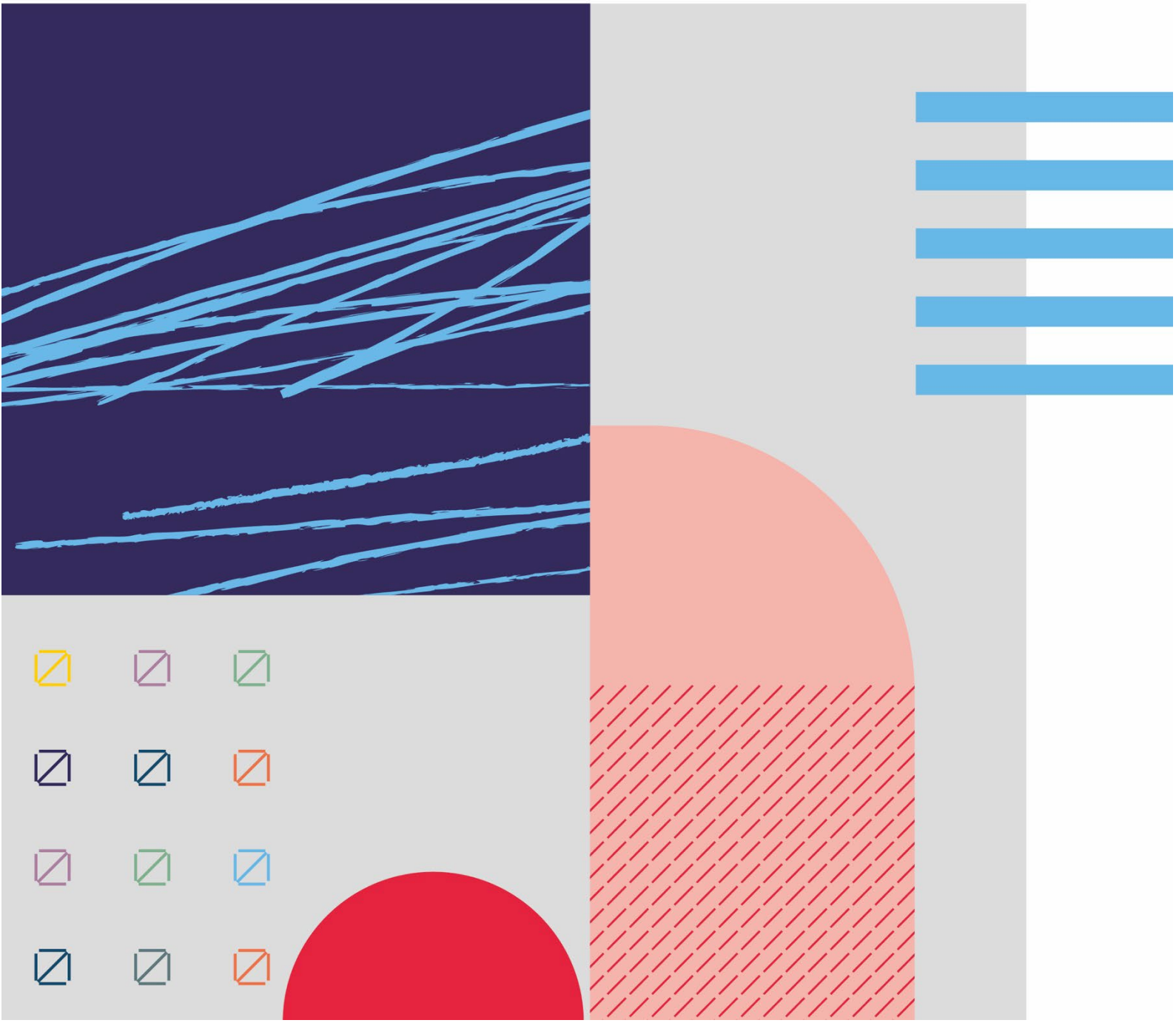
Edinburgh Napier UNIVERSITY

INCLUDE 2025:

MAINSTREAMING REPORT

APRIL 2025

Celebrate, Challenge, Connect



Edinburgh Napier University Mainstreaming Report April 2025

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Foreword

2021-2025 was a period of challenge, with the legacy of COVID-19 still impacting on our everyday. We looked to make progress across the equality, diversity and inclusion space, taking stock particularly, over 2023/24, to support a more focused final phase of our equality outcomes and set strong foundations for 2025-29.

This Mainstreaming Report gives us the opportunity to look back at our achievements and recognise where we have made progress toward our commitments. It gives me a sense of pride to say we largely fulfilled our commitments. Some of our headline achievements are that:

- we exceeded our target to increase the proportion of staff from global majority ethnicities employed in decision making, leadership and senior roles (Grade 8 & above) from 6.7% in 2021 to 12% by 2025. At the turn of the year that figure was 13.7%.
- students from all protected groups (with a focus on students from global majority ethnicities and disabled students) know how to access, and feel confident in accessing, student support services.
- our annual Wellbeing and Inclusion student survey (2023/24) showed that 93% of disabled students, who completed the survey, felt the University is a 'comfortable and inclusive environment'. Similarly, 100% of those students who completed the survey and identified as lesbian, gay, bisexual, asexual, or pansexual felt the University is a 'comfortable and inclusive environment in which to study.

Those areas where we have more to do will continue to be part of our focus over 2025-29. This includes building on creating School-based approaches to better embed School EDI priorities, continuing to address imbalances in subject areas and building a visible approach to EDI across Edinburgh Napier University.

I'm pleased that this Mainstreaming Report provides a platform to showcase great examples of practice in our everyday activities, from all corners of the University. This is a fantastic opportunity to celebrate success.

I'd like to acknowledge the leadership and support from Professor Andrea Nolan, our Principal and Vice Chancellor over the last eleven years. I am grateful for the support and leadership shown by Andrea across our EDI activities and wish Andrea a wonderful retirement.

Carolann Begbie

Director of People, IS and Student Services

Chair, University Inclusion Committee

1. Introduction

Our last Mainstreaming Report, published in April 2023, outlined mid-point progress toward our 2021-25 Equality Outcomes. That report updated on how we were working to address our known challenges and tackle the range of actions contained in our 3 key action plans:

- Equality Outcomes 2021-25
- Gender Equality Action Plan 2021-25
- Race Equality Action Plan 2021-25

Our 2021-25 Equality Outcomes were our primary set of EDI actions with links to the gender and race equality action plans. The EOs were developed under the guidance of the University's Inclusion Committee (IC). The IC, chaired by Carolann Begbie, Director of People, IS and Student Services, the IC is a cross-University Committee with representation from staff and student groups, and direct links to our academic schools through School EDI Leads. Membership includes Deputy Vice Chancellors and Deputy Principals for Learning and Teaching, and Research and Innovation and the Vice Principal for International and External Relations.

Our Vision Statement, outlined below. set out our belief in inclusion, embedded in our University values and brought to life through our EDI focused commitments.

Table 1: Edinburgh Napier University Vision Statement

Edinburgh Napier University is enriched by the diversity of perspectives, cultures and backgrounds brought by all within our global community. We are committed to a positive environment where diversity and inclusiveness 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 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. We understand that it is because of our diversity that our community becomes smarter thinkers, better decision makers and braver innovators. We strive to ensure every member of our staff and student communities feel valued, supported and enabled to bring their whole selves to each and every endeavour without feeling a need to conceal elements of their identity to avoid unfair treatment. Our vision is to build a community where all of our members are empowered to fulfil their full potential and find their own unique place in the world. We don't just accept difference, we promote and celebrate it.

Edinburgh Napier approached our equality activities recognising that the way we work must be responsive to the University's people, context and the wider EDI agenda. That's why over 2023-24 we underwent a review of our processes.

2. Changing EDI Landscape

2023-24 was a period of consolidation and reframing across the equality, diversity and inclusion space which included working with an external consultancy to review our approach to Inclusion, a greater focus toward the national EDI agenda following the publication of SFC National Equality Outcomes and the appointment of a Head of EDI to lead ENU's approach.

External consultants worked with the University to review our approach to EDI. The aim was to review policy, engaging with staff and students from across the University to establish perceptions and experiences of EDI on campus. The consultant outlined areas for future focus covering; Diversity Confidence & Leadership, Employee Experience, Employee Resource Groups, Inclusive Communication and Conscious Scrutiny. This work helped to shape development of a new internal infrastructure for EDI, underpinning activities to support EDI embedding into everyday activity, and development of new Equality Outcomes for the period 2025-29.

In 2023 the Scottish Funding Council published National Equality Outcomes (NEOs) detailed in the Tackling Persistent Inequalities Together publication. The aim of the NEOs was for institutions to address these inequalities by contributing to a set of National Equality Outcomes (NEOs) as part of their Public Sector Equality Duty [1] requirements.

Publication of the NEOs provided an opportunity to take a fresh look at the University's Equality Outcomes and align the University's existing EDI related action plans with the NEOs. This approach supported improving consistency and created more effective progress measurement and oversight.

A set of refreshed Edinburgh Napier Equality Outcomes (contained in Table 2 below) brought together and replaced the original EOs, the Gender and the Race Equality Action plans. The refreshed EOs became the focus of activity over the 2024-25 period.

[1] p5, Tackling Persistent Equalities Together

Table 2: Refreshed EOs 2024/25

2024/25 Equality Outcome 1	• The proportion of staff from global majority ethnicities employed in decision making, leadership and senior roles (Grade 8 & above) will increase from 6.7% in 2021 to 12% by 2025.
2024/25 Equality Outcome 2	• Where there is under representation, the number of disabled, female, and global majority academic staff recruited or gaining promotion will increase by 2025.
2024/25 Equality Outcome 3	• Protected characteristics do not affect student experience and success. • Students from all protected groups with a focus on students from global majority ethnicities and disabled students know how to access, and feel confident accessing, student support services.
2024/25 Equality Outcome 4	• The proportion of male entrants and completing students to UG FT nursing and midwifery programmes will increase to 25% by 2030, increasing by 1% per year. • The proportion of female entrants and completing students to UG FT engineering programmes will increase to 25% by 2030, increasing by1% per year.
2024/25 Equality Outcome 5	• Staff and students feel safe and respected on campus and have confidence in the reporting mechanisms for harassment, hate crime and bullying.

The refreshed EOs were mapped to the NEOs to help shape future work in this area and a new progress monitoring and reporting regime was created via an EO Tracker. The Tracker became a standing item at Inclusion Committee meetings. A final update of the EO Tracker is available in section 5. Equality Outcomes Update.

A new infrastructure for overseeing EDI is now in place (as shown in Figure 1 below), supporting embedding and mainstreaming across everyday activity and business as usual. We are making sure that there are clear links from everyday activity through to strategic priorities and governance oversight.

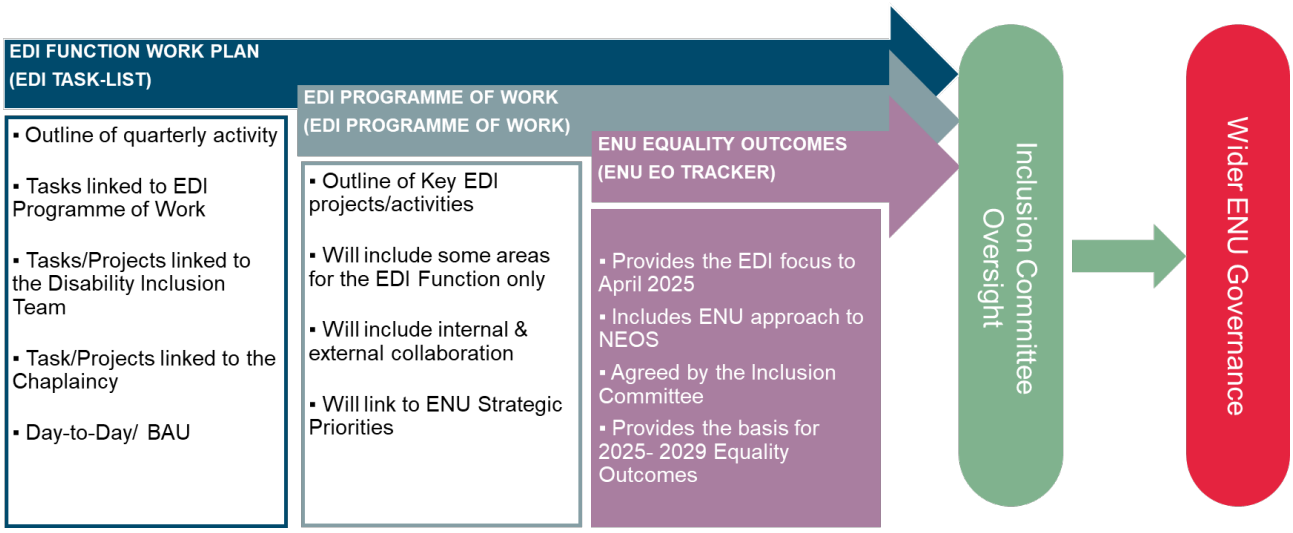

Figure 1: Edinburgh Napier EDI Infrastructure

3. Showcasing Progress

This Mainstreaming Report provides a platform to highlight activities that impact on people and showcasing progress toward mainstreaming EDI. This section provides a wide range of example case studies illustrating what we do and why it matters. Case studies are presented from across our academic schools and our student and colleague focused professional services.

i) Progress in our Schools

SACI: The School of Arts and Creative Industries

SACI, the School of Arts and Creative Industries is a community that celebrates and welcomes people from a wide range of backgrounds, studying and researching areas of expression. The school has taken some strong steps in embedding EDI across many modules as part of the curriculum. For example:

- decolonising study of English Literature
- sustainable and equitable Film production, and,
- accessibility and design practice, showcased in student work in the 2024 GREAT Big EDI challenge (Figure 2 below).

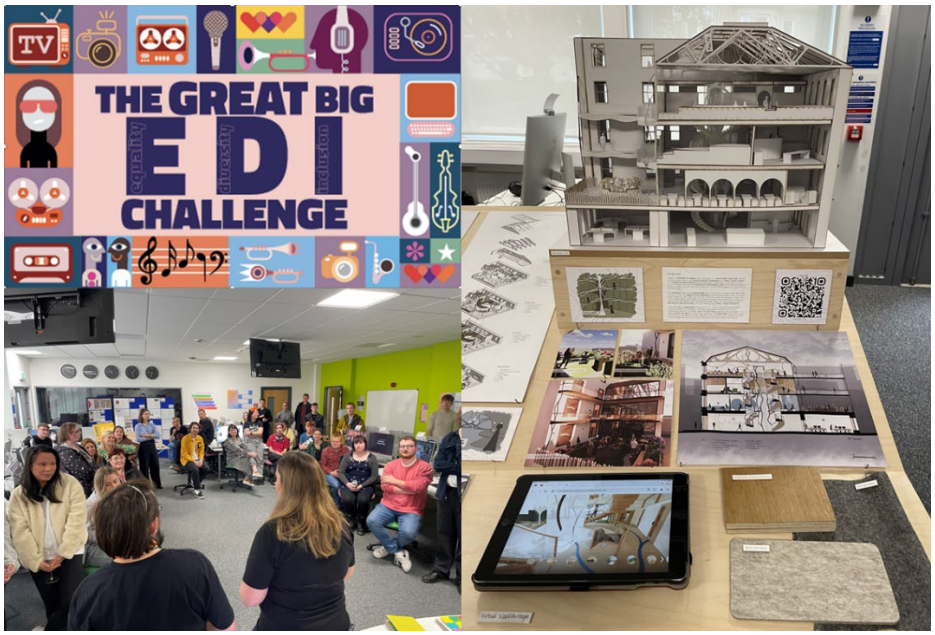

Figure 2: The GREAT Big EDI Challenge took place in summer 2024, a student design competition run by SACI. The event is set to take place in 2025.

The School has an EDI forum, an agenda led session supporting colleagues to raise issues relating to EDI. For example, the Trimester 1 2024/25 Disability & Inclusion - Learning Profiles Forum. This Forum looked to discuss issues arising from the new system for hosting student learning profiles.

Some specific EDI related events within the School have included:

- Annual Women Working in Film & TV Networking event is scheduled to coincide with International Women's Day in March. Colleagues and students from across the School are invited to hear from a panel of women working in screen industries. The event is followed by networking opportunities.
- The 16 Days of Activism Challenge encourages people to think creatively about addressing sex and gender-based violence.
- The Gender & Sexuality Research Seminar is run by the Centre of Arts Media & Culture and takes place annually in March. The seminar coincides with International Women's Day providing a showcase of research spanning Gender and Sexuality within in the School.

SAS: The School of Applied Sciences

SAS, the School of Applied Sciences is increasing the volume of EDI activity across the School creating a sense of visibility which supports EDI as part of everyday activity.

An excellent example of working together includes the jointly funded public engagement collaboration between SACI and SAS which saw the launch of Asian! MacAsian! Podcast addressing under-representation of Scottish Asian identities in public media.

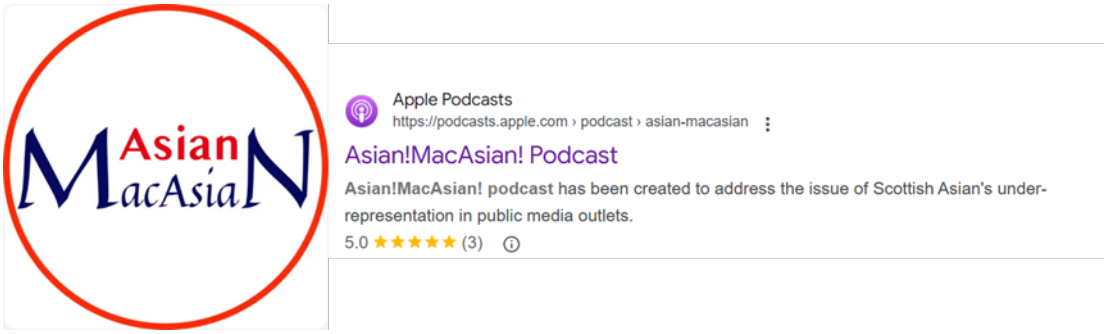

Figure 3: Asian!MacAsian! Podcast available to subscribe and download

Some further examples of EDI focused work in SAS includes:

- Colleagues in Teacher Education are leading anti-racism work in initial teacher education across Scotland; there is ongoing development of CPD focusing on widening participation in STEM.
- Embedding EDI in the curriculum demonstrated through:
  - a recent institutional led review for Psychology that commended the group's approach to EDI and decolonisation recognising impact on the discipline and developing students as citizens.
  - An increasing number of student-partnership projects focused on EDI in life sciences
  - embedding EDI themes in the life sciences curriculum.
  - A a new undergraduate 'Race and Decolonial Social Theory' programme.

- 'Open to All' Social Sciences seminar series features EDI and social justice themes
- The school is excited to see an increasing number of SAS colleagues engaging in EDI work/research with external partners such as the LGBTQIA+ Webinar, supporting development of an EDI Survey for GB Surfing, and a Gender Equality Partnership project with the University of Health and Allied Sciences (Ghana).

SCEBE: The School of Computing, Engineering and the Built Environment

SCEBE, the School of Computing, Engineering and the Built Environment is committed to creating an environment where every student can thrive.

The School is working to better embed EDI into everyday activities, some specific examples include:

- The Built Environment subject group engagement with the Graduate Apprenticeship initiative has been a significant step towards creating more diverse and inclusive educational opportunities.
- A distance learning format is available on many of the Built Environment Taught Postgraduate programmes allowing students to study at their own pace and from any location, making education more accessible to those who may have other commitments or face geographical barriers. This is helping to foster a diverse, multicultural and inclusive learning environment.
- Development of school specific EDI teaching practice exemplars alongside accompanying seminars and knowledge exchange mechanisms is underway.

The School continues to work collaboratively, taking part in the S2 Girls and Non-Binary into STEM 2023 sessions and is looking to take an active role in future events.

SHSC: The School of Health and Social Care

SHSC, the School of Health and Social Care, focuses on courses allied to medicine supporting not only students but wider health and social care provision in the real world.

The School has in place a range of support provision for students, embedding a wellbeing focused approach. This includes:

- A dedicated Student Experience Team working toward providing a positive, well-supported and successful experience for students. The team offers 1-2-1 support for students, provides volunteering opportunities and a range of events and activities to build community and belonging
- The Practice Learning Education Team lead on institutional work to address the UK-wide challenge of racism in clinical placements. Addressing this is a key objective within the Council of Dean's EDI Strategic Group. The Napier team have worked with nursing practice colleagues in Edinburgh to create an on-placement student support network and this will continue to be developed and refined. The team intends to further develop this work to create guidance for students and staff in allyship and 'what to do' in situations where racism is observed or reported by students on placement.

A key focus, building on the significant challenge of addressing racism from patients toward staff, is embedding anti-racism into the curricula. This includes support for, reporting and supporting incidents alongside addressing conscious and unconscious biases. This work brings together colleagues in the Department of Learning and Teaching Enhancement.

TBS: The Business School

TBS, The Business School, welcomes students from all over the world to study, mainly at our Craiglockhart Campus. The School embeds EDI in visible ways throughout the academic year including activities to mark International Women's Day, religious festivals and supporting our international students through strong links to the Edinburgh Napier Student Association.

The Bright Red Triangle (BRT) is a start-up incubator working with students, graduates and staff across Edinburgh Napier University, Queen Margaret University and Edinburgh College. The BRT develops enterprise skills and provides members with business advisers and a co-working space, where entrepreneurial people can come together to connect and collaborate on exciting new projects and ventures.

A great example of focusing on EDI is the SDG5 (Sustainable Development Goal 5 Gender Equality) Living Lab. The Lab focuses on fostering a supportive environment for women. The initiative was born from the partnership between Edinburgh Napier University and Women's Enterprise Scotland, and is committed to advancing Sustainable Development Goal 5 - Gender Equality.

Currently TBS is focusing on planning for a 2025 EDI conference ENclude taking place in May 2025. The conference aims to connect and advance EDI research and action at ENU from all disciplines, students, staff, alumni, and our communities of ENU research users. The conference will seek to showcase and advance research alongside highlighting EDI in action (impacts and interventions) from all ENU colleagues, students, and alumni.

Figure 4: Edinburgh Napier, Home of the difference maker

ii) Progress in our Student and Colleague facing professional services

Case Study 1 Research Focused: Making cyber more inclusive

Edinburgh Napier looks to work collaboratively with a range of organisations seeking solutions to challenges and creating innovative solutions. For example, the Cheltenham Science Festival was looking for innovative new ways to engage wider audiences in to cyber security. The festival particularly wanted to focus on being more inclusive and diverse to attract and inspire new generations of cyber security professionals.

To support a goal of trying to make the cyber industry more accessible and open to a wider range of people, from all backgrounds and abilities, Festival & Event Management Professor, Prof Gary Kerr, joined the festival as a curator to share creativity and curatorial expertise in developing a new interactive cyber security themed drop-in zone, called 'The Arcade'.

'The Arcade' was based on a seaside arcade concept, allowing people to undertake a series of fun and engaging activities, many of which were focused on the softer skills needed in cyber security. The Arcade featured retro arcade games and pinball machines to highlight past technologies, as well as showcased new cyber and computing technologies, exploring how they will shape our culture in the future.

> "I was interested in looking at how to think about cyber in new ways – how to make the industry and the sector much more accessible and open to a wider range of people, particularly thinking about skills and the next generation of people coming through into the sector".
>
> **Reid Derby, Cynam (Cyber Cheltenham)**

Figure 5: Quote from Arcade Participant, Reid Derby

For more information Creative Approaches to Inspire the Cybersecurity Workforce of the Future (napier.ac.uk)

Case Study 2 Research Focused: The Centre of Mental Health Practice, Policy and Law Research

The Centre for Mental Health Practice and Law Research, led by Prof Jill Stavert, is part of the School of Health and Social Care. The Centre has a vision to support the realisation of everyone's right to enjoy the highest attainable standard of mental health across an individuals' lifespan.

The Centre takes forward a multi-disciplinary approach, involving academics, students and public, private and third sector stakeholders and informed by lived experience, carers and practitioners to address health and social care needs and challenges to find meaningful and impactful solutions.

The approach ensures inclusivity by including people with lived experience in their activities – e.g. the Scottish Mental Health Law Review case study: Scottish Mental Health Law Review (napier.ac.uk).

"You really can't develop legislation that is about the freedom and lives of people like me, without involving those people who are directly affected by it. And so key to what we did was to involve, as far as we could - 50% of us or more in the deliberations we undertook through the three years."

Graham Morgan (Lived Experience)

Figure 6: Quote from Graham Morgan from Mental Welfare Commission Scotland

Case Study 3: Strategy, Governance & Audit: UN Sustainable Development Goals

The University Strategy includes a commitment that "we will demonstrate delivery against Scotland's National Performance Framework (SNPF) and the United Nations Sustainable Development Goals (UNSDGs)". The aspirations of the SNPF mirror and support the aspirations of the UNSDGs. The strategic commitment is further explained within the Environmental Sustainability Strategy.

Overall, the UNSDGs provide an internationally recognised foundation to support progress towards many aspects of equality, diversity and inclusion alongside environmental sustainability and social responsibility. This includes, but is not limited, to UNSDG 5 Gender Equality; UNSDG 10 Reduced Inequalities; and UNSDG 17 Partnership for the Goals.

To audit and measure purposeful action towards the UNSDGs, the University has (to date) participated within two Times Higher Education (THE) Impact Rankings audits. Within the first audit (submitted November 2023 covering the 2021/22 academic year) the University collated and submitted information covering seven UNSDGs. As a result, the University achieved an overall score of 76.1% and was placed within the 301-400 bracket out of 2,000 global institutions.

A key element of our work to progress our commitment contributing to the UNSDG and delivering against the SNPF supports our approach to embedding and mainstreaming EDI into our everyday. Our activities to date are a starting point. Looking to the future we will bring together EDI, sustainability and broader Strategic aims to show how these areas can converge to support progress.

Figure 7: The University is committed to Environmental Sustainability

Case Study 4 Learning and Teaching Focused

The Department of Learning and Teaching Enhancement (DLTE) plays a key role in supporting and driving forward the learning and teaching agenda of the University strategy. DLTE aim to inspire and support the development of learning and teaching practices across Edinburgh Napier to enhance the student learning experience by working closely with Schools and Professional Services. Below are two case studies showing how DLTE are supporting mainstreaming EDI across learning and teaching focused activities.

i) ENhance

ENhance is the Edinburgh Napier University's curriculum development framework. supporting curriculum development, design and enhancement. The framework has been designed to embed a culture of enhancement in curriculum design at the module and programme level.. It prompts us to ask questions like:

- Who are our learners?
- What are our assumptions as teachers and learners?
- How well is students' learning and development supported at the level of the programme (rather than the module)?
- How do students and teachers understand their role in the curriculum?

A key theme for Enhance is Inclusion, which focuses on removing barriers (social, physical, economic, cultural, technological) to learning. Through ENhance we can design programmes that actively encourage students' engagement and participation and to enable student success through the Universal Design for Learning approach.

ENhance is fully embedded into our institutional culture and is part of our everyday vocabulary. Through this mechanism, over the last three years, colleagues articulate how they are evidencing inclusion in their modules and programmes as part of our quality processes. We now have a growing body of case studies that attest to how our curricula is inclusive and that also enables other colleagues to see how they also can embed inclusion in their curriculum.

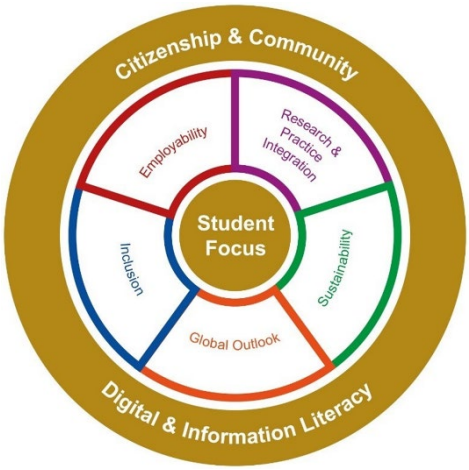

Figure 8: The ENU ENhance Framework Key Themes

ii) Institutional Researcher

In 2023 we recruited an institutional researcher to deepen our institutional understanding of who our students are to help us better support their diverse learning and teaching needs and expectations.

Given our focus on inclusion, we prioritised our understanding of our students' progression and outcomes, taking a sharper focus on our Black and Global Majority students as well as our international students.

The most recent research report on the experiences of our international students has led to a set of recommendations that are being taken forward at institutional level to change how we adapt our curriculum to best support all of our students.

Case Study 5 Student Focused: Mainstreaming Reasonable Adjustments

A 'reasonable adjustment' is a concept that many will be familiar with, based on the legal duties to make adjustments to support equal access. At Edinburgh Napier University we take a

mainstreaming approach which looks to make a whole range of adjustments part of our everyday provision.

There are many benefits to this embedded approach to provision of support. Crucially we remove the need for many students to disclose a disability because their requirements are already in place. Also, we recognise that by mainstreaming the most common, basic support we improve access and the student experience for everyone.

Mainstreamed adjustments include:

- Class materials in advance
- Class recordings
- Adjusting the time allowed for class tests
- Online open book class tests

The university continues to support a mainstreaming approach to help the university to meet legal requirements outlined in the Equality Act to anticipate student needs, reduce and remove stigma and make sure we can better support short-term changes in individual circumstances. We create and maintain a better understanding of each other and build stronger communities through the collective responsibility we achieve through mainstreaming.

Our mainstreaming approach is based on Universal Design for Learning (UDL) that gives all students equal opportunity to succeed. The Department of Learning and Teaching Enhancement works closely with the Disability Inclusion Team and the academic Schools to support continuous improvement in our mainstreaming approach.

Figure 9: Rich in diversity, the ENU Student Community

Case Study 6 Student Focused: UK Student Recruitment & Outreach

The UK Student Recruitment and Outreach team lead and manage recruitment within Scotland, England, Northern Ireland, Wales, and the Republic of Ireland. Working closely with academic schools, the team deliver tailored approaches to our different target markets to guide them through their journey to university.

The team is made up of three different strands to ensure consistent messaging across all of our UK recruitment activity:

- Schools Outreach

- College Outreach
- Events

Schools Outreach covers a number of activities, Explore ENU has run for three years and as an immersive two-day experience of university life at Edinburgh Napier University, that invited S5 and S6 pupils to our campuses to experience our courses, facilities, and student life.

The event has grown since an initial Explore Creatives event ran in collaboration with SACI in 2022. The session now includes Engineering, Nursing & Midwifery, Business and Law in partnership with SACI, TBS, SHSC and SCEBE.

Figure 10: Explore ENU

As Explore ENU continues to grow so does our contact with widening participation groups including carers, care experienced, SIMD20 and estranged young people. We know that people with protected characteristics are represented in all of these groups and continue to make sure we provide support and access to Higher Education opportunities.

The Team also coordinated the 'S2 Girls' and 'Non-Binary into STEM' 2023 and 2024 events. The sessions were held to:

- raise awareness and knowledge of the variety of careers in STEM
- raise aspirations and inspire females and non-binary people in S2 to choose STEM as a career
- build confidence of participants
- improve gender balance within STEM subjects
- support and empower S2 girls to choose subjects for S3 that align with a career in STEM

The event brings together participants from Edinburgh and Glasgow High Schools with engaging and fun activities. This has included, for example, a morning session covering 'Academics in STEM Noughts and Crosses', and an afternoon session focusing on a 'Ping Pong Pentathlon'.

Evaluation showed that the event(s) were impactful on participants. At the 2023 event participants were positive about the statement 'my opinions about careers in STEM have been influenced by today's session', with 78.2% agreeing and 21.74% strongly agreeing.

Figure 11: Outreach at ENU

Case Study 7 Colleague Focused: Continuous listening

Colleague engagement surveys have been regular practice for many years, traditionally conducted biennially. During the pandemic, the University carried out short self-managed pulse surveys focusing on specific topics such as wellbeing and hybrid working, allowing us to adapt to the needs of our colleagues during that time.

In 2022, we partnered with People Insight to conduct our first all colleague engagement survey, using their managed survey approach. Our Senior Leadership Team endorsed a move away from large, biennial surveys toward a more frequent, continuous listening approach in 2023. A pulse survey in November 2023 and a final full all colleague survey in June 2024 were completed with a move to Continuous Listening thereafter, managed centrally by the People Team. This shift allows for improved ongoing feedback and colleague engagement, achievement of KPIs and a focus on specific areas of interest.

There have been immediate benefits since implementing more frequent surveys. An 8% increase in colleagues believing that their feedback will lead to action, demonstrates how more regular listening fosters greater trust and a stronger sense of belonging.

We have noted increases in overall engagement for colleagues that have disclosed their Disability status and Ethnicity in demographic survey questions. In 2024 the survey indicated improved results in colleague's beliefs that "The University treats people fairly and equally" and "The University demonstrates commitment to EDI" with over 70% of participating colleagues submitting a favourable response.

Some verbatim survey comments were also identified as broadly aligning to Fairness and Equality, with themes including promotion system, fixed term contracts, decision making involvement across grades, recruitment, recognition and managing underperformance or behaviours. This feedback has shaped ongoing work in this area.

We continue to engage with our colleagues and work towards embedding our ongoing approach to continuous listening. By implementing a continuous listening approach, we can maintain ongoing dialogue with our colleagues, ensuring that we stay in tune with reality and address emerging issues quickly. This approach aims to create a more inclusive and responsive

environment where every colleague's voice is heard and valued to make decisions that can enhance the colleague experience.

Figure 12: Your Voice was the partnership with People Insight. The University is now moving to a Continuous Listening model

Case study 8 Colleague Focused: Senior Pay Policy Review

In 2022 a review of the University's Senior Pay Process was undertaken. The key drivers for the review were to ensure that the University attracts, secures and retains talent at a senior level. We also wanted to engage senior managers more directly with the strategic objectives of the University to support the development of a high-performance culture.

There is no automatic incremental pay progression at this level. Colleagues with high performance ratings in appraisals were invited annually to apply for a pay uplift. It was recognised that the application process seemed to create a barrier with low application numbers, particularly from female colleagues raising concerns about the opportunity for pay inequality to develop.

To address this issue the following steps were taken:

- pay principles which enhanced the link between pay and performance were introduced with greater focus placed on regular performance conversations.
- The application process was removed, and to ensure that consistency is applied in the evaluation of performance, calibration exercises now take place at School/Service and University level.
- The pay scales are reviewed annually using benchmarking information with a range developed for each of the senior roles. An annual alignment exercise ensures that the salaries of colleagues who have met their objectives are aligned with the pay range for

the role, with the potential for additional increases to be applied for colleagues whose performance has been rated as exceptional.

- Prior to confirming pay increases, we actively monitor demographic information to identify any potential equality concerns and ensure that there is appropriate justification for any differences between genders.

Implementing these changes has ensured that our Senior Pay Policy is flexible and that all senior pay decisions are underpinned by consistent evaluation of individual performance.

Figure 13: Working at Edinburgh Napier

4. Going Forward: Celebrate, Challenge, Connect

This report has focused on our achievements throughout 2021-25 and lays the foundations for our next set of Equality Outcomes covering 2025-29.

Our work over 2021-25 has set the foundations for a new EDI infrastructure, co-ordinated by central support to elevate activities that take place across the University. Our next four years will be all about celebrating, challenging and connecting.

5. Equality Outcomes Update

Equality Outcomes 2021-25 Final Update February 2025

The table below presents a final update on the University's Equality Outcomes 2021-25. Given the governance processes the final update took place in February 2025.

All Equality Outcomes were marked as green or amber on a RAG rating, having achieved set targets, put in place agreed actions and working toward meeting targeted outcomes. Some areas have retained an amber rating with an agreement that actions will roll forward for the 2025-29 period. These actions related to establishing baseline information at school level and addressing persistent challenges around gender balance in some subject areas. Work is already underway to create a more robust measurement framework going forward.

COMPLETE	CONTINUING

EO	Refreshed Equality Outcome	Final Update March 2025
1	1.1 The proportion of staff from global majority ethnicities employed in decision making, leadership and senior roles (Grade 8 & above) will increase from 6.7% in 2021 to 12% by 2025.	• Data drawn on 31 December 2024 confirms that: >13.7% of staff employed in decision making, leadership and senior roles (Grade 8 & above) are from a global majority group. This has been increasing since 2020, when it was 8%.
	1.2 The proportion of staff from global majority ethnicities working across Professional Services will increase from 4% in 2021 to 8% in 2025 and thereafter by 2% per year to reach 12% (or equivalent to the local working age population as evidenced by up-to-date census data)	• At 31 December 2024 the proportion of academic staff drawn from global majority group is 21.8%. As HESA data for 2023/2024 is not available, our comparison is with the reported 2022/2023 HESA Scottish average of 17% • Scottish HEI comparison for 2022/2023 from HESA data shows the overall staff numbers for global majority group staff at 11.9% with Edinburgh Napier at 13.4%. • The 'ethnic minority' Professional Staff employee population is 5.7% at 31 August 2024- below the target and below most recent Edinburgh Census data. However, the steady rise in the population demonstrated improvements, curtailed by current recruitment restrictions. • Census data from 2022 for Edinburgh showed just under 85% of the population was identified as part of with White population. The global majority population were mostly represented in the following categories: Asian, Asian Scottish or Asian - 8.56% Asian, Asian Scottish or Asian British: Chinese, Chinese Scottish or Chinese British - 2.93% Mixed or multiple ethnic group - 2.5% Asian, Asian Scottish or Asian British: Indian, Indian Scottish or Indian British - 2.41%
	1.3 The proportion of academic staff drawn from global majority ethnicities will increase from 13% in 2021 to a percentage equivalent to (or greater than) the Scottish HEI average.	
2	2.1 Where there is under representation, the number of disabled, female, and global majority academic staff recruited or gaining promotion will increase by 2025.	• Promotion Data from 2015 - 2024 shows female success rates have varied over the period. Over this period 45% of promoted staff are female and 55% are male. • Over this period 39% (88 from 225) of female applications were successful compared to 40% (106 from 259) of male applications. Recruitment restrictions and low disclosure for disability makes is difficult to draw conclusions (although it is positive that there is a steady 10% of applications that declare disability there are very low numbers for promotion). We

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		see an increase in ethnicity disclosure in recruitment though there is a gap in additional information to make any meaningful inference around recruitment. There is variation in promotions data which does not highlight where there maybe particular issues with success rates. Further work will be taken forward over 2025-29 to create more robust measurement frameworks.
	2.2 Specific School based metrics will be established to identify priority areas of action to ensure that where there is under representation the number of disabled, female (or male) and global majority academic staff will increase.	• School based metrics is in development with work to establish and evaluate detailed baseline information remitted to 2025-29 EDI Programme of Work. This has been remitted to 2025-29, along with a commitment to create more robust engagement at School level.
3	3.1 Protected characteristics do not affect student experience and success.	The University focuses toward created an excellent student experience for our students. We use disaggregated student profiling statistics to demonstrate how students from different backgrounds are enrolling, progressing and completing their studies with us. The following data is drawn from the University's Diversity Dashboard and represents the most up to date figures available – the data is based on UK courses only and reports on UK domiciled students. The date ranges vary due to external reporting requirements to HESA and these have themselves recently changed preventing the reporting on 'continue or qualify' from being updated beyond 2020/21 Disabled Students: • 17% of entrants in 2022/23 are disabled (compared to 16% in the previous year). This is in line with Scottish HEI enrolments of disabled students which sits at 15% • 89% of disabled students continue or qualify in 2020/21 compared to 90% of non-disabled students. In 2022/23 80% of disabled students gained good honours (1st and 2.1) compared to 85% of nondisabled students (in 2021/22 this was 88% of disabled students and 83% of non-disabled students.) • The 5-year rolling comparative average for good honours (2018/19 to 2022/23) is 84% for disabled students and 83% for non-disabled students.

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		Age: • 52% of entrants in 2022/23 are aged under 21 (compared to 46% in the previous year). • 90% of students under 21 continue or qualify in 2020/21 compared to 89% of those over 21. • In 2022/23 84% of students aged under 21 gained good honours compared to 85% of those aged over 21 (this compares with 84% of under 21 students and 83% of those over 21 in the previous year.) • The 5-year rolling comparative average for good honours (2018/19 to 2022/23) is 84% for students under 21 and 82% for those aged over 21. Gender: • 42% of entrants in 2022/23 were male (compared to 39% in 2021/22). • 87% of male students continue or qualify in 2020/21 compared to 92% of female students. • 82% of male students gained good honours in 2022/23 compared to 86% of female students. (this compares with 83% of male students and 85% of female students in 2021/22). • The 5-year rolling comparative average for good honours (2018/19 to 2022/23) is 81.6% for male students and 85.6% female students. Ethnicity (some data collected data retains BME categories, this is is replicated here but aligns with our Global Majority terminology): • 11% of UK domiciled (check) entrants in 2022/23 are from Black and Minority Ethnic (BME) backgrounds (compared to 9% in the previous year). • In 2020/21 91% of BME students continue or qualify compared to 90% of white students. 76% of BME students gained good honours in 2022/23 compared to 85% of white students (this compares with 75% of BME students and 85% of white students in the previous year). • The 5-year rolling comparative average for good honours (2018/19 to 2022/23) is 71.8% for BME students compared to 85% of white students. Perception and Accessing Wellbeing and Inclusion Support

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		• The annual Wellbeing and Inclusion student survey (2023/24) shows that 81% of disabled students who completed the survey agreed that they were able to successfully engage on their learning programme, 9% disagreed and 10% neither agreed or disagreed; 80% of disabled students agreed that their Learning Profile was being implemented mostly or in full, while 15% responded that it was somewhat implemented and 5% not at all. This is a reported improvement of 6% compared to the survey from 2022/23. • This survey also showed that 92% of BME users of Wellbeing and Inclusion services were satisfied with the services received. This compares to 87% of white students.
	3.2 Students from all protected groups with a focus on students from global majority ethnicities and disabled students know how to access, and feel confident accessing, student support services	• The annual Wellbeing and Inclusion student survey (2023/24) shows that 93% of disabled students who completed the survey felt that the University is a 'comfortable and inclusive environment'. • Similarly, 100% of those students who completed the survey and identified as lesbian, gay, bisexual, asexual, or pansexual feel that the University is a 'comfortable and inclusive environment in which to study'. • The 2024 NSS has enabled further analysis on the question (26) - How well communicated was information about your university's mental wellbeing support services? Overall 81.8% of students agreed this information was communicated well (compared to 77% in the previous year). This compares to the national UK average of 78.6% and in Scotland of 75%). • The figures are now able to be disaggregated by a range of demographic features and this shows that: Age - • 80% of those under 21 on entry agreed compared to 84% of those over 21 on entry. In the previous year this compares to 76% of under 21 year olds and 78% of those over this age. Disability - • 81% of disabled students agreed compared to 82% on non-disabled students. This compares to 82% of disabled students and 76% of non-disabled students in the previous year.

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		Ethnicity - • 81% (76%) of white students agreed compared to 89% (88%) of black students, 88% (74%) of Asian students and 72% (73%) of mixed ethnicity students. The figures for 2023 are noted in brackets. • The figure for non-UK domiciled students is 85% (82% in 2023). Sex - 83% of male students agreed compared to 81% of female students. This compares to 78% of male student and 76% of female students in the previous year.
4	4.1 The proportion of male entrants and completing students to UG FT nursing and midwifery programmes will increase to 25% by 2030, increasing by 1% per year.	Nursing & Midwifery: • Numbers have remained static over 2022/23-2023/24. Females dominate (c93% across new students, applicants and offers. • Encouraging and increasing male representation will continue as an area of development over 2025-29 SCEBE: • 21% of entrants to the School of Computing, Engineering and the Built Environment were female in 2022/23, this was a similar percentage in the previous year; 88% of female students continued or qualified in 2020/21 compared to 84% of male students (compared to 92% female and 90% male the previous year); 92% of female students gained good honours in 2022/23 compared with 85% of male students (this compares with 94% of female students and 84% of male students in the previous year. *Supplementary data available below*
	4.2 The proportion of female entrants and completing students to UG FT engineering & computing programmes will increase to 25% by 2030, increasing by1% per year	
5	Staff and students feel safe and respected on campus and have confidence in the reporting mechanisms for harassment, GBV, hate crime and bullying	• Data to demonstrate levels of confidence in reporting will be available for June 2025. • 2555 students have taken the Tackling Harassment: Promoting Cultural Change in HE - Being an Active Bystander course since Sep 2022. (to 10 February 2025)* • 7975 students have taken Consent Matters over the last 5 years. 1691 of these since Sep 2023. (to 10 February 2025)* *% completion is unavailable as the recording use is linked to sign up & access rather than year of study • Information shared about 16 days activities open to all community, report & support open to all, zero tolerance campaign

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		• There have been 149 reports made by staff and students to our Report and Support system since it launched in 2020 and 99 of these have been made since April 2021; of these 11 were made by a staff member, 1 by a visitor and 87 by students. • Over this period (April 2021 to 10 Feb 2025) 33 were reports of sexual violence, 26 of sexual misconduct, • There were 5 employee cases linked to harassment, GBV, hate crime and bullying in 2024. They were all resolved.

EO 4 Supplementary data

UGFT Applications, Offers and entrants (includes all student domiciles)

2022-23

	Female	Male	Grand Total	% Female	% Male
SCEBE					
Application Count	766	3,007	3,773	20.3%	79.7%
Offer Count	630	2,385	3,015	20.9%	79.1%
Offer Rate*	0.8	0.8	0.8		
New Student Count	202	741	943	21.4%	78.6%
Nursing/ Midwifery					
Application Count	3,812	255	4,067	93.7%	6.3%
Offer Count	1,270	105	1,375	92.4%	7.6%
Offer Rate	0.3	0.4	0.3		
New Student Count	658	56	714	92.2%	7.8%

* Offer Rate = Offer count/ Application count

2023-24

	Female	Male	Other	Grand Total	% Female	% Male
SCEBE						
Application Count	752	2,762	13	3,527	21.3%	78.3%
Offer Count	622	2,231	5	2,858	21.8%	78.1%
Offer Rate	0.8	0.8	0.4			
New Student Count	176	704		880	20.0%	80.0%
Nursing/ Midwifery						
Application Count	2,673	191		2,864	93.3%	6.7%
Offer Count	1,095	86		1,181	92.7%	7.3%
Offer Rate	0.4	0.5				
New Student Count	492	38		530	92.8%	7.2%

UGFT Completion by gender, 2022-23 to 2023-24 (includes all student domiciles)

SCEBE

Gender	2022/23		2023/24	
Female	177	23.8%	152	22.1%
Male	564	75.9%	536	77.9%
Other	2	0.3%		0.0%
Total	743		688	

Nursing/ Midwifery

Gender	2022/23		2023/24	
Female Male	523 59	89.9% 10.1%	573 44	92.9% 7.1%
Total	582		617	

Edinburgh Napier UNIVERSITY

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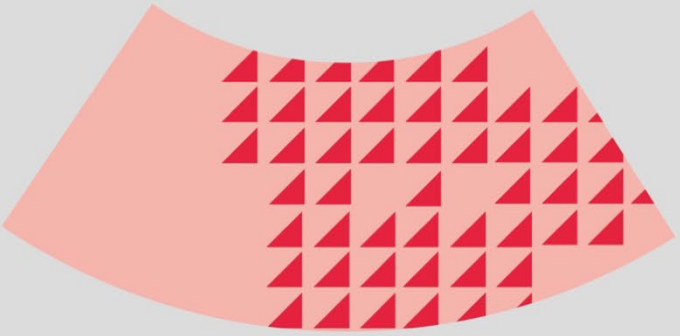

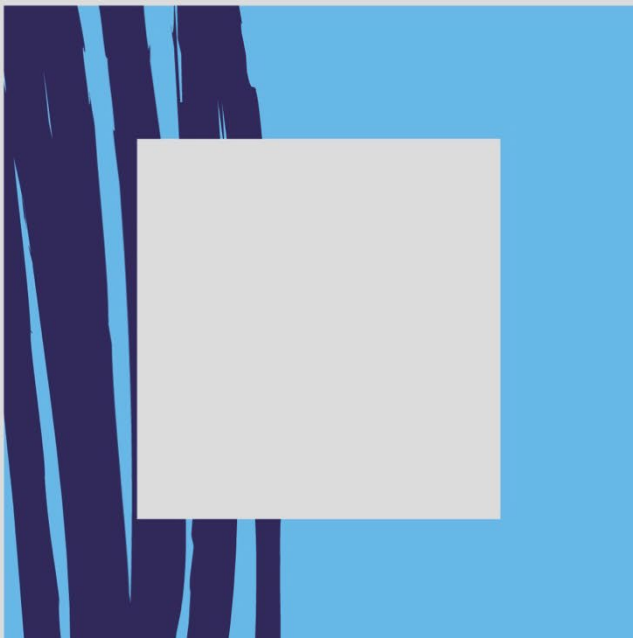

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