EDINBURGH NAPIER UNIVERSITY

HUMAN RESOURCES COMMITTEE

STAFF DIVERSITY REPORT 2011

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 report since the University combined all its equality and diversity-related activity into one document. It should be noted that there are deliberately very few 'date-specific' deadlines as this action plan is a three year plan and much of the activity, such as completing equality impact assessments and hosting diversity days, will be repeated as and when required.

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.

Summary of the data

Applications for employment

4. There has been a significant reduction in the numbers of applications for employment to the University (approx. 55%) and this is reflective of the

reduced number of vacancies the University has sought to fill externally. The University received 1872 applications in total, down from the 2009/10 figure of over 4000.

5. Some of the data shows considerable change and it is probably unsafe to draw too many conclusions as the data for 2009/10 appears unreliable. It is therefore proposed that, where this is the case, it is ignored and a comparison made with next year's data.

6. Concerns that unmanageable numbers of applications for employment under the Guaranteed Interview Scheme were being generated were investigated by monitoring three recruitment exercises. Evidence from these exercises showed that the number of disabled applicants who were eligible for interview was in line with previous recruitment exercises and no remedial action was therefore necessary.

Staff in post

7. Committee has received regular annual reports on staff diversity and detailed information is presented in appendix 1. The overall picture from the latest data is one of a relatively stable workforce which has changed little from 2009/10. Female staff continue to form a majority despite an overall reduction in staff numbers (53%). This is consistent with the national gender breakdown of the sector.[1]

8. Female staff continue to form a majority at grades 2 to 4, with the greatest disparity at grade 3 (female staff account for nearly 4 times the number of male staff). There is near gender parity at grades 5 and 6 while female staff form a significant minority at grades 7 and above. This pattern is consistent with national data although not as marked[2].

9. There appears to be a significant increase in the number of minority ethnic staff, up from 93 (6%) in 2009/10 to 248 (15%) in 2010/11. This apparent increase is, in part, confirmed by a 'new starts' report which showed that 113 new staff joined the University, of which around 30% (34) declared a minority ethnic background. It is reasonable to therefore assume that there must also be more accurate completion of personal sensitive data among staff already in post as a result of the introduction of HR Connect self service.

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[1] Equality Challenge Unit: *Equality in higher education: Statistical report 2011. Part 1: staff.*

[2] Ibid p18.

10. The non-declaration of ethnic origin has remained at 5% and although the aspirational target is 100% declaration, the University's current rate of 95% is in line with the sector average[3].

11. The percentage of staff declaring a disability is slightly higher than the UK average of 3%. However, the percentage of 'Unknowns' (10%) is considerably higher than the UK average of 4.6%. It is hoped that with a greater understanding among staff of the benefits of declaring the rates will increase. Due to the sensitive nature of this information, disability types will not be published to avoid identifying individuals, although it is captured.

12. The age profile of staff has stayed consistent over the four year period. Although at present there are 16 staff at or above the old retirement age, it is reasonable to assume that, with the abolition of the Default Retirement Age, this figure will increase.

13. The vast majority of staff records have no information in the religion or belief and sexual orientation fields. As both are protected characteristics under the Equality Act 2010, it is important that every effort is made to encourage greater completion by staff.

Equal Pay

14. The Equal Pay Review Group finalised its report in early 2011 and concluded that in very large part most recruitment and progression was in line with the relevant University policy or procedure. It also discovered however that there were a small number of cases where application of policy and procedure was inconsistent and could be improved. These improvements have now been made and another review is scheduled for 2012.

15. It is very likely that the yet-to-be finalised specific duty in Scotland will require the University to publish a statement on equal pay and occupational segregation covering men and women by December 31st 2012.

16. It is also very likely that this will be widened (by 2016) to include a statement covering equal pay and occupational segregation covering men, women, ethnicity and disability. This brings added urgency to the need to have greater declaration of sensitive data among staff.

Employee Engagement Survey

17. The most recent Employee Engagement Survey showed a continuing improvement in positive responses to the equality or diversity-specific

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[3] Ibid p28.

questions. As reported in 2010, for the purposes of clarity questions 61 and 62 were reworded to ensure that staff responses related to their experiences at Edinburgh Napier rather than, as may have been the case for some staff, experience of another institution or employer.

18. Direct comparisons can only be made with question 61 and this shows a +7% improvement over 2010. 90% of respondents responded to both questions stating that they either 'strongly agreed' or 'agreed' with the following statements:

Question 61

"In the last 12 months I have not been bullied or harassed because of my age, disability, gender reassignment, marriage and civil partnership status, pregnancy or maternity status, race, religion (or none), sex or sexual orientation at ***Edinburgh Napier University".***

Question 62

"In the last 12 months I have not suffered a detriment because of my age, disability, gender reassignment, marriage and civil partnership status, pregnancy or maternity status, race, religion (or none), sex or sexual orientation at ***Edinburgh Napier University".***

Staff training

19. In order to continue raising awareness of the importance of meeting the University's General Duty obligations, it was agreed that the Diversity Partner would continue delivering established equality and diversity workshops and design new ones. It was also agreed at Committee that delivery of the workshops should, as far as possible, meet the needs of specific areas in addition to providing ones on a corporate 'first come' basis.

20. The University has three equality and diversity-related workshops running on a regular basis and while it has been difficult to attract sufficient numbers to run them on occasion it seems increasingly the case that running workshops on a bespoke basis is the most effective way of avoiding cancellations. In 2010/11, bespoke sessions were held for staff from the School of Nursing, the Business School, Property and Facilities and Human Resources. In total, 75 staff have attended Cultural Awareness workshops and 24 attended Equality Essentials (398 since October 2008). No Equality Impact Assessment sessions were held although this may be because all relevant staff (96) have already been trained.

21. The University has in partnership with Lothian and Borders Police hosted workshops designed to raise awareness of how vulnerable individuals

(regardless of ethnic or religious background) may become radicalised on campus. These workshops sought to equip staff with the necessary knowledge in a manner free from prejudice and misconception particularly about minority ethnic groups. A total of seven workshops were held attracting 66 staff from all levels and departments.

22. Plans are also in place to ensure that the requirements of the Bribery Act 2010 are communicated to all staff and in particular to staff whose duties regularly take them abroad. The Diversity Partner has been tasked to develop a cultural awareness workshop from a Bribery Act perspective and Committee will receive further details on progress in due course.

23. A sub-committee of the University's Risk Committee has been given responsibility for looking at the implications of the Universities UK publication 'Freedom of speech on campus: rights and responsibilities in UK universities' with particular reference to equality and diversity. Committee will receive further details on progress in due course.

Research Excellence Framework

24. It is a requirement of the Research Excellence Framework 2014 (REF 2014) that each institution intending to submit develops a code of practice on selecting staff within its submission. This code of practice must be based on the principles of transparency, consistency, accountability and inclusivity and adhere to all relevant equality and employment legislation. The funding bodies require this to be submitted to the HEFCE REF team by 31st July 2012.

25. While the code of practice required for the REF 2014 applies many of the basic principles of its predecessor Research Assessment Exercise 2008, there are several key differences. The University already has comprehensive Recruitment and Selection Policies which comply with the Equality Act 2010 and this code of practice is designed to complement existing policy and practice.

26. The Diversity Partner is working with colleagues in the Office of the Vice Principal (Academic) to ensure that one of the key requirements of the REF 2014, staff training in inclusive selection, is provided before any decisions are taken about whose work is submitted.

Procurement

27. In the absence of new or updated procurement guidelines as a result of the enactment of the Equality Act 2010, the University's procurement function continued to ensure that Pre-Qualification Questionnaires were submitted by contractors before being considered as potential suppliers. The feasibility of signing-up to the proposed fair procurement standard has been considered

and, in anticipation of this, a Procurement Policy has been produced and awaits sign-off from the Principal's Executive Group.

28. The Operation Support Manager has been leading on facilitating focus groups from across Finance, Planning and Commercial Services with a view to establishing what should be contained within a customer service excellence charter. A prototype online Comments, Complaints and Suggestions facility has been produced and the focus groups will be asked for feedback on its suitability.

29. All staff have attended customer service workshops and half-day events focussing on Human Resources policies are being organised for middle managers.

Involvement

30. Two 'Diversity Day' events were held in 2011 with the theme of mental health awareness. The first, in March 2011, was held as part of the University's Health Promotion Day and a number of minority ethnic-led mental health charities participated.

31. The second much larger event was held on 27th September 2011 when, as part of the activities, the former Vice Principal (Academic Quality and Customer Service) signed the 'See Me' Pledge on behalf of the University. Signing-up to the Pledge committed the University to a series of activities which are appended as appendix 3.

32. A third event is planned for 21st March to coincide with the United Nation's International Day for the Elimination of Racial Discrimination and a report will be presented to a future committee covering this and the planned event to coincide with the International Day for Older People in October 2012.

33. The University has been chosen as the venue for the Scottish Funding Council/Equality Challenge Unit annual Equality and Diversity Conference 2012. This is a high profile event with representation from many major public, voluntary and statutory sector organisations with an interest in higher education. A report will be prepared for a future Committee.

Conclusions

34. It is a very welcome development that the new HR system has increased the accuracy of staff data. This year's report should be viewed as the first of many reports to come that will allow the University to continue meeting its Specific Duty obligations and to use the information gathered to improve the Staff Journey which in turn will assist in meeting General Duty obligations.

35. In order to continue building on this success, it would be helpful if Human Resources and IDEA staff collaborated to increase awareness among staff of the benefits of providing more complete sensitive data. The Equality Challenge Unit has published guidance which may be of benefit in developing a communication strategy.[4]

Communication Issues

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

Equality Considerations

37. 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.

Recommendation

38. Committee is asked to note the progress made to address inequalities and the activity outlined in this paper which is designed to meet the University's legal obligations.

Mohammed Hameed

Diversity Partner

1st March 2012

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[4] Equality Challenge Unit: *Developing staff disclosure, a guide to collecting and using equality data.*

Staff by Gender

Data captured15/2/12

Gender	2007/08	2008/09	2009/10	2010/11
Female	933 (52%)	939 (53%)	879 (54%)	843 (53%)
Male	871 (48%)	838 (47%)	750 (46%)	738(47%)
Total	**1804**	**1777**	**1629**	**1581**
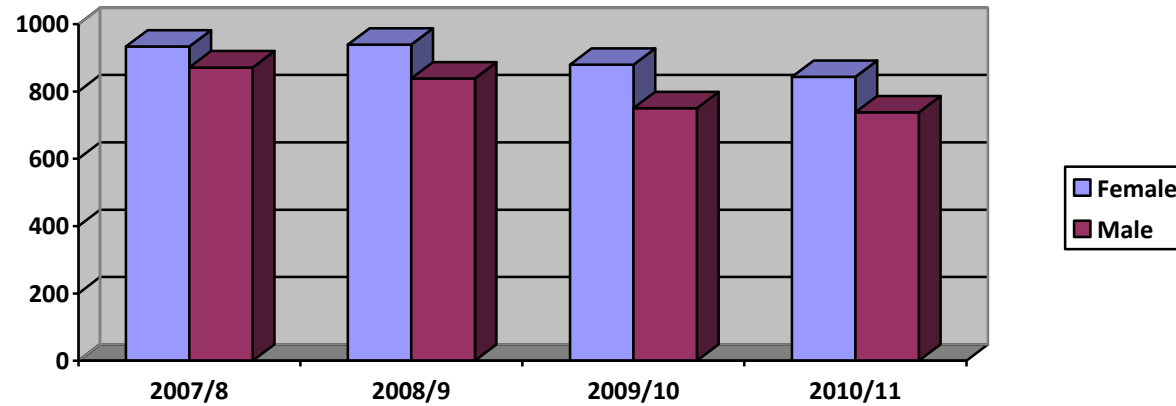
Staff by Gender and Grade
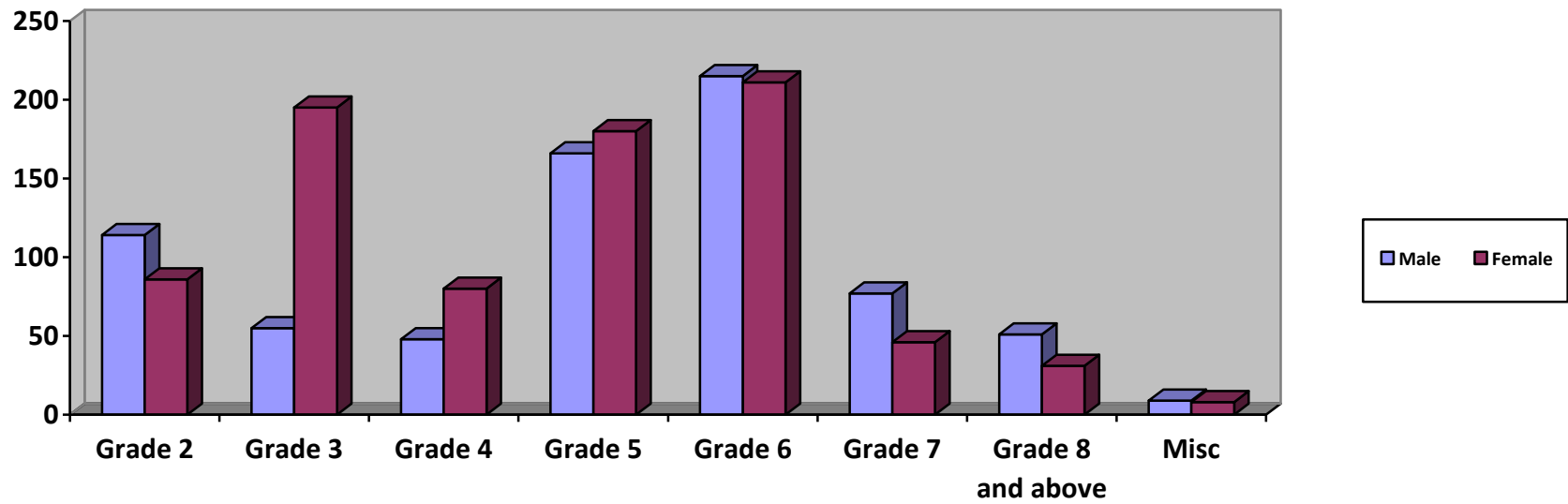
Grade	Male	Female	Total
Grade 2	114	86	200
Grade 3	55	195	250
Grade 4	48	80	128
Grade 5	166	180	346
Grade 6	215	211	426
Grade 7	77	46	123
Grade 8 and above	51	31	82
Misc	9	8	17

Staff by Ethnic Origin

Ethnicity	2007/08	2008/09	2009/10	2010/11
Minority Ethnic	91 (5%)	99 (6%)	93 (6%)	248 (15%)
White	1591 (88%)	1568 (88%)	1452 (89%)	1258 (80%)
Unknown	122 (7%)	110 (6%)	80 (5%)	75 (5%)
Total	**1804**	**1777**	**1625**	**1581**
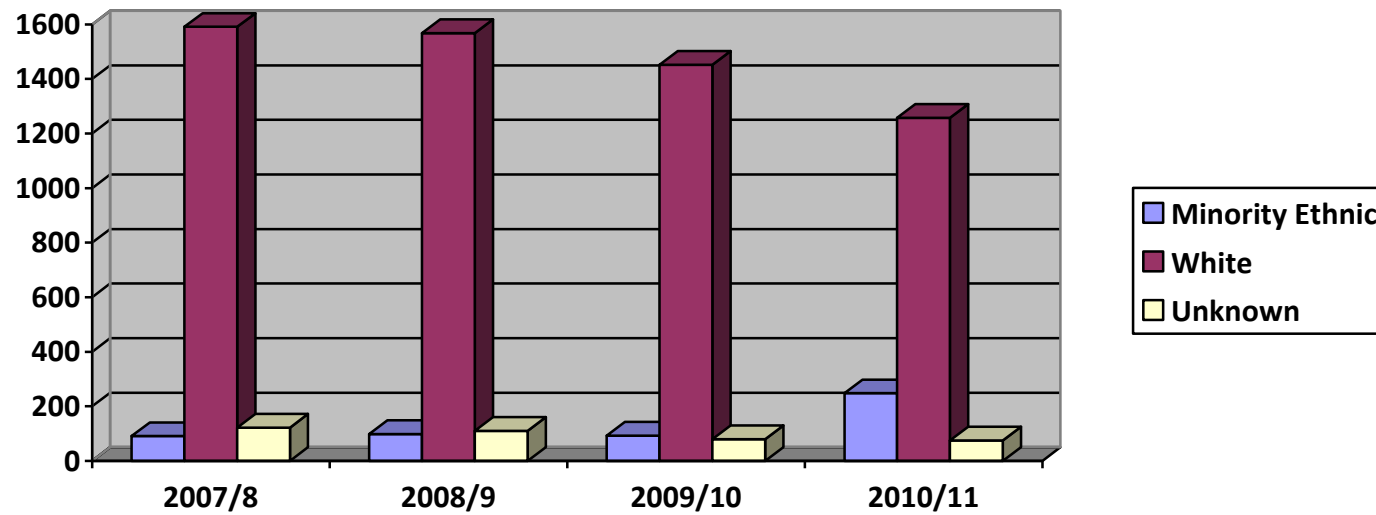
Staff by Ethnic Origin and Gender
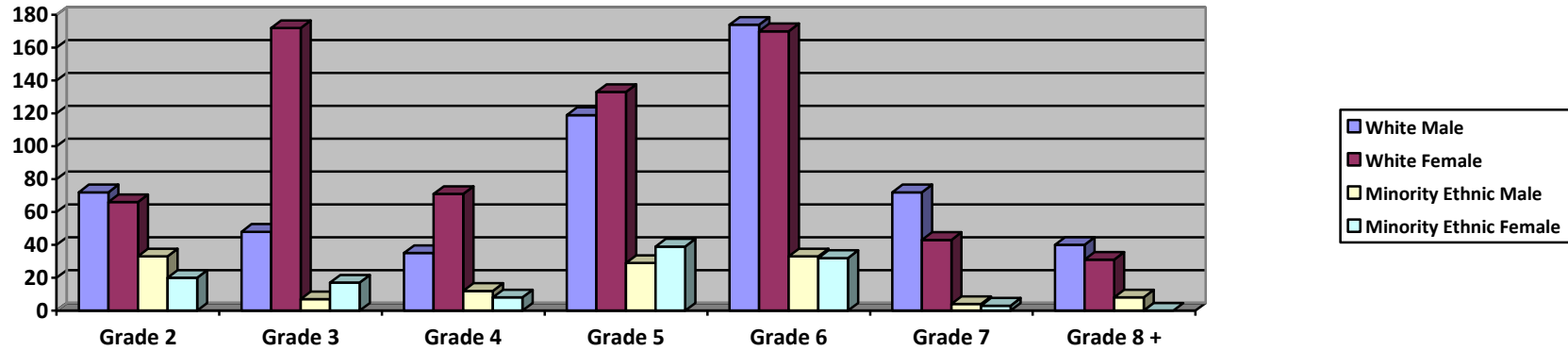
Grade 2

Ethnicity	Male	Female	Total
White British/Scottish/English	72	66	138
Minority Ethnic	33	20	53
Not Known/Not Stated	9	0	9
Total	114	86	200

Grade 3

Ethnicity	Male	Female	Total
White British/Scottish/English	48	172	220
Minority Ethnic	7	17	24
Not Known/Not Stated	0	6	6
Total	55	195	250

Grade 4

Ethnicity	Male	Female	Total
White British/Scottish/English	35	71	106
Minority Ethnic	12	8	20
Not Known/Not Stated	1	1	2
Total	48	80	128

Grade 5

Ethnicity	Male	Female	Total
White British/Scottish/English	119	133	252
Minority Ethnic	29	39	68
Not Known/Not Stated	18	8	26
Total	166	180	346

Grade 6

Ethnicity	Male	Female	Total
White British/Scottish/English	174	170	344
Minority Ethnic	33	32	65
Not Known/Not Stated	8	9	17
Total	215	211	426

Grade 7

Ethnicity	Male	Female	Total
White British/Scottish/English	72	43	115
Minority Ethnic	4	3	7
Not Known/Not Stated	1	0	1
Total	77	46	123

Grade 8 and above

Ethnicity	Male	Female	Total
White British/Scottish/English	40	31	71
Minority Ethnic	8	0	8
Not Known/Not Stated	3	0	3
Total	51	31	82

Miscellaneous

Ethnicity	Male	Female	Total
White British/Scottish/English	7	5	12
Minority Ethnic	1	2	3
Not Known/Not Stated	1	1	2
Total	9	8	17

Staff by Disability Status

Disability Status	2010/11	2011/12	2012/13	2013/14
Disabled	57 (4%)			
Not Disabled	1371 (87%)			
Unknown	153 (10%)			
Total	**1581**			
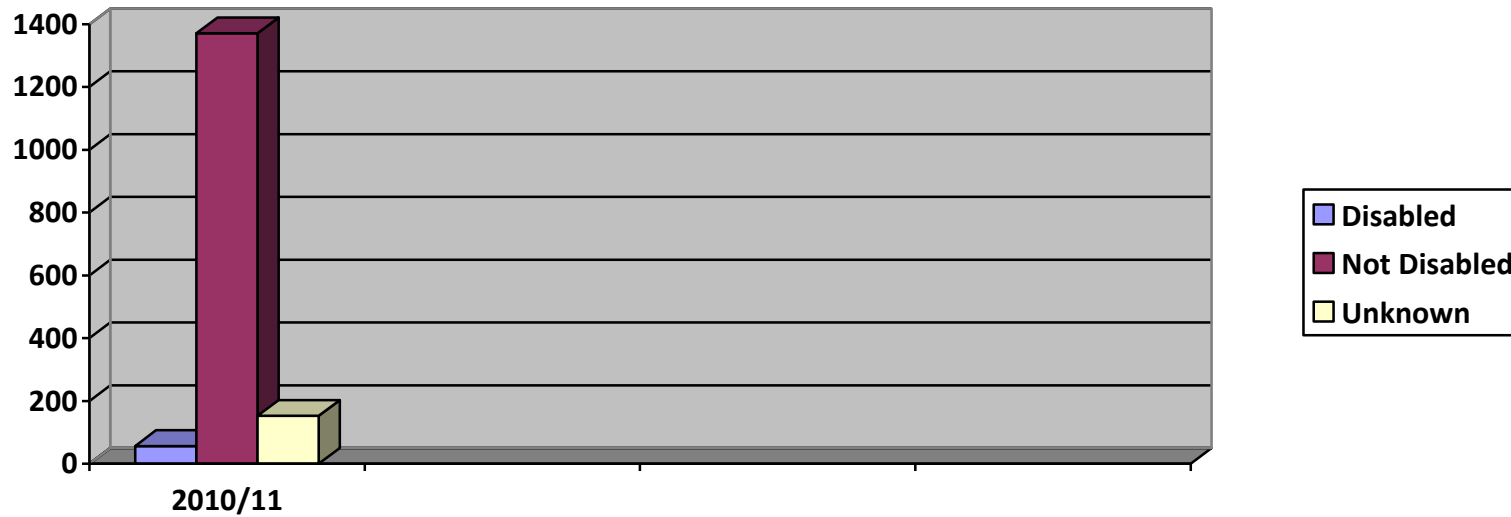
Staff with a Declared Disability and Grade

Grade	2010/11	2011/12	2012/13	2013/14
Grade 2 to 5	35			
Grade 5 and above	22			
Total	**57**			

Note: The University collects disability data in line with HESA categories but will only publish the data in the form above in order to preserve staff confidentiality.

Staff by Age Group

Age Group	2007/08	2008/09	2009/10	2010/11
Under 35	440 (24%)	436 (25%)	351(22%)	317 (20%)
35-54	975 (54%)	968 (54%)	934 (57%)	913 (58%)
Over 55	389 (22%)	373 (21%)	340 (21%)	351(22%)
Total	**1804**	**1777**	**1625**	**1581**
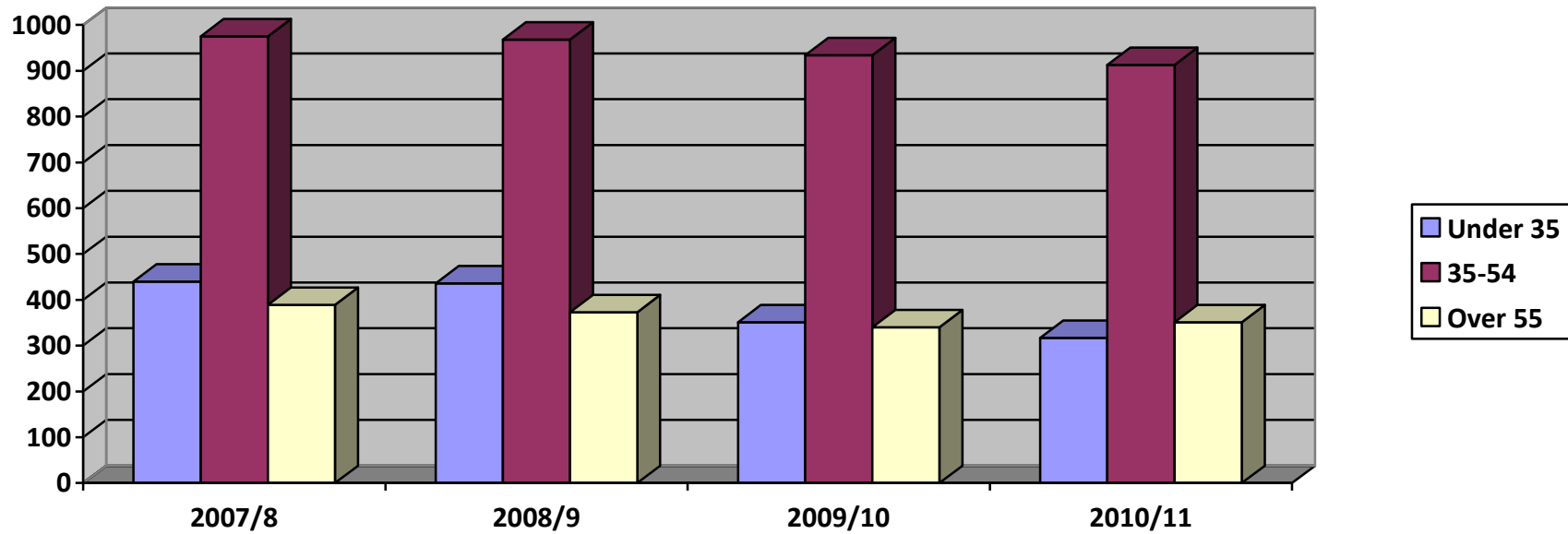
Male Staff by Age Group and Grade

Grade	Under 35	35-54	Over 55	Total
Grade 2	51	40	23	114
Grade 3	14	38	5	57
Grade 4	20	23	5	48
Grade 5	34	96	36	166
Grade 6	20	141	46	207
Grade 7	1	48	28	77
Grade 8 and above	5	35	24	64
Misc	0	2	3	5
Total	145	427	174	738

Female Staff by Age Group and Grade

Grade	Under 35	35-54	Over 55	Total
Grade 2	32	39	22	93
Grade 3	48	97	50	195
Grade 4	23	47	10	80
Grade 5	44	108	28	180
Grade 6	23	147	39	209
Grade 7	0	28	18	46
Grade 8 and above	0	22	11	33
Misc	2	2	3	7
Total	172	490	181	843

Applications for Employment

It is reasonable to assume that the very large decreases in 'Not stated' are due to the increasingly successful capture of data in the new HR system, HR Connect.

	2008/09	2009/10	2010/11
Male	1487 (37%)	1269 (29%)	893 (48%)
Female	2272 (57%)	1815 (42%)	954 (51%)
Not stated	248 (6%)	1257 (29%)	25 (1%)
Total	**4007**	**4341**	**1872**

	2008/09	2009/10	2010/11
No Disability	3695 (92%)	3092 (71%)	1828 (98%)
Disability	102 (3%)	76(2%)	44 (2%)
Not stated	210 (5%)	1173 (27%)	0
Total	**4007**	**4341**	**1872**

	2008/9	2009/10	2010/11
Minority Ethnic	1165 (29%)	1251 (29%)	680 (36%)
White British	2508 (63%)	1832 (42%)	1169 (63%)
Not Stated	334 (8%)	1258 (29%)	23 (1%)
Total	**4007**	**4341**	**1872**

New Staff by Ethnic Origin and Gender

Ethnicity	Male	Female	Total
White British/Scottish/English	35	34	69
Minority Ethnic	24	10	34
Not Known/Not Stated	6	4	10
Total	65	48	113

New Staff by Disability Status

	Male	Female	Total
Declared Disability	2	4	6
No Declared Disability	53	34	87
Not Known/Not Stated	8	12	20
Total	63	50	113

Leavers by Ethnic Origin and Gender

Ethnicity	Male	Female	Total
White British/Scottish/English	39	46	85
Minority Ethnic	2	4	6
Not Known/Not Stated	1	2	3
Total	42	52	94

Leavers by Disability Status

	Male	Female	Total
Declared Disability	0	2	2
No Declared Disability	34	44	78
Not Known/Not Stated	8	6	14
Total	42	52	94

Academic Staff Promotions

		Disability			Ethnicity			Gender	
		No known disability	Disabled		White	Minority Ethnic	Not known		Female	Male
2011		24	2		20	6	0		9	17

Professional Services Promotions

		Disability			Ethnicity			Gender	
		No known disability	Disabled		White	Minority Ethnic	Not known		Female	Male
2011		47	3		40	9	1		30	20

Appendix 2. Equality Scheme Action Plan 2010-13

Strategy and Policy

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
The University can demonstrate that the student journey from pre-application to graduation and beyond is fair and equitable	Produce diversity data on: 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			√

Red= No progress　　　　　　**Amber = Limited progress, may require additional resource**　　　　**Green = Progressing well or completed**

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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 Disability and Inclusion			√
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 Disability and Inclusion			√
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 Disability and Inclusion			√
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 Disability and Inclusion			√
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 Disability and Inclusion		√	

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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	Student and Academic Services			√

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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 Scottish Resource Centre for Women in SET		√	
Establish a Mentoring Pilot to support the University's Athena Swan application		Diversity Partner and Scottish Resource Centre for Women in SET		√	

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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			√

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

The Staff Journey

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
To become an Employer of Choice by ensuring the University continues to meet its responsibilities under equality legislation	Produce and analyse for anomalies reports showing: Applications for employment by ethnicity, gender and disability Staff in post by ethnicity, gender and disability Applicants and recipients of promotion by ethnicity, gender and disability Staff who benefit or suffer a detriment as a result of appraisal by ethnicity, gender and disability Staff involved in grievance or disciplinary procedures by ethnicity, gender and disability Staff who leave employment by ethnicity, gender and disability	Diversity Partner and Human Resources		√ (appraisal) √ (leave)	√ (applications) √ (staff in post) √ (promotion) √ (grievance)

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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 Human Resources			√
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			√

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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			√

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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			√

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Service Departments

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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		Property and Facilities and Student and Academic Services			√
Ensure that ritual ablution facilities are available at each campus and continue to review facilities as projects are developed		Property and Facilities and Student and Academic Services		√	

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 Disability and Inclusion			√
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			√

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Procurement

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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	Head of Procurement			√
	Explore the feasibility of signing-up to the proposed fair procurement equality standard	Operation Support Manager			√
	Sign-up to the "Customer Service Excellence" Charter	Operation Support Manager			√
	Establish an online Comments, Complaints and Suggestions facility	Operation Support Manager			√
	Ensure relevant staff have attended customer service training e.g. "Dealing with Difficult Situations"	Operation Support Manager			√

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Involvement

Desired Outcome	Activity Required to Achieve Desired Outcome	Responsibility	Red	Amber	Green
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		√	
	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			√

Red= No progress   **Amber = Limited progress, may require additional resource**   **Green = Progressing well or completed**

Appendix 3

'see me' ACTION PLAN

- We will promote the signing ceremony to all staff and students through the web and intranet sites and the University's dedicated equality and diversity web pages.
- We will prominently display the pledge board within the Sighthill campus following the ceremony and ensure the distribution of SEE ME posters and postcards across all campuses.
- We will raise awareness of mental health issues by ensuring there is a presence throughout the afternoon of organisations/practitioners in the field of disability and mental health.
- We will continue to raise awareness of mental health issues and the need to reduce stigma by working with initiatives such as the Lothian Health's 12S Network.
- We will create a new dedicated section on mental health awareness and the support available to staff and students on our equality and diversity web pages located at www.napier.ac.uk/diversity .
- We will continue to actively encourage staff and students to disclose a disability at the earliest opportunity by making available multiple avenues by which this can be done.
- We will continue to promote the use of the Chaplaincy Service (for students) and Employee Assistance Program through 'Care First' (for staff) as a potential first point of contact/support at times of crisis.
- We will continue to highlight mental health issues as one of the 'hidden disabilities' within the corporate 'Equality Essentials' equality and diversity workshop.
- We are reviewing our mental health first aid delivery and are actively seeking to further develop this with the provision of Mental Health and Wellbeing Guidance for our managers.
- We will work towards achieving the Mental Health and Wellbeing Commendation Award with Healthy Working Lives 2012.

Dr Jenny Rees   Nigel Henderson

Edinburgh Napier University   'see me'