an increase in applications of just over 5% (see appendix 1 for further more detailed analysis).
4. Among disclosed disabilities by applicants, dyslexia, dyspraxia and ADHD continue to form the largest category. The greatest proportion of disabled applicants were from the 18-20 age group, as has consistently been the case since 2007/8.
5. Applications by age group show that there has been a slight increase from those under 21 applying for undergraduate courses. This may be due to a number of factors, including the general paucity of jobs and a desire to avoid increased tuition fees. This is consistent with the overall UK picture.
6. Enrolments data shows an increasing student population for the last three years with the female/male split remaining a constant 54% female and 46% male. This mirrors both the Scottish and UK-wide picture.
7. The percentage of enrolled students declaring a disability is 8% which again mirrors the national picture and it appears from the applications versus enrolment data that declaring a disability at application stage does not result in disadvantage (i.e. 1157 potential students declared a disability and 1160 were enrolled in 2009/10).
8. The percentage of UK-domiciled minority ethnic students enrolled at the University shows a slight increase to 15%, which is below the national average of 18%. However, according to the latest ECU statistics, the

¹ Equality Challenge Unit: *Equality in higher education: Statistical report 2011. Part 2: students*

percentage of minority ethnic students enrolled at the University is considerably more than the Scottish average of 6.6%².

9. Mature students continue to form a majority and are predominately studying part-time and of these female students comprise a majority (55%).
10. Continuation data shows an improving situation for both male and female students for the last three years with a significant increase in the percentage of continuing male students particularly from 2008/9 to 2009/10.
11. The 35-39 age group have the largest percentage of students continuing or qualifying compared to other age groups and is an improving situation as this group had the worst rate in 2007/8.
12. 'Black' students have the lowest continuation scores of all ethnicities. Although the numbers are very small, the trend is consistent with UK trends and this is an area where further work may be required.
13. A higher percentage of female students have been awarded 2:1s than males and a higher percentage of males have been awarded 2:2s than females for three consecutive years. The data shows that in all classes of degree attainment, the gender split is consistent with the national picture.
14. Age group differences have remained fairly constant over the last three years and the two older age groups, 25-29 and 30+ attained a greater percentage of 1st class degrees.
15. The percentage of 'White' students gaining a 1st has remained relatively stable for the last three years. The percentage of minority ethnic students gaining a 1st has dropped from 12% in 2007/8 to 3% in 2009/10. This does not compare favourably with ECU's national data which shows a much higher proportion of minority ethnic students gaining 1st class degrees (8.3%)³. However, it should be noted that the numbers are relatively small, making the percentage decline appear unusually acute.
16. Data from Student and Academic Services shows in 2010/11 217 academic appeals of which 129 (59%) were upheld and 88 (41%) declined. The Appeals, Complaints and Conducts Officer and the Diversity Partner have agreed that demographic data (where disclosed) will be recorded and interrogated to ensure that this aspect of the University's procedures is compliant with the Equality Act 2010.

² Ibid, p.20.

³ Ibid, p38.

17. Complaints data shows that the number of complaints where discrimination (as defined by the Equality Act 2010) is alleged to have occurred is too low (2) to allow any conclusions to be drawn. Demographic data will continue to be recorded for the purposes outlined above.

Employability

18. The University's careers service, *Careers*, provides services on all three main Edinburgh campuses of the University, at Craiglockhart, Merchiston and Sighthill and online via the Prospects e-guidance system. Face to face careers services, such as drop-in sessions are delivered in accessible locations. *Careers* works to an inclusive Delivery Statement, which is line with the commitment made in the Action Plan.
19. The new UKBA post-study work restrictions have required *Careers* to review how they can better meet the needs of international students. In 2011 job-seeking skills workshops specifically for international students were held and, although moderately successful, the attendees indicated that they felt able to attend 'open' sessions and that the material covered there was meeting their needs. The feedback suggested a need to offer service users a way to access information on opportunities in their own labour markets as an additional service and *Careers* have agreed to pilot software called *Going Global* which provides information online.

The Business School

20. The Business School hosted a very successful summer school for students and staff from the King Abdulaziz University, Saudi Arabia. This was the first time a summer school was held for a large group from Saudi Arabia and from a diversity (as well as income generation) perspective was a great success.

Scottish Resource Centre for Women in SET

21. The Scottish Resource Centre for women in Science Engineering and Technology continued to be supported by the University with a brief to support the development of women's careers and gender equality in the workplace in SET sectors across Scotland. Following a period of uncertainty about its funding, the Centre has secured around £58,000 from the Regional Coherence Fund which it plans to use in the following manner:
- to align its work with other University departments, particularly recruitment, to ensure an overt outreach to women interested in STEM subjects;
 - to hold information meetings and events focused on potential women applicants and enrolled female students;

- to develop a mentoring service for women students, linking with the Connect work in FECCI to support women students, and to encourage them to become STEM ambassadors to support outreach work to schools; and
 - to use the funding to pilot new ideas, which will be shared with other RCF institutions in order to develop good practice in this area.
22. In partnership with ENU's PTLM "new leaf" Project at Midlothian Council and Edinburgh Beltane it organised "Midlothian Women GetSET", a science communication and careers information day in Dalkeith. Four researchers from the University presented workshops on a range of science subjects with a good level of participation from local women from a range of backgrounds.
23. A mentoring programme for female staff in the Faculties of Engineering, Computing and Creative Industries and of Health, Life and Social Sciences was initiated in June 2011. An information meeting for faculty staff was followed by a coffee morning but interest to date has been limited. Efforts are ongoing to raise staff awareness of the benefits of engaging in the programme as this initiative was to have played a major role in the University's Athena SWAN Bronze Award submission.

Diversity and Inclusion Team

24. The Diversity and Inclusion Team has continued to highlight the benefits of disclosing disabilities in a range of publicity materials. The Team's systems and procedures continued to be reviewed and enhanced to encourage and improve early disclosure. Specific work is currently ongoing with the School of Nursing and Midwifery aimed at improving awareness among nursing students. The University's Admissions Policy and Code of Practice are in place, publicised on the website and arrangements in place to regularly review and monitor any related issues.
25. A new addition to the team has been the recruitment of a Mental Health Adviser. This is a welcome development as it provides further evidence of the University's commitment to tackling mental health issues as also outlined in its 'See Me' pledge.
26. Collaborative work has been ongoing through a Teaching Fellows 'Special Interest Group' on inclusive learning and teaching practice. Through the use of exemplars and case studies, School Disability Contacts have been supporting academic colleagues to further embed inclusive practice across the institution.
27. In August 2011, the University invited DisabledGo, a charity specialising in disability access issues, to audit its main Edinburgh campuses. The website allows potential staff, students and visitors to view detailed information about

the University's facilities and buildings before deciding whether or not they want to visit. The information can be viewed at

<http://www.disabledgo.com/en/org/edinburgh-napier-university>

28. A cross University Working Group was established in June 2011 with a remit to examine whether the University was meeting its obligations to new and expectant mothers. Progress to date includes an imminent proposed communication to staff and students, the development of draft policy statements and procedures and planned extension of facilities for breastfeeding and hygienically storing breastmilk. It is anticipated that the group will have concluded its work by the early summer of 2012.

Conclusions

29. The major focus of this paper has been the interrogation of student data which is more detailed than in previous years. The availability of this data coupled with the activity outlined in the Action Plan places the University in a sound position to continuing meeting its legal obligations.

Communication Issues

30. This paper is fully disclosable under the Freedom of Information (Scotland) Act 2002.

Equality Considerations

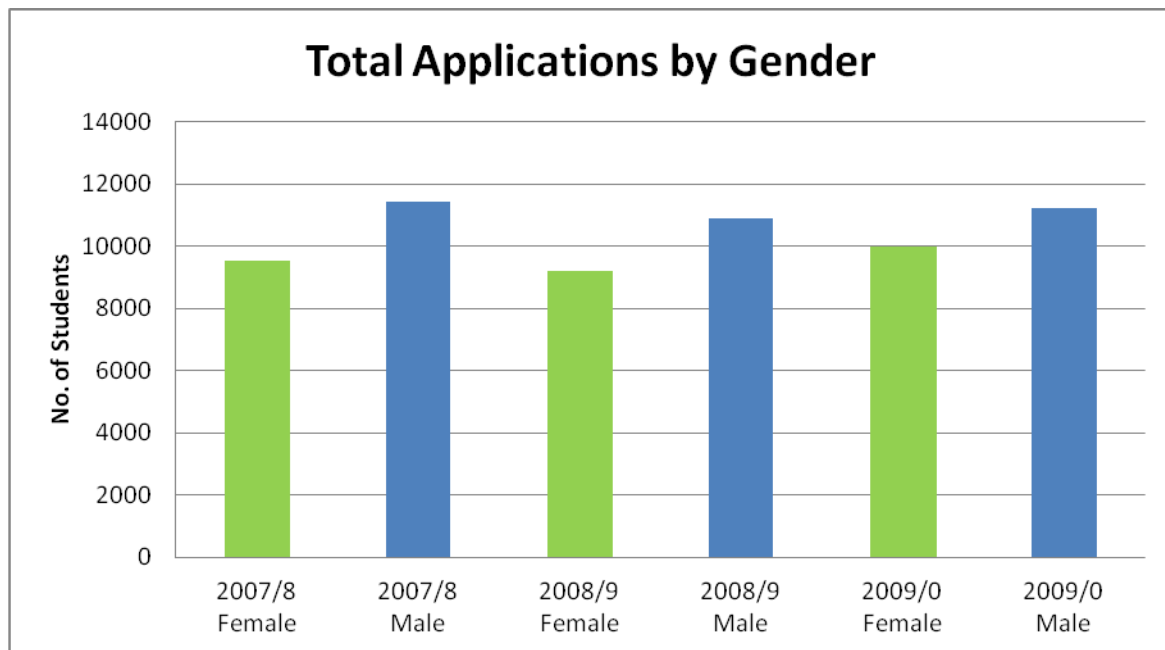
31. This paper is intended to meet the University's statutory obligations by providing comparative data for the purposes of specific duty obligations and the action taken by the University to support its general duty obligations. An Equality Impact Assessment is therefore not necessary.

Recommendations

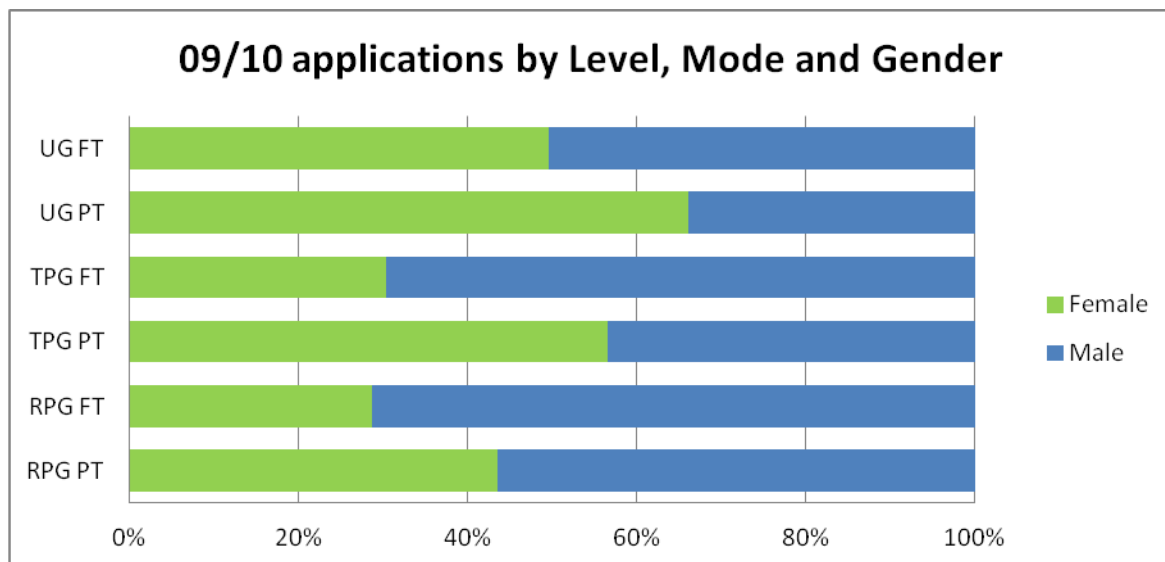
32. Committee is asked to note the contents of this paper.

Mohammed Hameed
Diversity Partner
20th February 2012

Appendix 1: Student Diversity Data

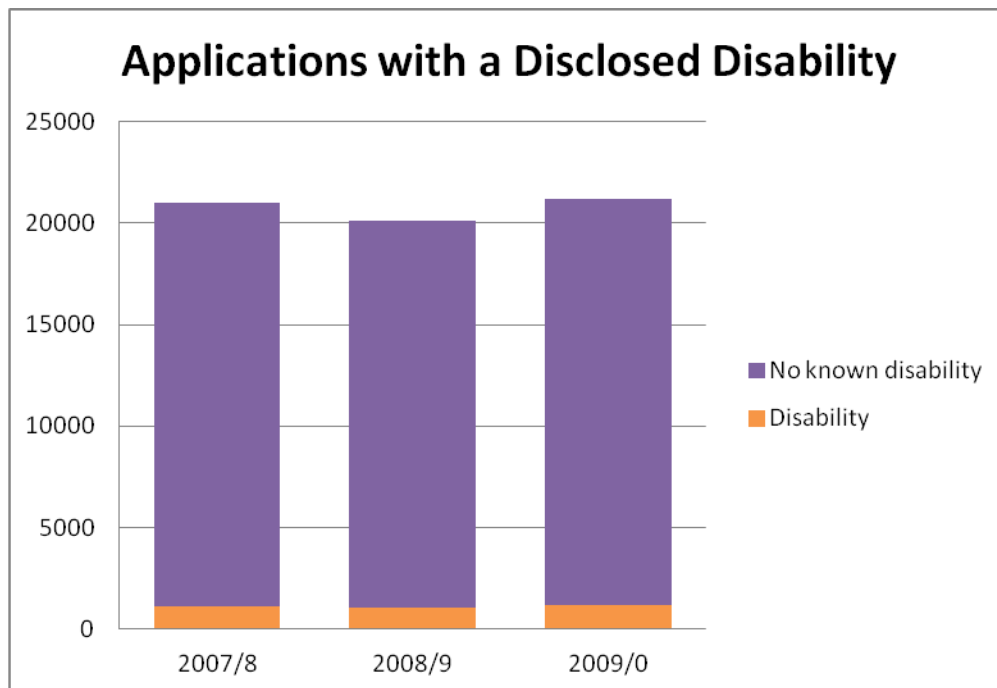


- Decrease of 4.2% in total applications from 7/8 to 8/9
- Increase of 5.6% in total application from 8/9 to 9/0
- UK and Scottish application trends have remained constant over this time period at 57% Female, 43% Male.

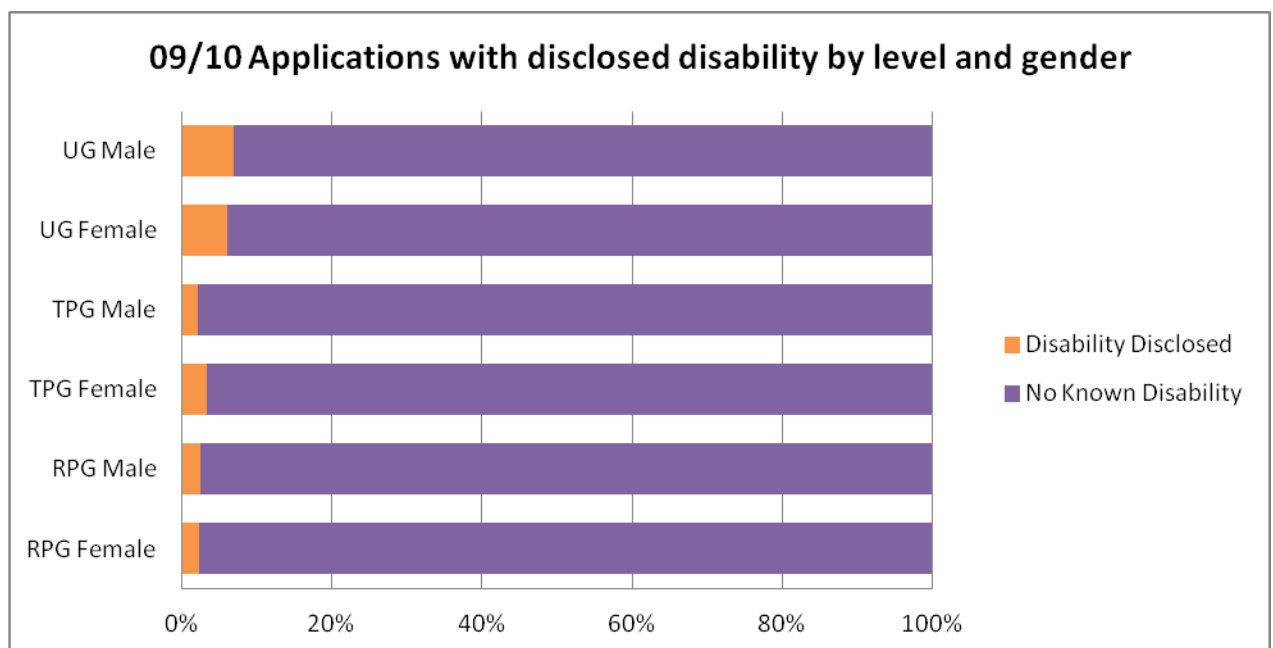


- There are differences in gender split by level and mode of study
- Increasing Female UG FT, TPG FT&PT populations
- Increasing Male UG PT, RPG FT&PT populations but small numbers.

Disclosed Disability Applications



- Disclosed disability application trends have remained constant at just over 5%



- There are differences in disclosed disability by level of study and gender
- These differences have remained fairly constant over time.

Disclosed Disability Applications by Type

DisabilityType	2007/8	2008/9	2009/0
Asperger's Syndrome	7	9	10
Autistic Spectrum Disorder	8	15	12
Blind/Partial Sighted	32	33	25
Deaf/Hearing Difficulty	50	41	47
Disability not listed	92	89	99
Dyslexia, Dyspraxia, ADHD	609	577	636
Mental Health Difficulties	75	51	64
Wheelchair User/Mobility Difficulties	30	42	34
Multiple Disabilites	27	32	37
Unseen Disability	207	171	193
Personal Care Support	2		
Grand Total	1139	1060	1157

Disclosed Disability Applications by Faculty

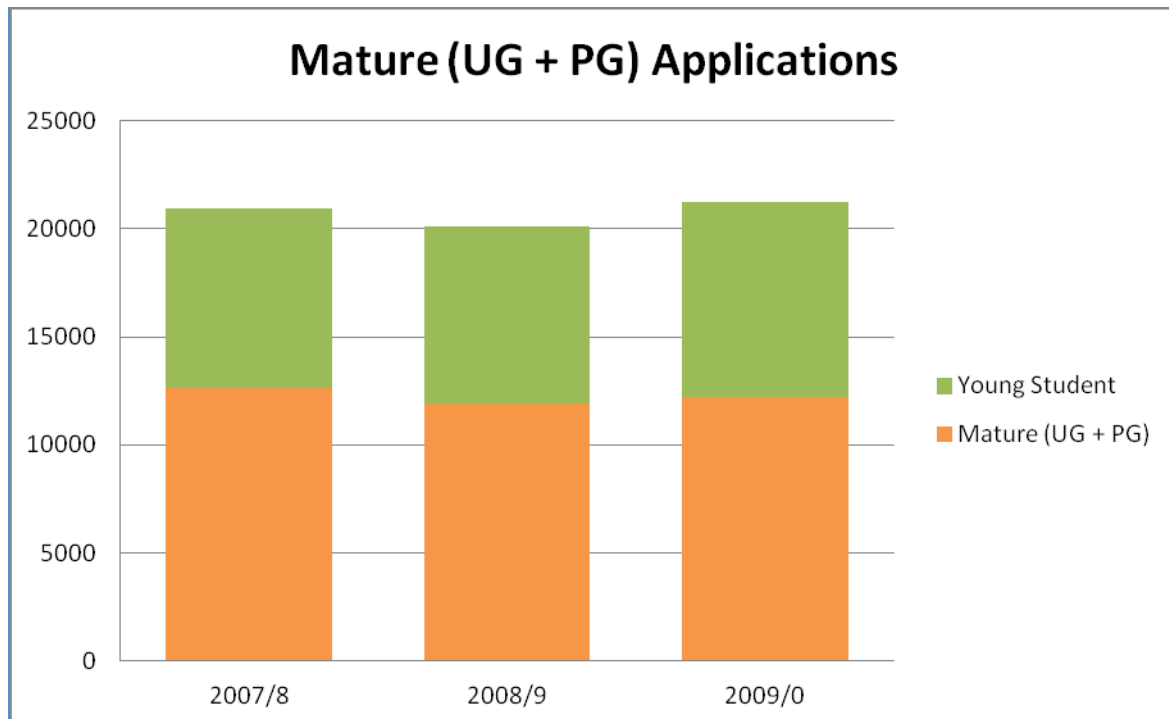
FACULTY	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
BUSINESS SCHOOL	273	24%	262	25%	263	23%
FECCI	467	41%	415	39%	468	40%
FHLSS	386	34%	364	34%	408	35%
ACADEMIC DEVELOPMENT	13	1%	19	2%	18	2%
Total	1139		1060		1157	

Disclosed Disability Applications by Age Group

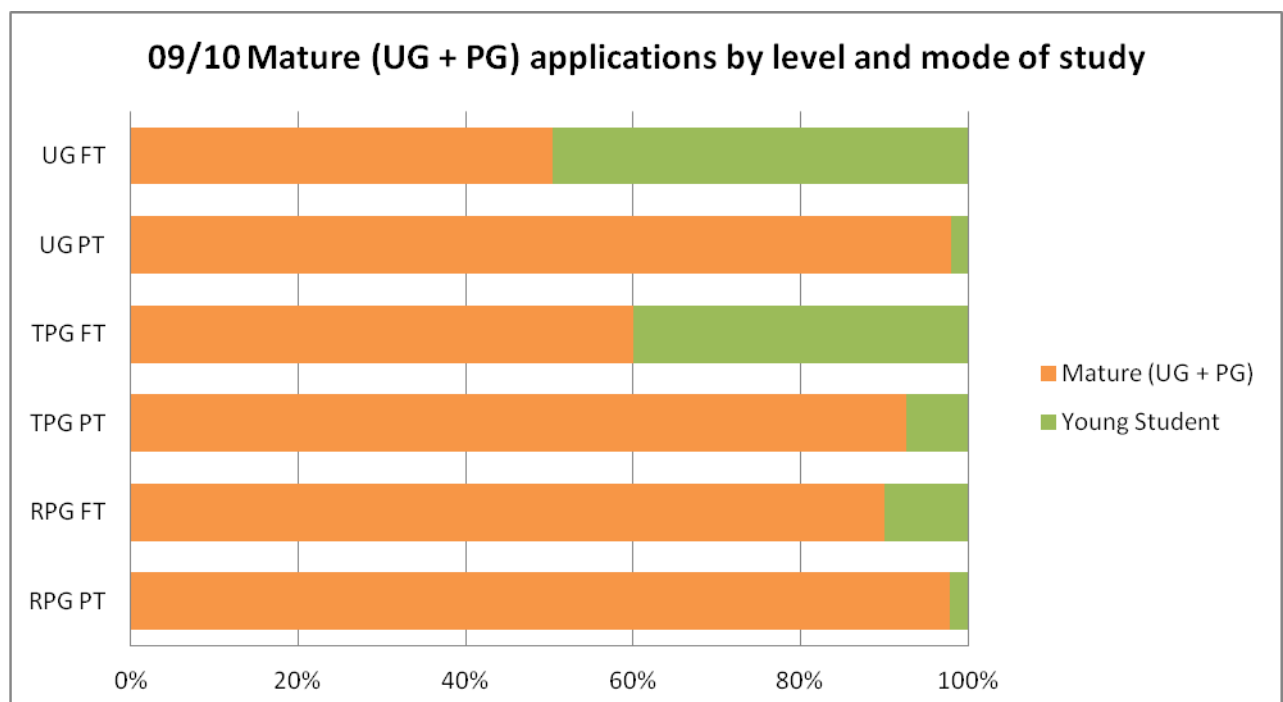
AGE GROUP	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
Under 18	3	0%		0%		0%
18 -20	454	40%	436	41%	467	40%
21 -24	320	28%	297	28%	289	25%
25-29	143	13%	129	12%	170	15%
30+	219	19%	198	19%	231	20%
Total	1139		1060		1157	

Mature (UG +PG) Student Applications

Mature students defined as over 21 for undergraduates and over 25 for postgraduate courses.



- Young applications have increased as a proportion of the total population from 40% in 2007/8 to 42% in 2009/0.



Mature (UG + PG) Applications by Faculty

FACULTY	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
BUSINESS SCHOOL	4863	39%	4453	37%	4215	34%
FECCI	4340	34%	4067	34%	4575	37%
FHLSS	3273	26%	3078	26%	3252	27%
ACADEMIC DEVELOPMENT	128	1%	330	3%	189	2%
Total	12604		11928		12231	

Mature (UG + PG) Applications by Gender

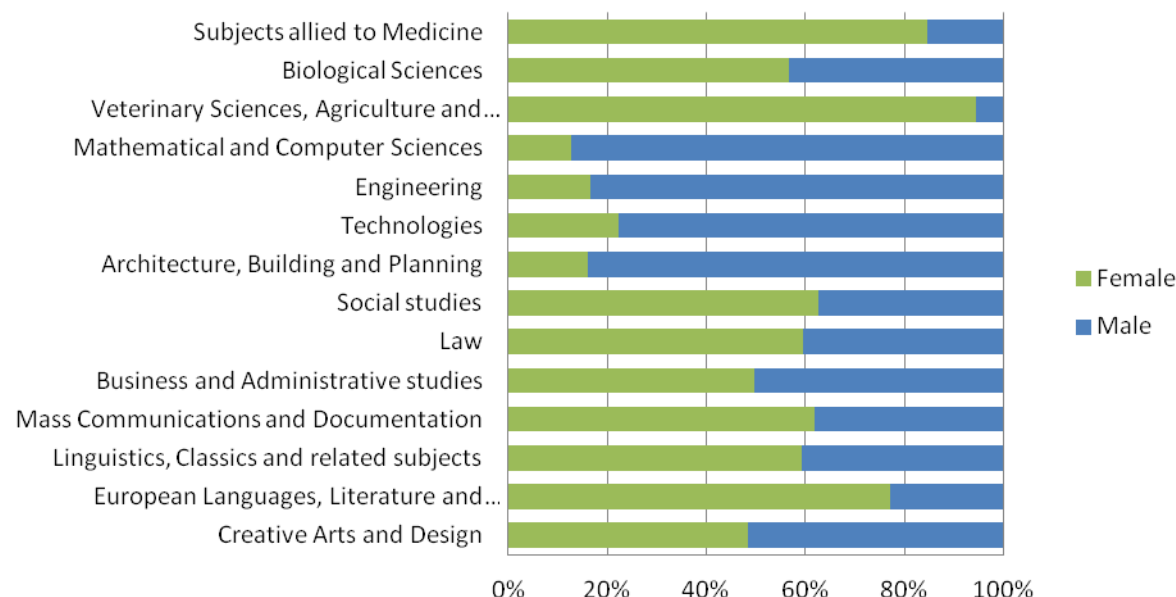
GENDER	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
FEMALE	5616	45%	5364	45%	5659	46%
MALE	6988	55%	6564	55%	6572	54%
Total	12604		11928		12231	

Subject Group Applications

Subject Group	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
Subjects allied to Medicine	2359	11%	2248	11%	2484	12%
Biological Sciences	2431	12%	2348	12%	2613	12%
Veterinary Sciences, Agriculture and related subjects	162	1%	153	1%	162	1%
Physical Sciences	4	0%		0%		0%
Mathematical and Computer Sciences	2090	10%	1765	9%	1756	8%
Engineering	2224	11%	2513	13%	2545	12%
Technologies		0%	47	0%	103	0%
Architecture, Building and Planning	1156	6%	1116	6%	1228	6%
Social studies	696	3%	508	3%	534	3%
Law	480	2%	402	2%	386	2%
Business and Administrative studies	7158	34%	6704	33%	6524	31%
Mass Communications and Documentation	656	3%	633	3%	688	3%
Linguistics, Classics and related subjects	176	1%	281	1%	347	2%
European Languages, Literature and related subjects		0%	82	0%	192	1%
Creative Arts and Design	1280	6%	1235	6%	1652	8%
Customised Programmes	99	0%	58	0%	1	0%
Total	20971		20093		21215	

- % applications by subject group have remained constant for most of the groups except;
- Slight increases in Creative Arts and Subjects allied to medicine.
- Slight decreases in Maths and Computer Sciences and Business and Administrative studies.

09/10 Subject level by Gender



- Business Studies have an exact 50/50 split with Creative Arts 48% Female, 52% Male applications
- Applications by gender have remained constant for most of the groups except;
- Increase in Male applications in Subjects allied to medicine, Veterinary Sciences, Maths and computing, Social studies and Linguistics.
- Increase in Female applications in Biological Sciences, Engineering, Technologies, Law and Creative Arts.

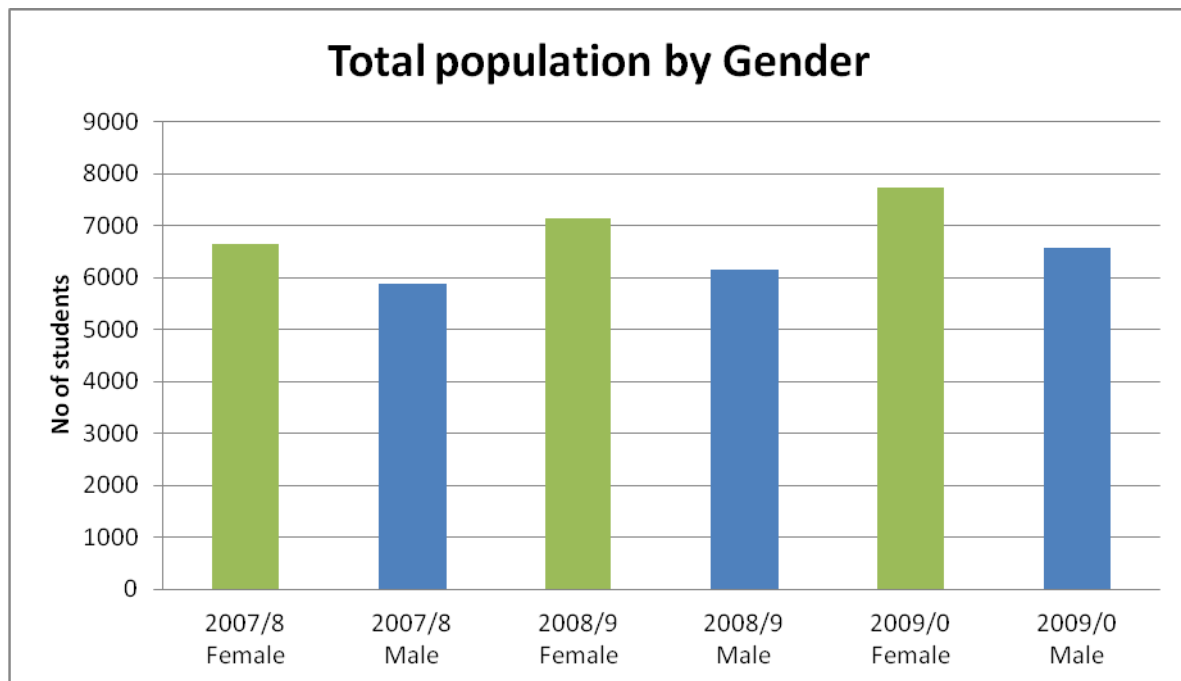
	2007/8				2008/9				2009/0			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
UG FT	6739	48%	7255	52%	6717	49%	7100	51%	7179	50%	7283	50%
UG PT	1221	68%	579	32%	1051	67%	524	33%	979	66%	502	34%
TPG FT	1138	26%	3163	74%	979	26%	2811	74%	1289	30%	2958	70%
TPG PT	391	52%	358	48%	407	54%	346	46%	508	57%	391	43%
RPG FT	36	35%	68	65%	29	28%	76	72%	23	29%	57	71%
RPG PT	14	61%	9	39%	26	49%	27	51%	20	43%	26	57%
Total	9539	45%	11432	55%	9209	46%	10884	54%	9998	47%	11217	53%

	2007/8				2008/9				2009/0			
	Disability	% Disability	No Known disability	% No Known Disability	Disability	% Disability	No Known disability	% No Known Disability	Disability	% Disability	No Known disability	% No Known Disability
UG Female	483	6%	7477	94%	453	6%	7315	94%	491	6%	7667	94%
UG Male	546	7%	7288	93%	498	7%	7126	93%	534	7%	7251	93%
TPG Female	47	3%	1482	97%	50	4%	1336	96%	59	3%	1738	97%
TPG Male	60	2%	3461	98%	55	2%	3102	98%	70	2%	3279	98%
RPG Female	2	4%	48	96%	1	2%	54	98%	1	2%	42	98%
RPG Male	1	1%	76	99%	3	3%	100	97%	2	2%	81	98%
Total	1139	5%	19832	95%	1060	5%	19033	95%	1157	5%	20058	95%

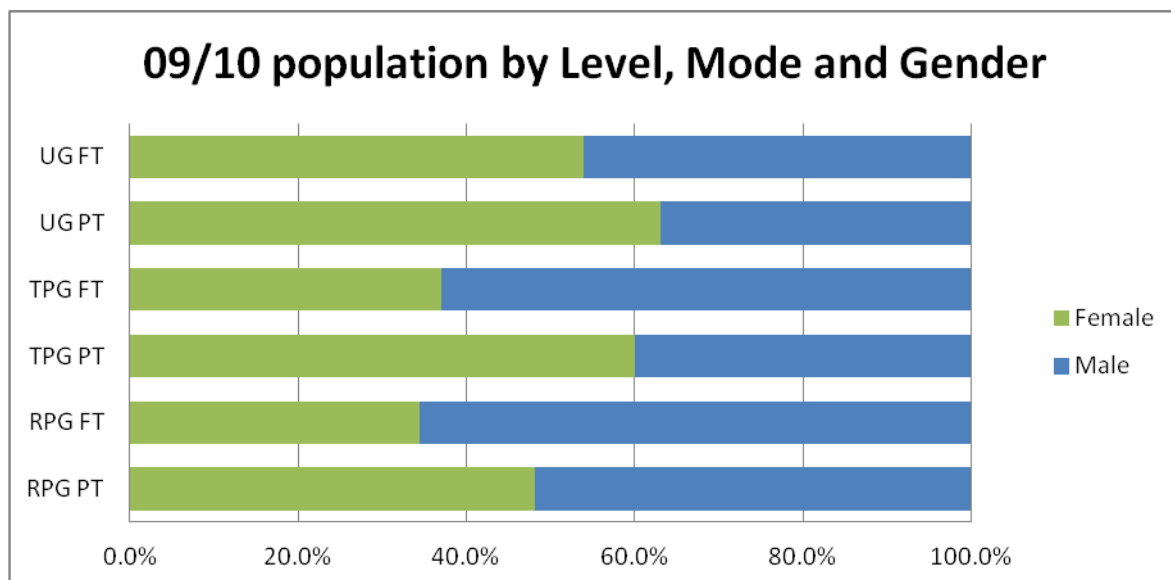
	2007/8				2008/9				2009/0			
	Mature (UG+PG)	%Mature (UG+PG)	Young	% Young	Mature (UG+PG)	%Mature (UG+PG)	Young	% Young	Mature (UG+PG)	%Mature (UG+PG)	Young	% Young
UG FT	7083	51%	6911	49%	7086	51%	6731	49%	7281	50%	7181	50%
UG PT	1762	98%	38	2%	1546	98%	29	2%	1452	98%	29	2%
TPG FT	2966	69%	1335	31%	2456	65%	1334	35%	2548	60%	1699	40%
TPG PT	675	90%	74	10%	696	92%	57	8%	833	93%	66	7%
RPG FT	95	91%	9	9%	92	88%	13	12%	72	90%	8	10%
RPG PT	23	100%		0%	52	98%	1	2%	45	98%	1	2%
Total	12604	60%	8367	40%	11928	59%	8165	41%	12231	58%	8984	42%

	2007/8				2008/9				2009/0			
Subjects	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
Subjects allied to Medicine	2048	87%	311	13%	1941	86%	307	14%	2101	85%	383	15%
Biological Sciences	1330	55%	1101	45%	1287	55%	1061	45%	1484	57%	1129	43%
Veterinary Sciences, Agriculture and related subjects	155	96%	7	4%	146	95%	7	5%	153	94%	9	6%
Physical Sciences	4	100%		0%								
Mathematical and Computer Sciences	360	17%	1730	83%	246	14%	1519	86%	224	13%	1532	87%
Engineering	190	9%	2034	91%	443	18%	2070	82%	423	17%	2122	83%
Technologies					3	6%	44	94%	23	22%	80	78%
Architecture, Building and Planning	183	16%	973	84%	203	18%	913	82%	196	16%	1032	84%
Social studies	503	72%	193	28%	343	68%	165	32%	334	63%	200	37%
Law	268	56%	212	44%	231	57%	171	43%	230	60%	156	40%
Business and Administrative studies	3438	48%	3720	52%	3151	47%	3553	53%	3250	50%	3274	50%
Mass Communications and Documentation	385	59%	271	41%	393	62%	240	38%	425	62%	263	38%
Linguistics, Classics and related subjects	112	64%	64	36%	181	64%	100	36%	206	59%	141	41%
European Languages, Literature and related subjects					72	88%	10	12%	148	77%	44	23%
Creative Arts and Design	529	41%	751	59%	556	45%	679	55%	801	48%	851	52%
Customised Programmes	34	34%	65	66%	13	22%	45	78%		0%	1	100%
Total	9539		11432		9209		10884		9998		11217	

2. Enrolment Data Analysis

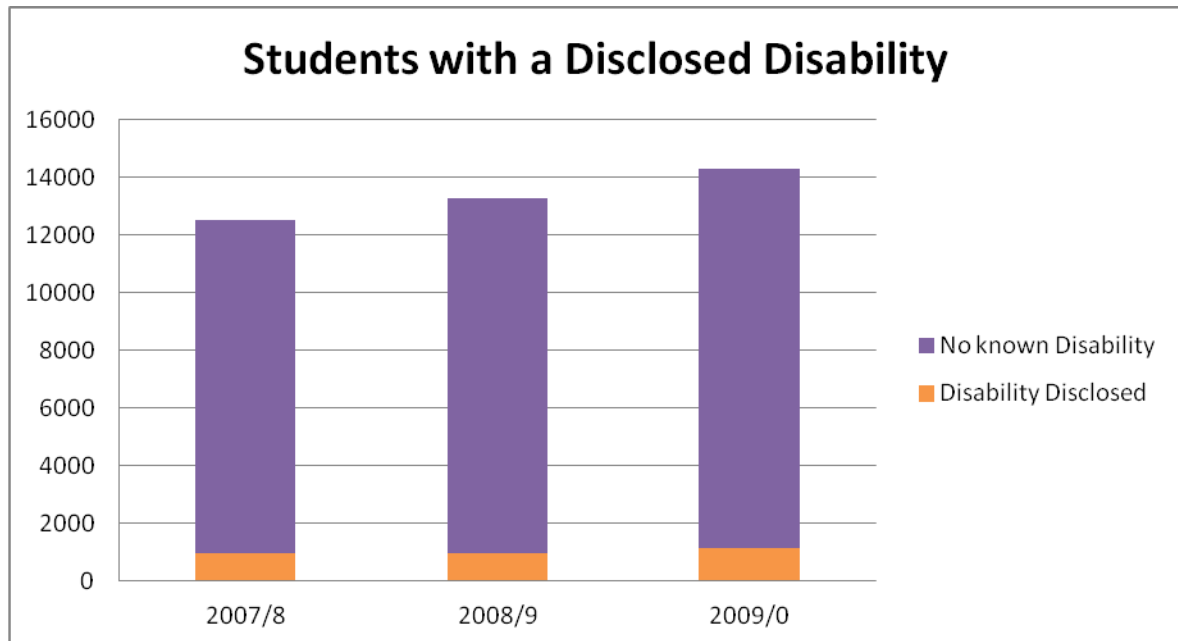


- Population increasing for the last 3 years
- % gender split remains constant at 54% Female, 46% Male
- UK and Scottish enrolment trends have remained constant over this time period at 57% Female, 43% Male.

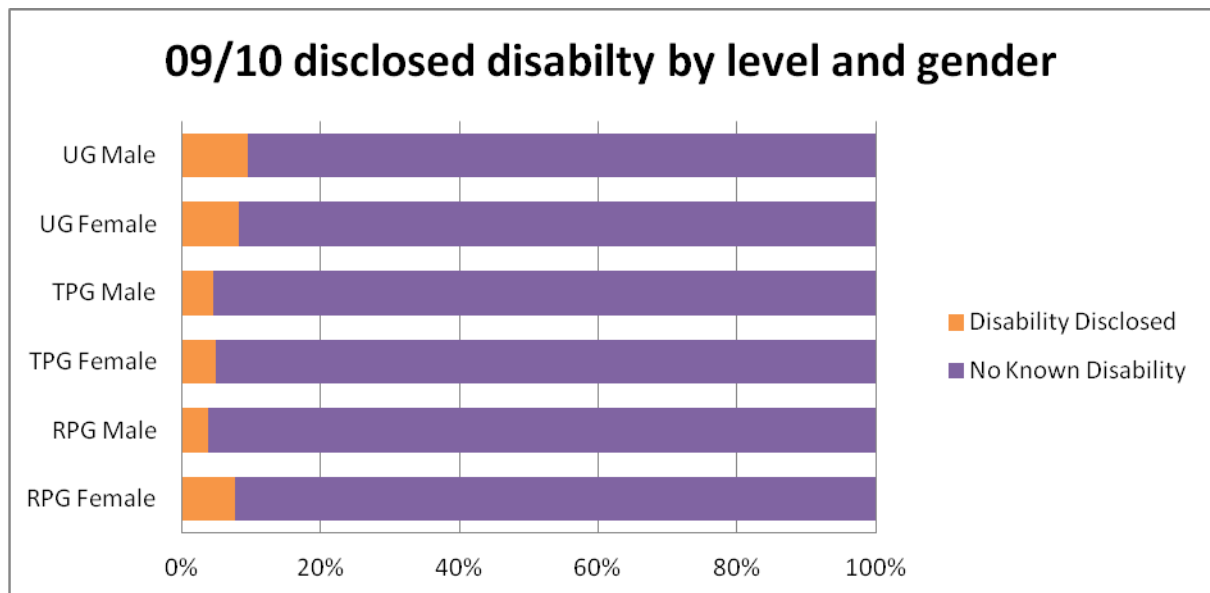


- Female students are predominately in Part-time study.
- UG population remains fairly constant. Increasing Female TPG PT population. Increasing Male RPG FT population. Increasing Female RPG PT population.

Disability



- Edinburgh Napier disclosed disability trends have remained constant over this time period at 8% of the Total population.
- UK and Scottish disclosed disability trends have remained constant over this time period at 7% Disability disclosed.



- There are differences in disclosed disability by level of study and gender especially at the RPG level of study.
- Differences have remained fairly constant over time.

Disclosed Disability by Type

DisabilityType	2007/8	2008/9	2009/0
Asperger's Syndrome			8
Autistic Spectrum Disorder	8	14	10
Visual Impairment	16	23	20
Hearing Impaired	42	45	45
Disability not listed	76	72	80
Dyslexia, Dyspraxia, ADHD	542	526	663
Mental Health Difficulties	60	59	65
Wheelchair User/Mobility Impaired	24	23	27
Multiple Disabilites	25	23	26
Hidden Disabilty	172	179	216
Total	965	964	1160

Disclosed Disability by Faculty

	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
BUSINESS SCHOOL	222	23%	232	24%	236	20%
FECCI	369	38%	347	36%	437	38%
FHLSS	373	39%	373	39%	465	40%
ACADEMIC DEVELOPMENT	1	0%	12	1%	22	2%
Total	965		964		1160	

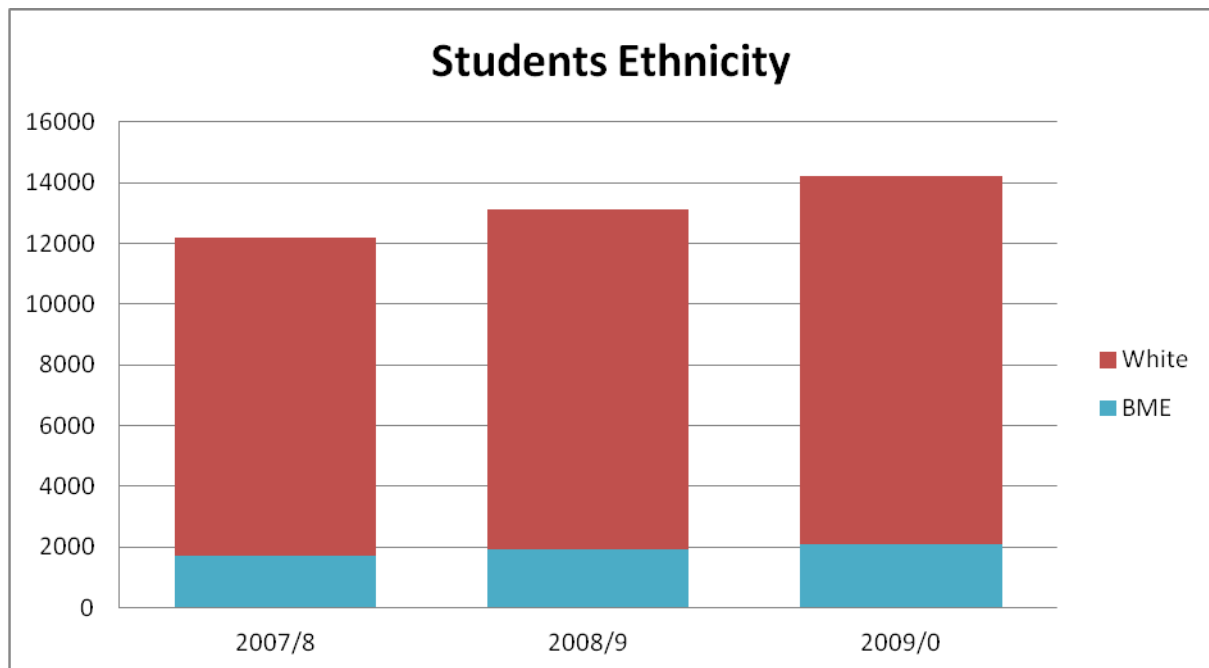
Disclosed Disability by Ethnicity

Ethnicity	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
Asian	37	4%	41	4%	43	4%
Black	10	1%	13	1%	12	1%
Chinese	8	1%	11	1%	10	1%
Mixed	6	1%	9	1%	10	1%
Other/Unknown	19	2%	9	1%	4	0%
White	885	92%	881	91%	1081	93%
Total	965		964		1160	

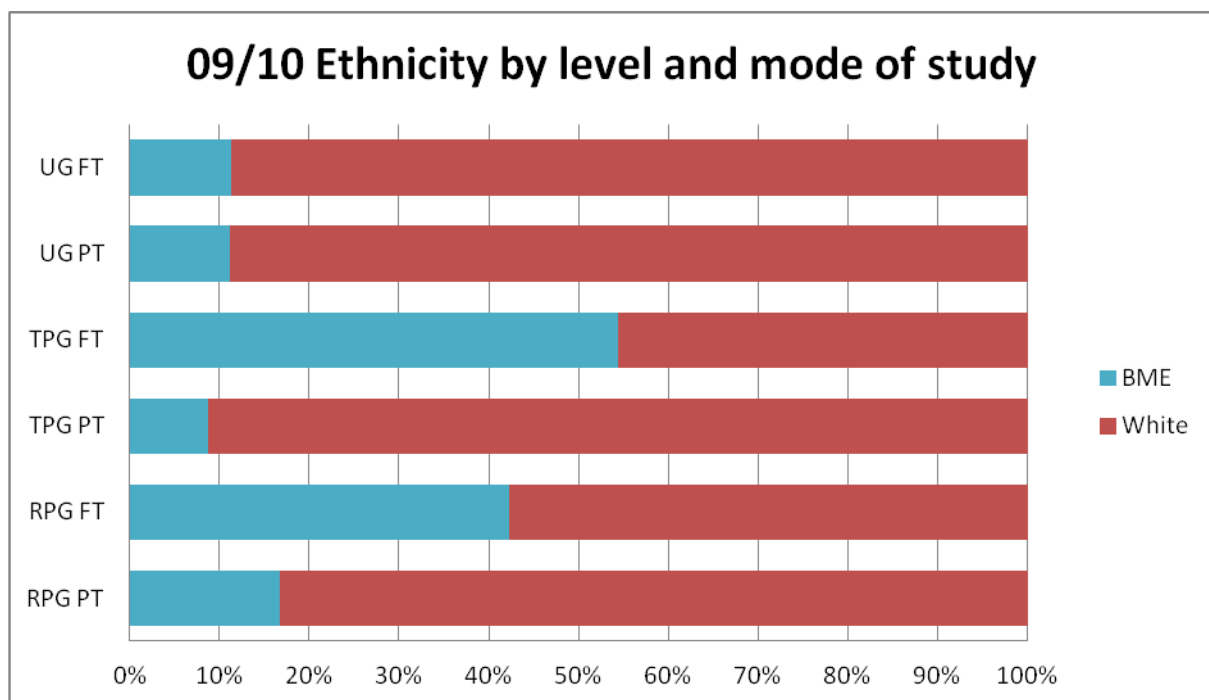
Disclosed Disability by Age Group

Age Group	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
Under 18	24	2%	23	2%	21	2%
18-20	251	26%	270	28%	337	29%
21-24	289	30%	277	29%	346	30%
25-29	156	16%	151	16%	175	15%
30 +	245	25%	243	25%	281	24%
Total	965		964		1160	

Ethnicity



- % of BME students at Napier have increased slightly from 14 to 15 percent of the total population.
- Scottish BME figures have remained constant at 5 percent for the last 3 years.
- UK figures have followed the same path as Edinburgh Napier; increasing from 14 to 15 percent of the total population.



- BME students are predominantly in Full-time TPG and RPG courses which reflect the university recruitment policy for more overseas students at this level of study.
- BME TPG FT population has decreased over the last few years whilst the BME RPG FT as increased over the same time period.

Further breakdown of BME students

Ethnicity	2007/8	2008/9	2009/0
Asian - Other Backgrounds	106	150	151
Asian or Asian British - Bangladeshi	29	29	28
Asian or Asian British - Indian	490	479	583
Asian or Asian British - Pakistani	172	175	154
Black - African	254	290	298
Black - Caribbean	42	34	33
Black - Other	46	42	50
Chinese	415	515	586
Mixed - Other Backgrounds	64	80	95
Mixed - White and Asian	45	64	66
Mixed - White and Black African	19	24	33
Mixed - White and Black Caribbean	14	21	18
Total	1696	1903	2095

BME students by Faculty

FACULTY	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
BUSINESS SCHOOL	820	48%	910	48%	1049	50%
FECCI	588	35%	626	33%	628	30%
FHLSS	288	17%	336	18%	396	19%
ACADEMIC DEVELOPMENT			31	2%	22	1%
Total	1696		1903		2095	

BME students by Gender

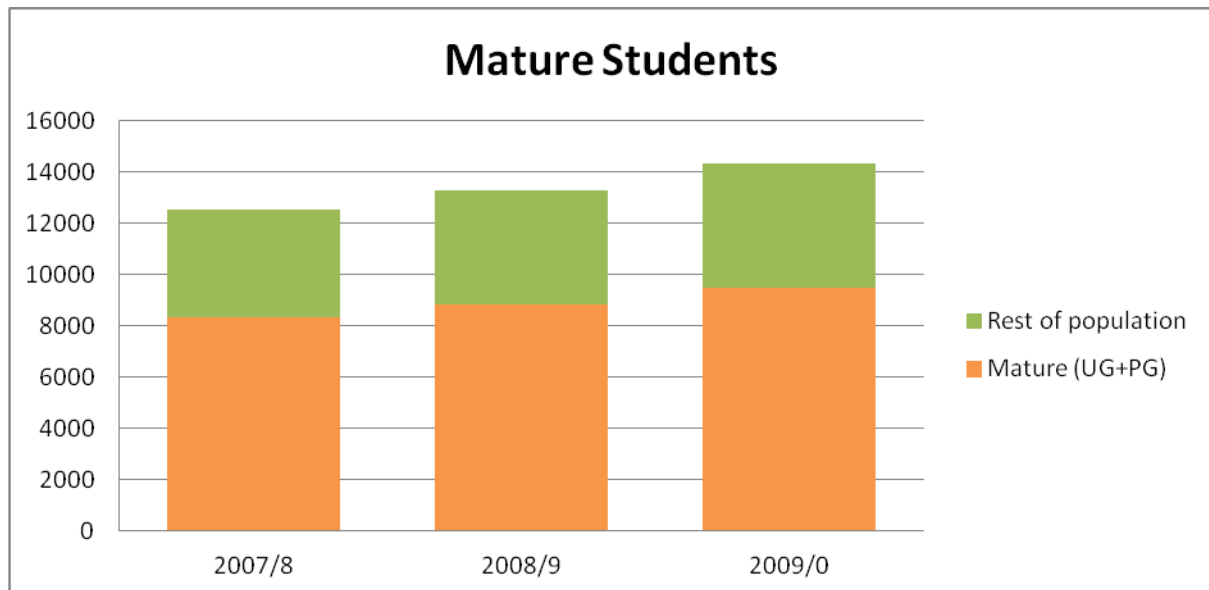
GENDER	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
Female	642	38%	780	41%	851	41%
Male	1054	62%	1123	59%	1244	59%
Total	1696		1903		2095	

BME students by Age Group

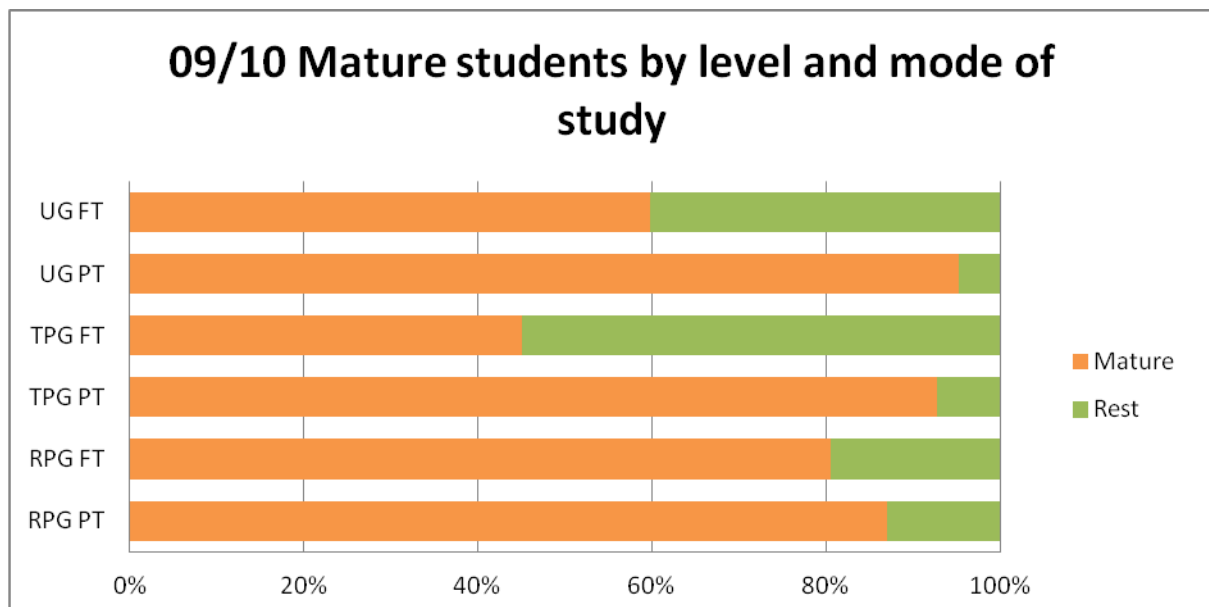
Age Group	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
Under 18	15	1%	15	1%	14	1%
18-20	289	17%	317	17%	374	18%
21-24	695	41%	807	42%	907	43%
25-29	348	21%	364	19%	383	18%
30 +	346	20%	396	21%	415	20%
Unknown	3	0%	4	0%	2	0%
Total	1696	100%	1903	100%	2095	100%

Mature Students

Mature students defined as over 21 for undergraduate and over 25 for postgraduate courses.



- Mature students account for 2/3rds of the total population across all the years.



- Mature students are predominately in Part-time study.

Mature students by Faculty

FACULTY	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
BUSINESS SCHOOL	2232	27%	2458	28%	2678	28%
FECCI	2606	31%	2757	31%	2964	31%
FHLSS	3397	41%	3504	40%	3640	38%
ACADEMIC DEVELOPMENT	98	1%	145	2%	190	2%
Total	8333		8864		9472	

Mature students by Gender

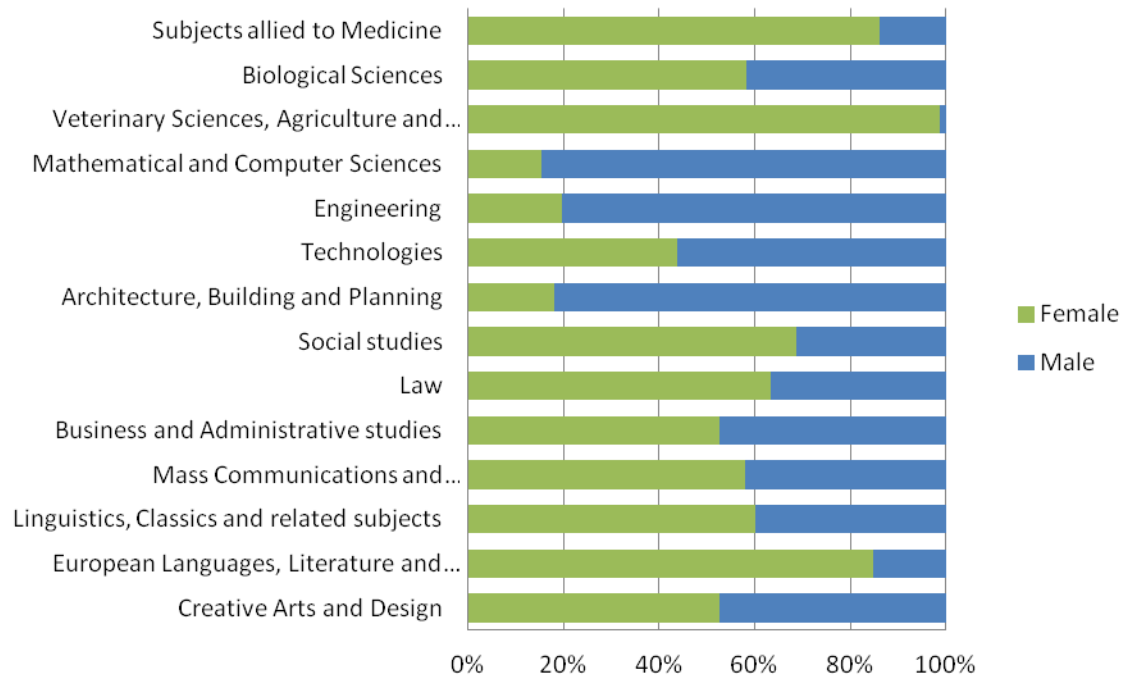
GENDER	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
Female	4539	54%	4933	56%	5237	55%
Male	3794	46%	3931	44%	4235	45%
Total	8333		8864		9472	

Subject Group

Subject Group	2007/8	% 2007/8	2008/9	% 2008/9	2009/0	% 2009/0
Subjects allied to Medicine	3083	25%	3062	23%	3298	23%
Biological Sciences	1096	9%	1306	10%	1441	10%
Veterinary Sciences, Agriculture and related subjects	79	1%	75	1%	89	1%
Physical Sciences	75	1%		0%		0%
Mathematical and Computer Sciences	1222	10%	1088	8%	1135	8%
Engineering	1169	9%	1424	11%	1515	11%
Technologies		0%	10	0%	16	0%
Architecture, Building and Planning	626	5%	704	5%	703	5%
Social studies	303	2%	343	3%	303	2%
Law	336	3%	330	2%	284	2%
Business and Administrative studies	3318	26%	3478	26%	3912	27%
Mass Communications and Documentation	404	3%	411	3%	422	3%
Linguistics, Classics and related subjects	52	0%	121	1%	156	1%
European Languages, Literature and related subjects		0%	122	1%	98	1%
Creative Arts and Design	758	6%	803	6%	940	7%
Total	12521		13277		14312	

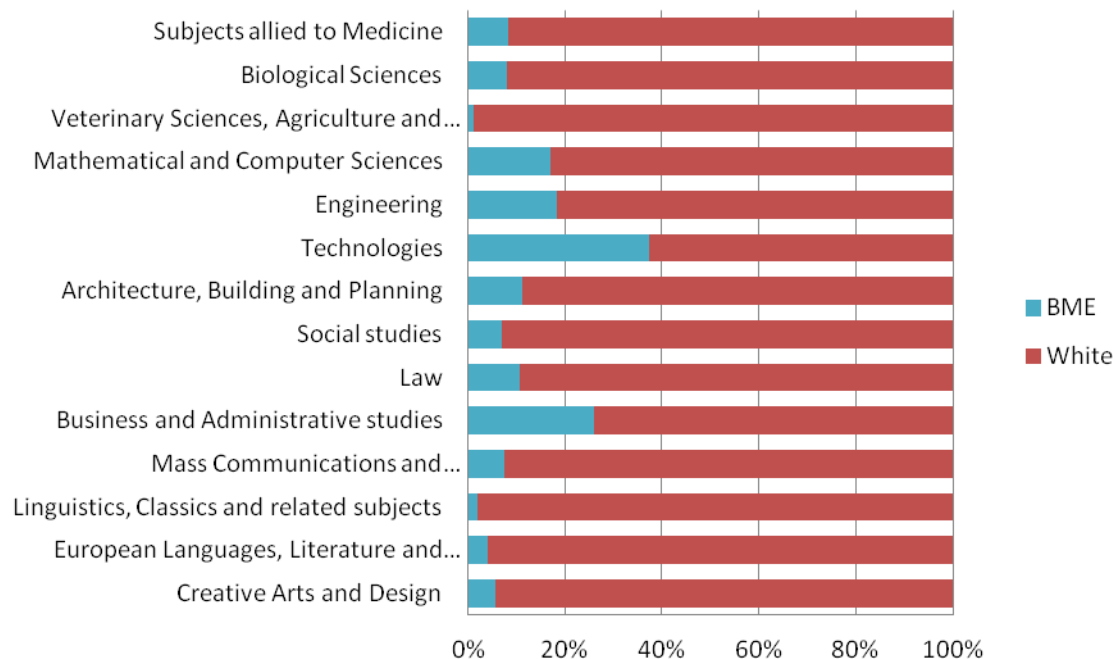
- % enrolment by subject group has remained constant for most of the groups.
- Slight increases in Engineering, Business and Creative arts.
- Slight decreases in Subjects allied to Medicine and Maths and Computer Sciences.

09/10 Subject level by Gender



- Creative Arts and Business studies both come close to a 50/50 split with 53% Female and 47% Male divide
- Increase in Female enrolments in Engineering, Mass communication and documentation and Creative Arts.

09/10 Subject level by Ethnicity



	2007/8				2008/9				2009/0			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
UG FT	4638	53%	4112	47%	5102	54%	4338	46%	5359	54%	4562	46%
UG PT	1005	63%	600	37%	1070	62%	647	38%	1145	63%	672	37%
TPG FT	345	36%	612	64%	329	34%	625	66%	428	37%	725	63%
TPG PT	584	56%	455	44%	545	58%	401	42%	721	60%	479	40%
RPG FT	43	41%	61	59%	49	38%	79	62%	39	35%	74	65%
RPG PT	29	44%	37	56%	41	45%	51	55%	52	48%	56	52%
Total	6644	53%	5877	47%	7136	54%	6141	46%	7744	54%	6568	46%

	2007/8				2008/9				2009/0			
	Disability	% Disability	No Known disability	% No Known Disability	Disability	% Disability	No Known disability	% No Known Disability	Disability	% Disability	No Known disability	% No Known Disability
UG Female	454	8%	5189	92%	461	7%	5711	93%	539	8%	5965	92%
UG Male	409	9%	4303	91%	403	8%	4582	92%	499	10%	4735	90%
TPG Female	49	5%	880	95%	41	5%	833	95%	56	5%	1093	95%
TPG Male	44	4%	1023	96%	46	4%	980	96%	54	4%	1150	96%
RPG Female	6	8%	66	92%	8	9%	82	91%	7	8%	84	92%
RPG Male	3	3%	95	97%	5	4%	125	96%	5	4%	125	96%
Total	965	8%	11556	92%	964	7%	12313	93%	1160	8%	13152	92%

	2007/8				2008/9				2009/0			
	BME	% BME	White	% White	BME	% BME	White	% White	BME	% BME	White	% White
UG FT	835	10%	7626	90%	993	11%	8313	89%	1107	11%	8735	89%
UG PT	113	7%	1487	93%	189	11%	1515	89%	203	11%	1607	89%
TPG FT	582	62%	362	38%	560	60%	381	40%	618	54%	518	46%
TPG PT	116	11%	895	89%	101	11%	837	89%	105	9%	1088	91%
RPG FT	37	37%	64	63%	45	38%	74	62%	44	42%	60	58%
RPG PT	13	20%	51	80%	15	17%	72	83%	18	17%	90	83%
Total	1696		10485		1903		11192		2095		12098	

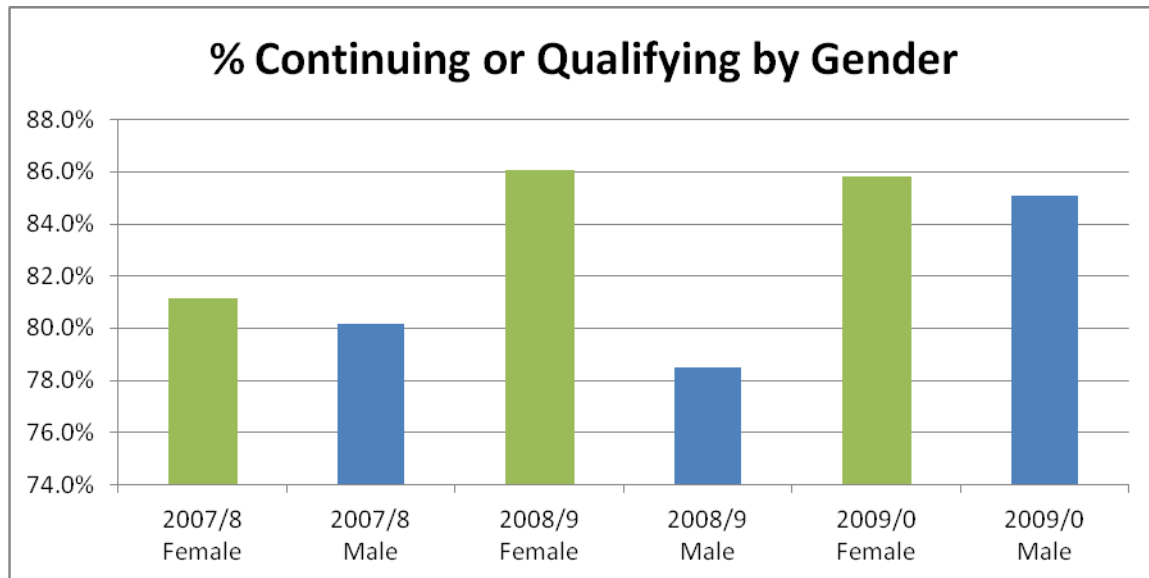
	2007/8				2008/9				2009/0			
	Mature	% Mature	Rest	% Rest	Mature	% Mature	Rest	% Rest	Mature	% Mature	Rest	% Rest
UG FT	5274	60%	3476	40%	5728	61%	3712	39%	5925	60%	3996	40%
UG PT	1537	96%	68	4%	1648	96%	69	4%	1730	95%	87	5%
TPG FT	444	46%	513	54%	448	47%	506	53%	519	45%	634	55%
TPG PT	930	90%	109	10%	853	90%	93	10%	1113	93%	87	7%
RPG FT	85	82%	19	18%	107	84%	21	16%	91	81%	22	19%
RPG PT	63	95%	3	5%	80	87%	12	13%	94	87%	14	13%
Total	8333	67%	4188	33%	8864	67%	4413	33%	9472	66%	4840	34%

	2007/8				2008/9				2009/0			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
Subjects allied to Medicine	2676	87%	407	13%	2657	87%	405	13%	2845	86%	453	14%
Biological Sciences	615	56%	481	44%	753	58%	553	42%	838	58%	603	42%
Veterinary Sciences, Agriculture and related subjects	78	99%	1	1%	74	99%	1	1%	88	99%	1	1%
Physical Sciences	59	79%	16	21%								
Mathematical and Computer Sciences	227	19%	995	81%	183	17%	905	83%	174	15%	961	85%
Engineering	117	10%	1052	90%	242	17%	1182	83%	299	20%	1216	80%
Technologies					1	10%	9	90%	7	44%	9	56%
Architecture, Building and Planning	129	21%	497	79%	142	20%	562	80%	127	18%	576	82%
Social studies	204	67%	99	33%	241	70%	102	30%	208	69%	95	31%
Law	214	64%	122	36%	219	66%	111	34%	180	63%	104	37%
Business and Administrative studies	1717	52%	1601	48%	1830	53%	1648	47%	2060	53%	1852	47%
Mass Communications and Documentation	229	57%	175	43%	232	56%	179	44%	245	58%	177	42%
Linguistics, Classics and related subjects	33	63%	19	37%	74	61%	47	39%	94	60%	62	40%
European Languages, Literature and related subjects					97	80%	25	20%	83	85%	15	15%
Creative Arts and Design	346	46%	412	54%	391	49%	412	51%	496	53%	444	47%
	6644	53%	5877	47%	7136	54%	6141	46%	7744	54%	6568	46%

3. Continuation Data Analysis

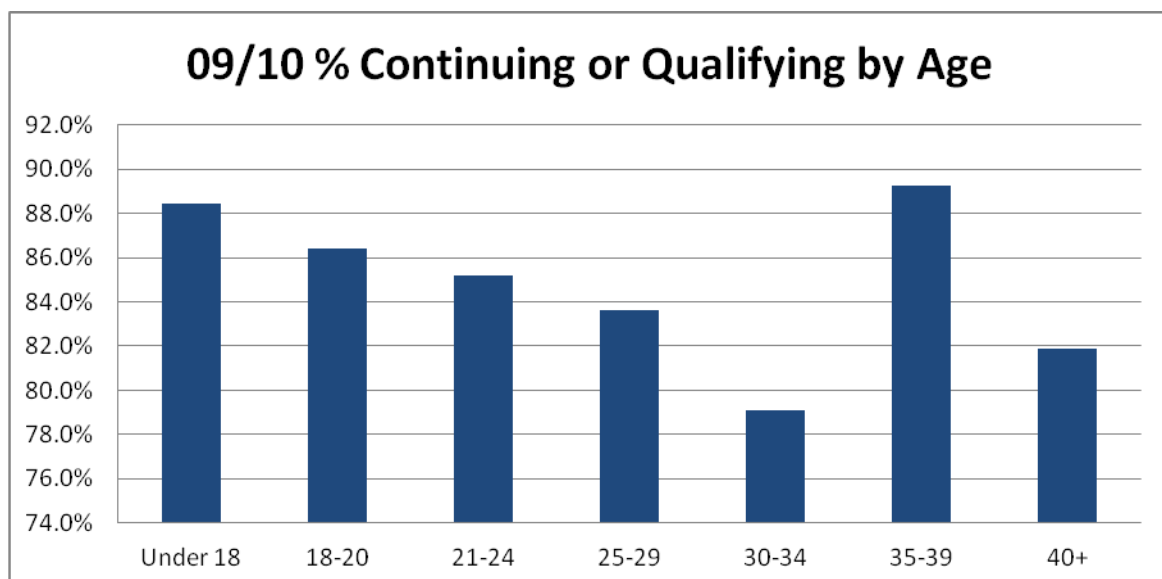
The population for this analysis is the Full-time, First Degree Undergraduate entrants based in the UK

Gender



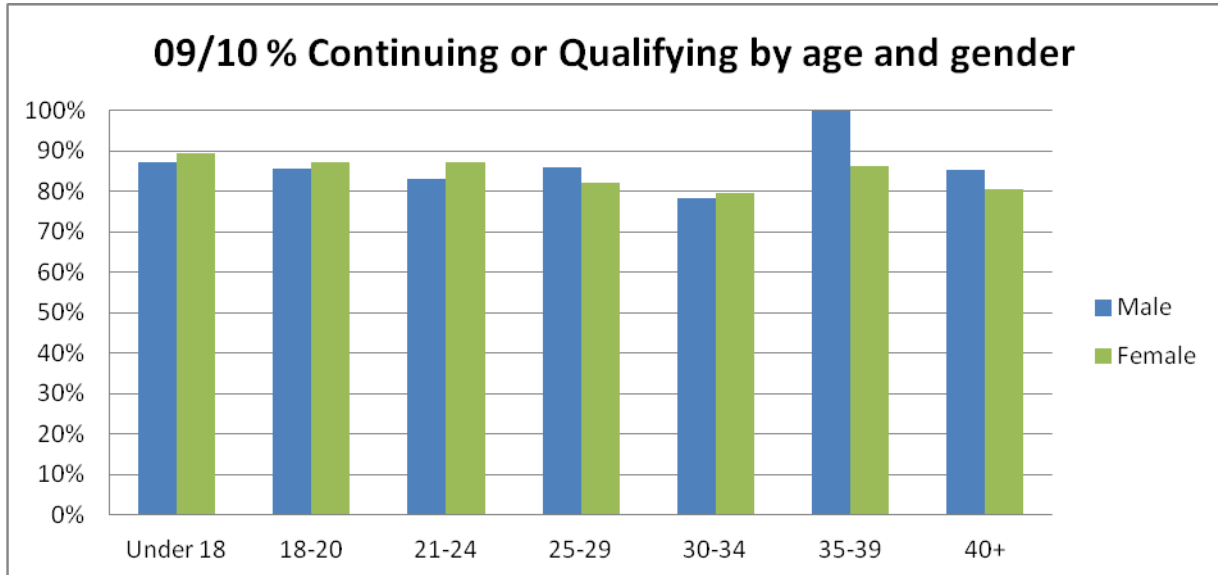
- The gender imbalance in the number of students either continuing with their studies next year or qualifying gradually equals out.
- Continuation rates have improved for both Males and Females for the last 3 years.

Age Group



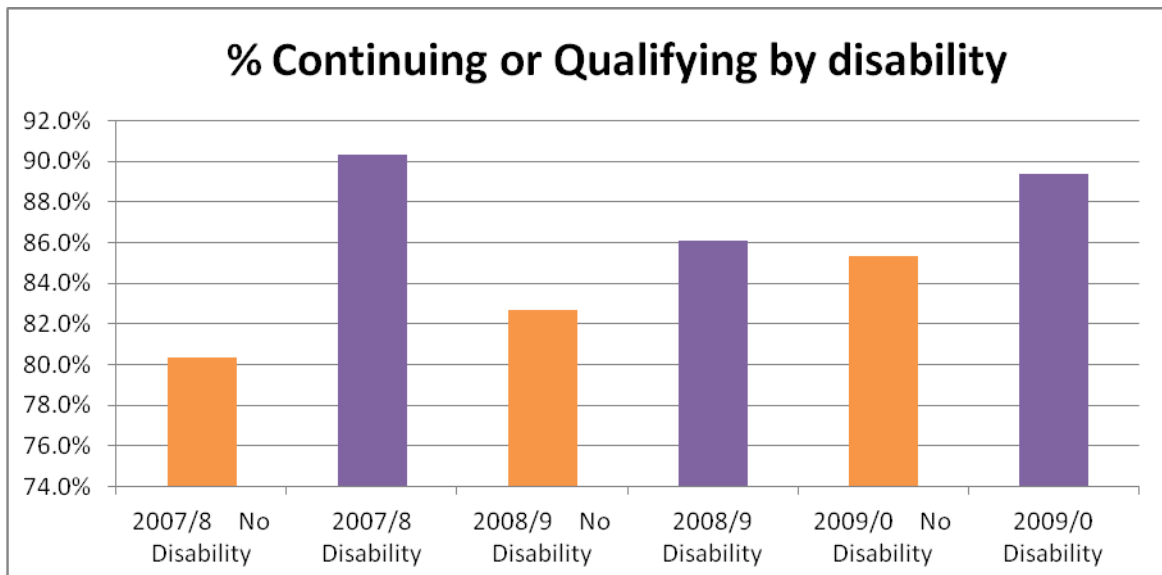
- The 35 to 39 age group have the largest percentage of students continuing or qualifying compared to the other age groups in 2009/10. This is an improving picture as this age group had the worst rate in 2007/8.

Age Group and Gender



- In 09/10 a higher percentage of Females continued to the next year of study or qualified in 4 of the 7 age group categories.
- This is a changing picture in the previous years.

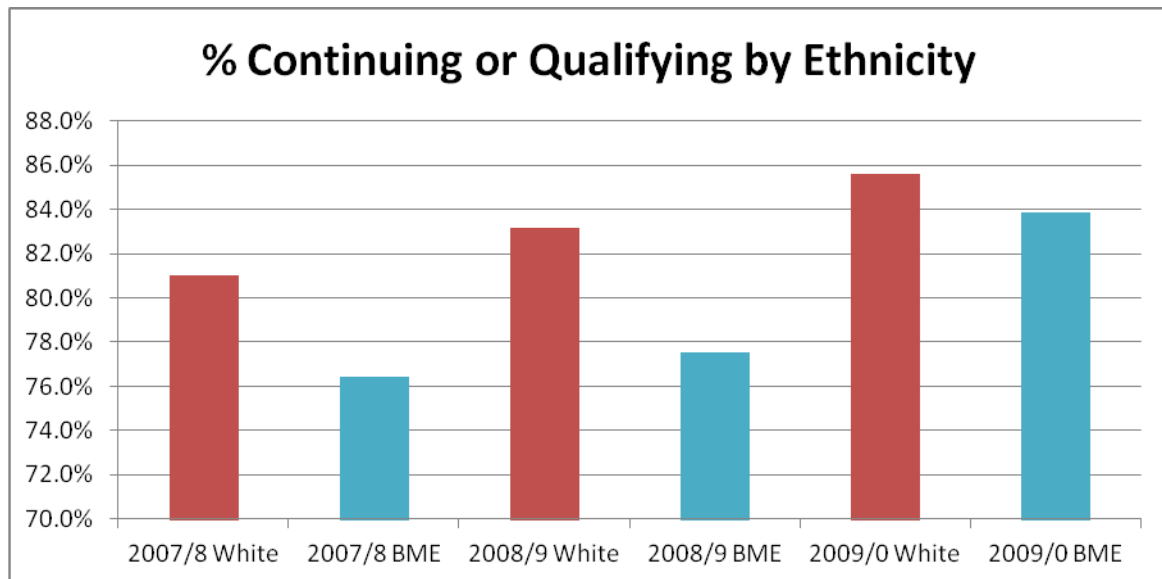
Disclosed Disability



- Disclosed disability continuing or qualifying trends are variable over time. (This is a much smaller population and therefore more susceptible to change)

- A further breakdown by type of disability has very low numbers in most categories and cannot be published.

Ethnicity



- The percentage of students Continuing and Qualifying have increased for both the White and BME populations.
- Black students have the lowest continuation scores compared with the rest of the student population across all years.

Gender	2007/08				2008/09				2009/10 Mid Year			
	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total
Male	1100	72.6%	7.5%	80.2%	1224	72.6%	5.9%	78.5%	1078	79.1%	5.9%	85.1%
Female	924	77.1%	4.1%	81.2%	1565	82.9%	3.2%	86.1%	1497	82.4%	3.5%	85.8%
Grand Total	2024	74.7%	6.0%	80.6%	2789	78.4%	4.4%	82.8%	2575	81.0%	4.5%	85.5%

Age Category	2007/08				2008/09				2009/10 Mid Year			
	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total
Under 18	210	78.6%	3.3%	81.9%	350	80.3%	0.6%	80.9%	268	87.7%	0.7%	88.4%
18-20	1004	79.6%	3.4%	83.0%	1161	80.4%	2.8%	83.2%	1134	83.5%	2.9%	86.4%
21-24	425	70.8%	8.2%	79.1%	565	79.8%	5.1%	85.0%	500	78.2%	7.0%	85.2%
25-29	210	64.3%	12.4%	76.7%	306	74.8%	6.5%	81.4%	311	77.5%	6.1%	83.6%
30-34	66	69.7%	9.1%	78.8%	160	66.3%	11.3%	77.5%	153	71.2%	7.8%	79.1%
35-39	53	60.4%	7.5%	67.9%	105	68.6%	12.4%	81.0%	93	79.6%	9.7%	89.2%
40+	56	58.9%	16.1%	75.0%	142	79.6%	5.6%	85.2%	116	76.7%	5.2%	81.9%
Grand Total	2024	74.7%	6.0%	80.6%	2789	78.4%	4.4%	82.8%	2575	81.0%	4.5%	85.5%

Gender	Age Category	2007/08			2008/09			2009/10 Mid Year		
		Continue	Qualify	Total	Continue	Qualify	Total	Continue	Qualify	Total
Male	Under 18	81.2%	0.0%	81.2%	73.9%	1.4%	75.4%	86.1%	0.9%	87.0%
	18-20	77.6%	5.0%	82.6%	77.6%	2.8%	80.5%	81.6%	4.0%	85.6%
	21-24	66.9%	9.8%	76.7%	74.1%	6.2%	80.3%	74.2%	8.7%	83.0%
	25-29	63.9%	15.6%	79.5%	65.0%	9.2%	74.2%	77.2%	8.7%	85.8%
	30-34	67.6%	13.5%	81.1%	55.2%	19.0%	74.1%	66.7%	11.7%	78.3%
	35-39	60.9%	8.7%	69.6%	50.0%	22.7%	72.7%	85.0%	15.0%	100.0%
	40+	51.6%	19.4%	71.0%	61.9%	14.3%	76.2%	79.4%	5.9%	85.3%
Male Total		72.6%	7.5%	80.2%	72.6%	5.9%	78.5%	79.1%	5.9%	85.1%
Female	Under 18	76.1%	6.4%	82.6%	84.4%	0.0%	84.4%	88.8%	0.6%	89.4%
	18-20	81.9%	1.5%	83.4%	83.1%	2.7%	85.8%	85.0%	2.1%	87.1%
	21-24	76.1%	6.1%	82.2%	84.6%	4.2%	88.9%	81.5%	5.5%	87.1%
	25-29	64.8%	8.0%	72.7%	81.2%	4.8%	86.0%	77.7%	4.3%	82.1%
	30-34	72.4%	3.4%	75.9%	72.5%	6.9%	79.4%	74.2%	5.4%	79.6%
	35-39	60.0%	6.7%	66.7%	82.0%	4.9%	86.9%	78.1%	8.2%	86.3%
	40+	68.0%	12.0%	80.0%	87.0%	2.0%	89.0%	75.6%	4.9%	80.5%
Female Total		77.1%	4.1%	81.2%	82.9%	3.2%	86.1%	82.4%	3.5%	85.8%
Grand Total		74.7%	6.0%	80.6%	78.4%	4.4%	82.8%	81.0%	4.5%	85.5%

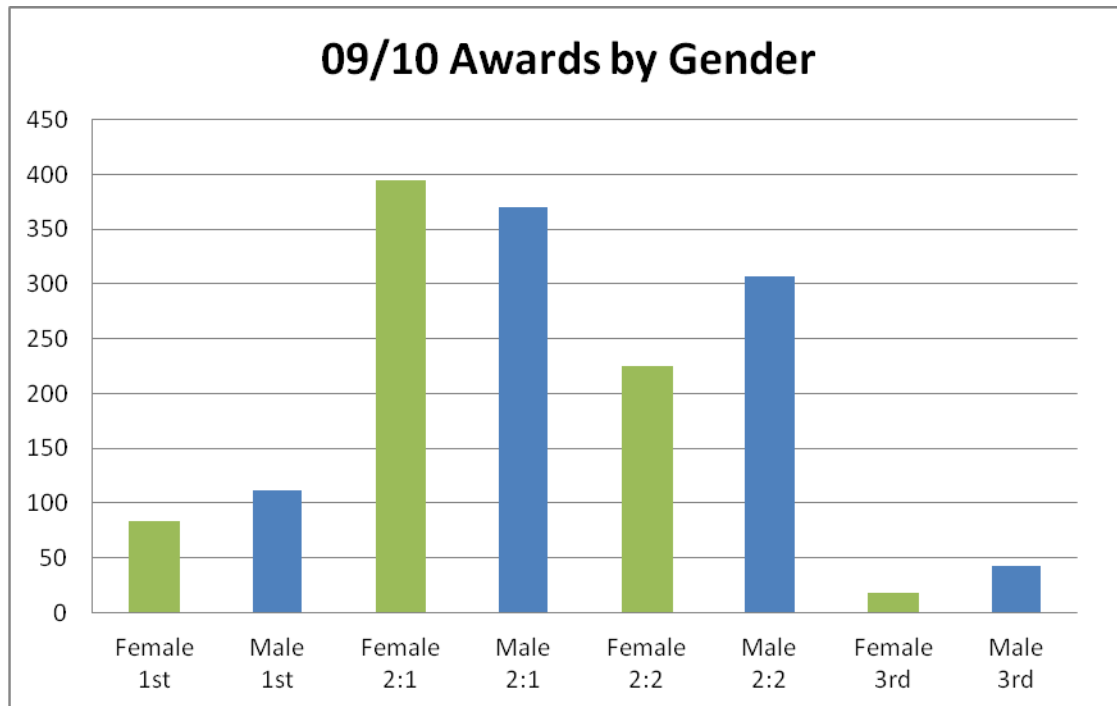
Disability Allowance	2007/08				2008/09				2009/10 Mid Year			
	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total
No Disability Allowance	1962	74.4%	6.0%	80.3%	2753	78.3%	4.4%	82.7%	2462	80.9%	4.5%	85.3%
Disability Allowance	62	83.9%	6.5%	90.3%	36	86.1%	0.0%	86.1%	113	84.1%	5.3%	89.4%
Grand Total	2024	74.7%	6.0%	80.6%	2789	78.4%	4.4%	82.8%	2575	81.0%	4.5%	85.5%

Ethnicity	2007/08				2008/09				2009/10 Mid Year			
	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total	Students	Continue	Qualify	Total
White	1845	74.9%	6.2%	81.0%	2592	78.8%	4.3%	83.1%	2420	81.1%	4.5%	85.6%
Asian	67	82.1%	0.0%	82.1%	70	74.3%	5.7%	80.0%	50	80.0%	8.0%	88.0%
Black	40	50.0%	7.5%	57.5%	62	62.9%	3.2%	66.1%	34	61.8%	5.9%	67.6%
Chinese	25	72.0%	8.0%	80.0%	18	77.8%	5.6%	83.3%	16	100.0%	0.0%	100.0%
Other	47	78.3%	4.3%	82.6%	47	80.4%	6.5%	87.0%	55	83.6%	1.8%	85.5%
Grand Total	2024	74.7%	6.0%	80.6%	2789	78.4%	4.4%	82.8%	2575	81.0%	4.5%	85.5%

4. Awards Analysis

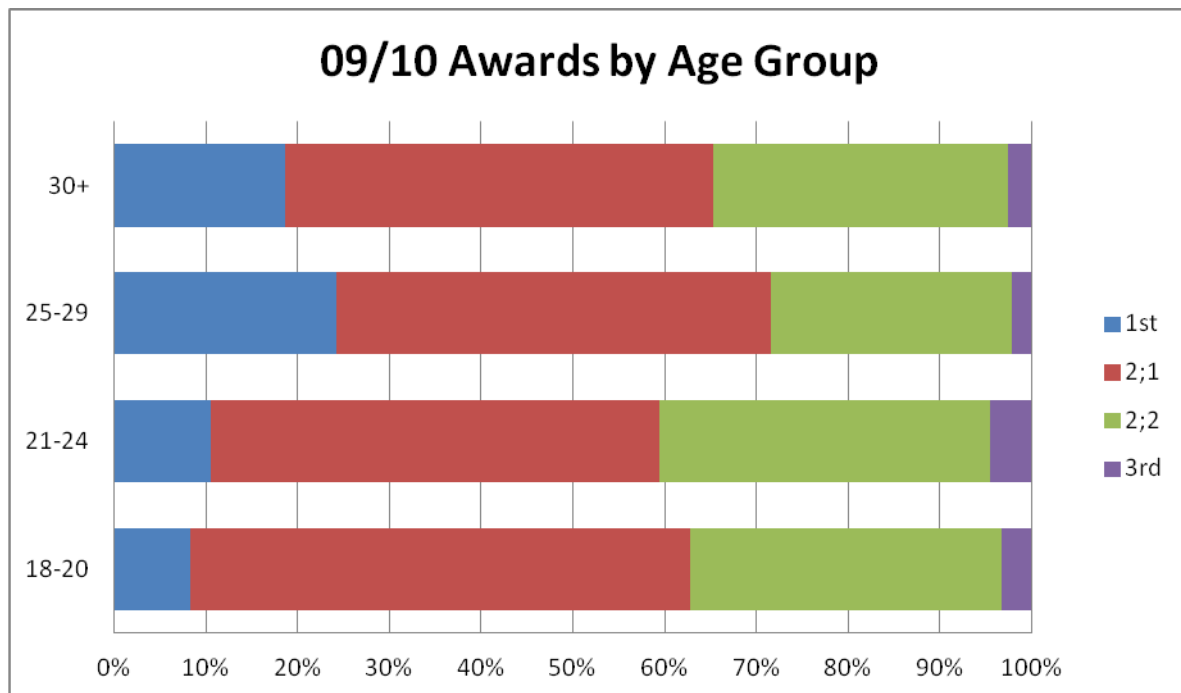
The population for this analysis is all undergraduate Honours awards (including MEng Hons)

Gender



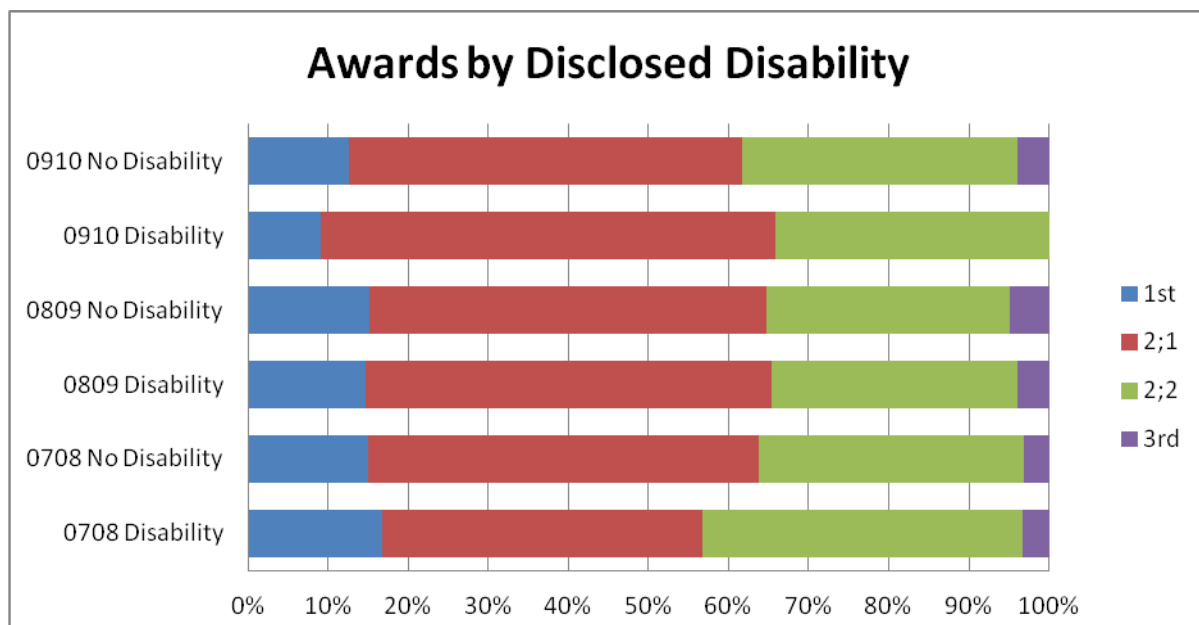
- A higher percentage of Females have been awarded 2:1s than Males for the last 3 years.
- A higher percentage of Males have been awarded 2:2s than Females for the last 3 years.

Age Group



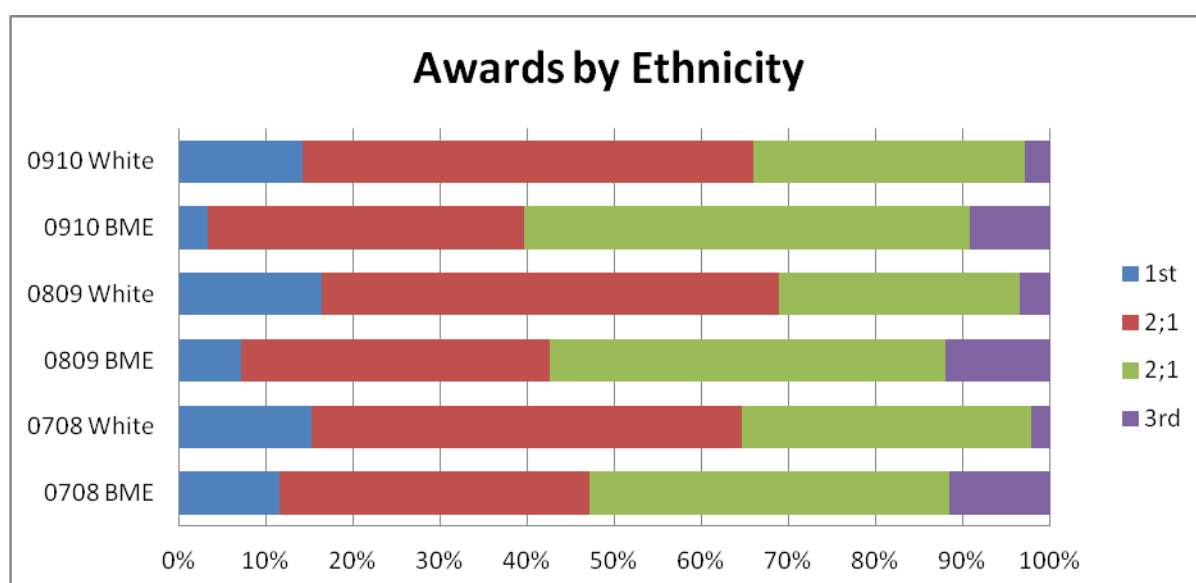
- These age group differences remain fairly constant over the last 3 years.
- The two older age groups have a greater percentage of 1st than the younger age groups.

Disclosed Disability



- There are slight variations year on year but this is probably explained by the small numbers involved.

Ethnicity



- The percentage of White students gaining a 1st has remained relatively even over the last three years. The percentage BME has reduced from 12% in 07/08 to 3% in 09/10.

	Female						Male					
	2009/0		2008/9		2007/8		2009/0		2008/9		2007/8	
Class	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	83	12%	91	16%	85	18%	111	13%	107	15%	85	13%
2:1	395	55%	304	52%	241	52%	370	45%	352	48%	299	45%
2:2	225	31%	167	28%	125	27%	307	37%	235	32%	253	38%
3rd	18	2%	24	4%	15	3%	42	5%	40	5%	21	3%
Total	721	100%	586	100%	466	100%	830	100%	734	100%	658	100%

Class	18-20						21-24					
	2009/0		2008/9		2007/8		2009/0		2008/9		2007/8	
	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	18	8%	16	11%	14	11%	108	11%	114	13%	102	13%
2:1	117	54%	67	44%	66	51%	503	49%	473	52%	378	48%
2:2	73	34%	61	40%	47	36%	371	36%	277	31%	278	35%
3rd	7	3%	7	5%	2	2%	46	4%	42	5%	30	4%
Total	215	100%	151	100%	129	100%	1028	100%	906	100%	788	100%

Class	25-29						OVER 30					
	2009/0		2008/9		2007/8		2009/0		2008/9		2007/8	
	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	46	24%	38	25%	38	26%	22	19%	30	27%	16	25%
2:1	90	47%	69	46%	67	47%	55	47%	47	42%	29	46%
2:2	50	26%	38	25%	35	24%	38	32%	26	23%	18	29%
3rd	4	2%	5	3%	4	3%	3	3%	10	9%		0%
Total	190	100%	150	100%	144	100%	118	100%	113	100%	63	100%

Class	Disability						No disability					
	2009/0		2008/9		2007/8		2009/0		2008/9		2007/8	
	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	4	9%	11	15%	15	17%	190	13%	187	15%	155	15%
2:1	25	57%	38	51%	36	40%	740	49%	616	50%	503	49%
2:2	15	34%	23	31%	36	40%	517	34%	378	30%	342	33%
3rd		0%	3	4%	3	3%	60	4%	61	5%	33	3%
Total	44	100%	75	100%	90	100%	1507	100%	1242	100%	1033	100%

Class	White						BME					
	2009/0		2008/9		2007/8		2009/0		2008/9		2007/8	
	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus	No. Stus	% Stus
1st	185	14%	177	16%	142	15%	8	3%	13	7%	14	12%
2:1	675	52%	564	52%	461	49%	87	36%	65	36%	43	36%
2:2	407	31%	298	28%	310	33%	123	51%	83	45%	50	41%
3rd	38	3%	37	3%	20	2%	22	9%	22	12%	14	12%
Total	1305	100%	1076	100%	933	100%	240	100%	183	100%	121	100%

Equality Scheme Action Plan 2010-13

Strategy and Policy

<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>	<u>Red</u>	<u>Amber</u>	<u>Green</u>
To ensure that equality of opportunity is integrated into strategy, policy and practice	A network of contacts is identified and agrees its areas of responsibility and ensures that activity is monitored and reviewed at Faculty, School and Service level	Vice Principal (Academic)			√
Revisions to legal obligations are incorporated within strategy, policy and procedures and changes communicated to staff and students.	Revisions to legal obligations communicated primarily through the intranet but also through briefings, emails etc	Vice Principal (Academic)			√
Arrangements are in place to train key staff in conducting equality impact assessments of functions, policies, practice.	Relevant activities of the University are assessed for relevance and are impact assessed as they are produced or revised.	Diversity Partner			√
HR policies and procedures are impact assessed as they are reviewed or developed	Time-specific programme of impact assessment of highest relevance policies	Diversity Partner			√

Red= No progress

Amber = Limited progress, may require additional resource

Green = Progressing well or completed

The Student Journey

<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>	<u>Red</u>	<u>Amber</u>	<u>Green</u>
The University can demonstrate that the student journey from pre-application to graduation and beyond is fair and equitable	Produce diversity data on: <ul style="list-style-type: none"> a) applications for admission and compare with regional/national data. b) progression and retention c) exam awards d) appeals and complaints Investigate anomalies and where appropriate remedial action taken	Diversity Partner, Planning and Intelligence			√ √ √
Ensure that a high quality employability service is provided to all students	Usage data demonstrates appropriate levels of access by age, disability, gender, race and religion or belief	Student and Academic Services			√

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<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
Continue to highlight the benefits of early disability disclosure to potential and existing students within University promotional material	Benefits of early disclosure are communicated in relevant corporate and service promotional material.	Head of Diversity and Special Needs			√
Ensure the production and promotion of the 'Code of Practice' contained within the University's Admissions Policy	Codes are promoted in University publications and adhered to by staff	Head of Diversity and Special Needs			√
Continued support for Disability Contacts	School Disability Contacts are provided with regular information, support and training to assist them in their student support and staff liaison role.	Head of Diversity and Special Needs			√
To provide an inclusive Chaplaincy Service that is accessible to all students regardless of background	Continue to provide a safe and confidential support service to students particularly at times of personal crisis	Head of Diversity and Special Needs			√
Continue to provide opportunities to explore questions of faith and provide spiritual direction	Opportunities communicated University-wide in order to attract as wide and diverse an audience as possible	Head of Diversity and Special Needs	√		

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<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
Continue to ensure that international students are provided with the resources they need in order to minimise the potential for isolation	Develop a formal system for ensuring feedback can be received from International Students	Diversity Partner and Student and Academic Services			√

<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
Continue to remove identified barriers faced by women in Science, Engineering and Technology.	Support is provided for initiatives in FECCI to support women students on programmes where they are under-represented	Dean of Faculty of FECCI & Diversity Partner			√
Support the Diversity Partner, and the Faculty, in preparing for the Athena Swan Bronze Award for Gender Equality (for staff in Science, Engineering and Technology)		Diversity Partner and SRC		√	
Establish a Mentoring Pilot to support the University's Athena Swan application		Diversity Partner and SRC		√	

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<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
Continue to ensure that Learning, Teaching and Assessment practices are fair and take account of individual needs	Module descriptors and programme specifications are impact assessed as they are revised or new ones developed	Leader of Academic Strategy and Practice			√
Ensure that the Learning, Teaching and Assessment Strategy has been impact assessed	Convene an impact assessment group and post the completed assessment on the University's webpages	Diversity Partner			√

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The Staff Journey

<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
To become an Employer of Choice by ensuring the University continues to meet its responsibilities under equality legislation	<p>Produce and analyse for anomalies reports showing:</p> <p>Applications for employment by ethnicity, gender and disability</p> <p>Staff in post by ethnicity, gender and disability</p> <p>Applicants and recipients of promotion by ethnicity, gender and disability</p> <p>Staff who benefit or suffer a detriment as a result of appraisal by ethnicity, gender and disability</p> <p>Staff involved in grievance or disciplinary procedures by ethnicity, gender and disability</p> <p>Staff who leave employment by ethnicity, gender and disability</p>	Diversity Partner and HR		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
To become an Employer of Choice by ensuring the University can demonstrate that all staff are paid in accordance with the equal pay provisions of the Equality Act 2010	Completion of the 2010 audit and submission of report to appropriate bodies	Diversity Partner and HR			√
An annual 'Staff Diversity' report is produced that shows year-on-year analysis of applications by ethnicity, gender and disability	Report is produced and analysed annually.	Diversity Partner			√
The University continues its efforts to increase applications for employment from disabled people in line with its Corporate Plan 2009-12	Applications for employment are analysed and reported to the Equality and Diversity Committee annually	Diversity Partner			√
The University actively seeks the views of staff in an annual Employee Engagement Survey	Ensure that an amended question asks staff whether they have suffered bullying or harassment related to a protected characteristic while employed by the University	Director of Human Resources			√

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<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
Continue to raise awareness of equality and diversity among staff in collaboration with local partners	All new staff have attended as part of induction and all current staff are strongly encouraged to attend as part of PDR	Diversity Partner			√
	Develop a Cultural Awareness workshop as a core element of staff training	Diversity Partner			√
	Design and deliver bespoke training to School of Nursing 'Fitness to Practice' recruiting staff	Diversity Partner			√
	Feasibility of designing and delivering specific areas of diversity is explored and reported to Equality and Diversity Committee.	Diversity Partner			√

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<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
Equip staff with the necessary knowledge to deal with political extremism on campus in a manner free from prejudice and misconception	At least three workshops are delivered in partnership with Lothian and Borders Police	Diversity Partner			√

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Service Departments

<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
The University explicitly communicates to all staff its corporate values through PDRs		Corporate Learning and Development			√
Individuals who disclose an intention to undergo gender reassignment are fully supported through the process	Produce guidelines outlining the support available for staff and the responsibilities of managers	Diversity Partner		√	
The University provides a varied value for money range of food that is of significance at particular times of the year e.g. Eid, Divali and Rosh Hashanah	All Catering Services staff have attended Cultural Awareness workshops so that they are aware of significant festivals and offer food and promote the availability of this in accordance with the requirements of each festival	Catering Services			√
Ensure that all Quiet Rooms are located in accessible parts of campuses		Diversity Partner and Property and Facilities			√
Ensure that ritual ablution facilities are available at each campus and continue to review facilities as projects are developed		Property and Facilities and Student Affairs		√	

Ensure all Campus Services Staff have an appropriate level of knowledge of the University's diverse staff and student body	Ensure that all security staff have Diverse Possibilities and Preventing Extremism on Campus sessions	Head of Campus Services			√
Ensure that the University provides the appropriate facilities for pregnant and nursing mothers	Review and update the 'New and Expectant Mothers' guidelines and ensure that suitable facilities are available for new and expectant mothers	Head of Diversity and Special Needs			√
Ensure the University's website is accessible to all	Website conforms to the 'AA' standard set out in the W3C Accessibility guidelines Reduction of the number of options to 9 or less in each navigation layer	Head of Web and Digital Communications			√

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Procurement

<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
The University complies with its obligations under the procurement elements of the Equality Act 2010	All contractors continue to be reminded of their obligations and required to provide evidence of compliance with anti-discrimination legislation	Director of Finance			√
	Explore the feasibility of signing-up to the proposed fair procurement equality standard	Operational Support Manager			√
	Sign-up to the “Customer Service Excellence” Charter	Operational Support Manager			√
	Establish an online Comments, Complaints and Suggestions facility	Operational Support Manager			√
	Ensure relevant staff have attended customer service training e.g. “Dealing with Difficult Situations”	Operational Support Manager			√

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Involvement

<u>Desired Outcome</u>	<u>Activity Required to Achieve Desired Outcome</u>	<u>Responsibility</u>			
To ensure that an appropriate level of involvement by staff, students and the wider community informs the University's policy and practice	Establish a means for seeking the views of staff and students	Diversity Partner and Equality Contacts		√	
	Continue to provide appropriate support for relevant staff/student associations and societies	Vice Principal (Academic)		√	
Host an annual Diversity Day that highlights and promotes Edinburgh Napier University's commitment to diversity	An annual event is held and has representation from as wide a possible an audience	Diversity Partner			√

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