

[PAPER CODE]

**EDINBURGH NAPIER UNIVERSITY
INCLUSION COMMITTEE**

[ANNUAL REPORT 2020-2021]

Purpose

1. The Inclusion Committee is required to provide an annual report which outlines the key mainstreaming activity undertaken over the reporting period and includes the respective diversity data packs for both staff employment and student profiles. (Note: SIMD 20 will not be reported on within this data set to avoid duplication. Widening Participation will be reported on separately to Court and as part of the Outcome Agreement reporting to SFC).
2. ULT is respectfully asked to note the content and the key areas of focus for the forthcoming reporting year in both the staff and student agendas.

Background

3. The Inclusion Strategy, endorsed by Court in 2016 and published in 2017, sets out the University's commitment to the creation of a truly inclusive organisational culture.
4. The Inclusion Committee is the governance framework through which all Equality, Diversity and Inclusion activity is monitored. Membership of the Committee includes representation from both staff and students and is chaired by the Director of Student Services and Academic Registrar.

Alignment to Strategic Objectives/External Policy Driver

5. The Public Sector Equality Duty (PSED) requires all FE and HE Institutions to publish an annual report which provides an update on progress made in promoting equality across University activities. This report sets out the evidence demonstrating how Edinburgh Napier is mainstreaming consideration of equality so that it is a routine part of day-to-day functions. In doing so, we reveal how we are tackling and eliminating unlawful discrimination, how we are advancing equality of opportunity and how we are fostering good relations amongst all.
6. Court is defined as the responsible body for the fulfilment of the obligations contained within the Equality Act 2010.

Communication Issues

7. Under the PSED obligations, this report was published externally on 30 April and was disseminated via normal channels for staff information.

Timing

8. The Mainstreaming Report and associated diversity data packs are published on the Edinburgh Napier University website.

Annexes Attached

9. Staff Diversity Pack (Annex A)
10. Student Diversity Data Pack 2020 (Annex B)
11. Staff Inclusion Network activity update (Annex C)

Recommendation

12. Court is invited to note the report.

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HR Partner, Inclusion and Wellbeing

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Annual Staff Equality and Diversity Report (1 Jan 2020 – 31st December 2020)

Mainstreaming Highlights and ongoing activity

- 1. Employment Data:** The workforce diversity data set for both 2019 and 2020 is attached at Annex A as required under the Public Sector Equality Duty. This provides a breakdown of all staff personal data disclosed, including protected characteristics, as outlined within the Equality Act 2010. Benchmarking has been undertaken where available, to allow for comparisons to be made against both the Scottish HE sector and the UK HE Sector. In summary:

Protected Characteristic	Napier	Scotland HEs	UK HEs
Gender (F) Academics	46%	43.9%	45.0%
Gender (M) Academics	54%	55.9%	54.7%
Gender (F) Professional Services	59%	60.9%	60.4%
Gender (M) Professional Services	41%	38.9%	47.3%
Gender (F) All Staff	53%	53.2%	52.5%
Gender (M) All Staff	47%	46.7%	47.3%
Age 56+ Academic	21.0%	16.1%	16.9%
Age 56+ Professional Services	15.9%	18.9%	15.6%
Age 56+ All Staff	18.1%	17.6%	16.2%
Disability Disclosed	7.0%	4%	5.5%
Black Asian and Minority Ethnic	6.8%	8.8%	14.6%

Notes: 0.02% of staff in Scottish Universities do not disclose gender as male or female, 0.13% of staff in the rest of the UK Universities do not disclose gender as male or female.

Overall staff split: 44% Academics, 56% Professional Services

- 2. University Court and Senior Leadership: Gender Breakdown:** Court has a 43% / 57% female/male gender balance within its lay membership (46% / 54% in overall membership) which demonstrates its continued commitment towards the 50% of either gender target (the gender representation objective) as set out in the Gender Representation on Public Boards (Scotland) Act 2018. University Leadership Team (7 members) has a 43%/57% female/male gender–balance. The Senior Leadership Team (14 members) has a 50%/50%

female/male gender balance. The professoriate balance is 36% female and 64% male.

3. Equality Outcomes: The Public Sector Equality Duty requires that a revised set of Equality Outcomes (EOs) are developed for the forthcoming 4 year period (2021-2025). Equality Outcomes aim to bring practical improvements in the life chances of those who experience discrimination and disadvantage. Preparing Equality Outcomes sets out a framework to address issues, show transparency and to better, fairer decisions for those who may be impacted. Through a consultative process, involving a cross section of staff from across the organisation, the EOs for said period have been drafted. These are presented to Court as a separate agenda item.

4. Race Equality Strategy: Following the tragic events in Minneapolis and the death of George Floyd and the subsequent Black Lives Matter movement, the Principal sponsored the establishment of a Short Life Working Group. This group was set up to assess the current state for our Black, Asian and Minority Ethnic staff and student community in relation to visibility and representation, education and training opportunities, data capture and reporting capabilities, wellbeing and consideration of the curriculum. The findings from the analysis and key recommendations were presented to Court in March and an action plan is being developed.

5. Gender Pay Gap: Gender Pay Gap analysis has been undertaken. The Gender Pay Gap has fallen to 4.1% mean – I think? or median which is significantly below UK Sector average of 15%.

6. REF Diversity Data:

Stage 3 Screening Gender Data as at 31 July 2020:

A full Equality Impact Assessment was undertaken. On application of the University's criteria for identification of SRR and Independent Researcher, the proportion of submitted staff Male to Female is 61% to 39%. This compares with a total Category A eligible pool of 55% to 45%. This suggests that the profile of submitted staff is broadly reflective of the eligible pool and that there is no evidence of negative impact due to gender, when applying the criteria. 53% of eligible Male staff are submitted according to the criteria, compared with 42% of the Female eligible pool. Although this suggests that Males are

more likely to be submitted than females, the variance in the proportion is not considered significant and suggests that there is no gender bias in the application of the criteria.

7. Academic Promotion 2020: The number of females applying for promotion was 22 in 2018, 11 in 2019 and 20 in 2020. This is compared to 9 male applications in 2018, 14 in 2019 and 22 male applicants in 2020. As a proportion of the total number of applications females made up 71% in 2018, 31% in 2019 and 48% in 2020. The success rate of female applicants was 55% in 2018%, 36% in 2019 and 55% for 2020. The success rate of males in 2018 was 64%, 2019 was 29% and 2020 to 50%. There is a mitigation process that allows an adjustment for those who can evidence a material impact on their outputs. While this covers sickness etc it also recognises carer responsibilities and part time working which is more likely to impact on female.

8. Policy and Guidance: During the reporting period the following policies and guidance were launched for staff:

- Transitioning Gender Guidance for Managers and Staff
- Menopause and Perimenopause Guidance for Managers and Staff
- Bereavement Guidance and support for Managers and Staff

9. EDI Training and Development: Two new programmes have been launched to staff:

- Cultural Awareness Programme: To enhance and complement the current Equality, Diversity and Inclusion online module available to staff, a Cultural Awareness workshop is currently being piloted, which has a stronger focus on direct and indirect discrimination, bullying and harassment and explores active by standing.
- April will see the launch of a new Menopause and Perimenopause Workshop.

10. Staff Inclusion Networks: The staff inclusion networks continue to grow. During 2020, both the Armed Forces Network (staff and students) and the

BAMEish Staff Network were successfully launched. Each of the network leads have provided a summary of activity for 2020 which is attached at Annex C.

11. Communication: Regular communications are posted in the Bones Staff Newsletter, on Workplace, the intranet and all staff communications to raise awareness and promote events. These include key dates in the diversity calendar, such as National Inclusion Week, Carers Week, LGBT+ History Month and International Women's Day.

12. Future Developments: The EDI Agenda continues to flourish and grow with a number of key areas of development identified as objectives for the 2021-22 reporting period.

- Delivery, monitoring and reporting of progress against the revised Equality Outcomes.
- Delivery, monitoring and reporting of progress against the Race Equality Delivery Plan.
- Revise the Equality Impact Assessment Guidance and provide support to business lead to implement effectively.
- Expand the Cultural Awareness Programme to targeted groups of managers and staff.
- Develop a Staff Disability Plan, including the establishment of a Disability Network.
- Build on the Gender Based Violence awareness training module to include all forms of hate crime and to further promote the Report and Support tool to enable better reporting of bullying and harassment of any kind.

Annual Student Equality and Diversity Report, 2019-20

Purpose

1. The purpose of this report is to summarise the main findings of the analysis of student equality and diversity data over the period 2019-20 and to highlight some of the key work in support of the inclusion agenda in relation to students. It is produced as part of the overall analysis of equality and diversity reporting undertaken by the University and is published on the University's website.
2. The report looks at the protected characteristics of age, gender, disability and ethnicity. These equality dimensions are analysed in terms of student applications, enrolments, retention, and degree attainment. Where possible the data refers to 2019-20 (applications for entry into academic year 2019/20, students matriculated in 2019/20 and for continuation those students returning to study in 2019/20) and shows trend data from previous years where appropriate. The full data set can be found in Annex B.
3. Unless otherwise stated, the populations used for this report are based on students enrolled on UK delivered courses that are taught on campus or, in the context of Covid-19, online. Ethnicity data is based on UK-domiciled students, for all other equality dimensions it is all students. Enrolment data contains all students, both undergraduate and postgraduate students while applications, continuation and good honours attainment data is for undergraduates only.
4. Monitoring and reporting of equality outcomes are completed on an annual basis to University Court. Supporting data is scrutinised by the Student Retention and Outcomes Steering Group (SROSG) that reports to the Learning, Teaching, Assessment and Student Experience Committee (LTASEC) and subsequently to Academic Board. SROSG has representation from all six academic schools and student-facing professional services and is currently working to develop (and oversee where relevant) action plans to address specific areas of concern as part of the annual planning process.
5. To aid the analysis of student data this year we have performed some high level statistical analyses, particularly in areas where differences within the

equality dimensions have been noted. Full details of the statistical analyses are available in Annex B.

Key findings

6. **Age:** There was an overall decrease in undergraduate applicants across age groups for entry into academic year 2019-20. Undergraduate applicants under the age of 21 were more likely to be offered a place (58.3%) than those aged 21 or over (46.6%).
7. Students who are under the age of 21 on entry are more likely to continue into their second year of study. The continuation rate for those under 21 increased very slightly on the previous year by 0.3 percentage points from 88.3% in 2017/18 to 88.6% in 2018/19 whereas it decreased for those over 21 by 0.7% from 86.8% in 2017/18 to 85.9% in 2018/19. All Schools except the School of Health and Social Care show that continuation is slightly higher in those students under the age of 21. The School of Health and Social Care tends to attract a slightly older age profile of students wishing to study pre-registration Nursing.
8. In 2019/20 the proportion of good honours awarded to students aged 21 and over (83.2%) was higher than those under 21 (80.6%). The period 2019-20 saw a decrease of 2.7% in attainment of good honours for those under 21 and an increase of 4.1% for those over 21.
9. **Disability:** The proportion of applicants who declare a disability has increased by 3.3% over the period 2015-16 to 2019-20 and now represents 12.5% of the undergraduate student population. The proportion of students with a reported disability remains lower compared to students studying in Scotland (14.2%) and the UK as a whole (14.6%).
10. Offer rates between undergraduate applicants declaring a disability and those with no disability are broadly similar with offers to disabled students increasing from 53.5% in 2015-16 to 55.2% in 2019-20. The offer rates for students not declaring a disability in 2019/20 was 54.8%.
11. There was no difference in continuation rates between the two student groups in 2018-19 where both groups recorded 87.7%. This is an improvement on figures between 2015 and 2018 where students who declared a disability had lower continuation rates. For those students achieving a first of upper class

second honours degree, 85.9% of disabled students achieved a good honours degree compared to 82.8% of students with no known disability.

12. **Ethnicity:** The proportion of enrolments by UK-domiciled Black and Minority Ethnic (BME) students has increased from 7.3% in 2015-16 to 8.5% in 2019-20. These figures compare to 9.8% studying within Scottish Universities and 25.3% within Universities across the UK.
13. Data on the ethnicity of applicants is not provided by UCAS at the time of application decision-making but is available at the end-of-cycle. Figures presented here use the end of cycle figures provided by UCAS using aggregated 5-year data. A chi-square test of independence was performed to examine the relationship between ethnicity and receiving an offer to study at Edinburgh Napier University over 5 years of application data. The Chi square analysis based on UCAS application data for Edinburgh Napier University showed no statistically significant association ($p = 1.87$) between ethnicity and offers made.
14. Continuation rates in 2018-19 were higher among BME students (90.6%) compared to white students (87.4%). A chi-square test was performed to examine the relationship between ethnicity and continuation at Edinburgh Napier University and no significance was found to be present between the continuation rates of BME and White students.
15. The proportion of good honours degrees awarded to BME students in 2019/20 is 76.8% compared with 84.2% for white students. A chi-square test was performed to examine the relationship between ethnicity and achieving a good honours degree at ENU. The relationship between these variables was significant, $X^2(1, N = 6,675) = 52.73, p < .001$. When examined by School, there were three Schools where BME students were less likely to receive a good degree (Business School, School of Arts and Creative Industries and School of Engineering and Built Environment). These data will be used to examine this issue in more detail and work with subject areas to understand the data more fully.

16. **Gender:** There was a higher rate of applications from females, who made up 59% of applicants in 2019-20 although this is subject dependent on the subject area. The subject areas that have the greatest imbalance of males and female entrants are Engineering (10% female), Computing (18% female), and Nursing (11% male).
17. Continuation rates are higher for female students than for male students with 90% of females continuing compared to 85% of male students. The gap between male and female students' continuation rates has narrowed from 5.8% in 2014-15 to 5% in 2018-19. A chi square test showed that across the university there is a significant association between gender and continuation $\chi^2(1, N = 13,451) = 63.51, p = <.001$. When looking at School level, male students are more likely than female student to continue their studies in the School of Applied Sciences, School of Computing and School of Health and Social Care. These data and the analyses will be used to dive deeper into the continuation figures to understand these differences further at the subject level.
18. Overall, female graduates were more likely to achieve a good honours degree than male students. There was an increase in the proportion of males who achieved a good honours degrees from 74.9% in 2015-16 to 78.2% in 2019-20 and for female students from 81.4% to 87.0% over the same period. The attainment gap between male and female graduates increased from 6.5 percentage points in 2015-16 to 8.8 percentage points in 2019-20. A chi square test showed that across the university there is a significant association between gender and attainment $\chi^2(1, N = 8,791) = 62.38, p = <.001$. Female students are more likely to achieve a good honours degree than male students. At School level the biggest gender achievement differences are in the Schools of Applied Science, Business School and School of Computing. The only School where male students are more likely to achieve a good honours degree than female students is School of Arts and Creative Industries. A deeper dive into the data looking at other contributing factors such as entry qualifications will be taken forwards within the University.
19. Across Scotland the data shows that female graduates were more likely to be awarded a good honours degree than male graduates. In 2019-20, the attainment gap between male and female graduates was 4.9 percentage points.

Diversity and Inclusion activity summary

20. In 2020-21 the ENU Inclusion Committee has been reviewed and renewed.

This has included a review of the membership to ensure a robust strategic approach to student inclusion over the coming years. To date a revised set of Equality Outcomes, owned by the University Leadership team, has been drafted and will be finalised by April 2021. The Inclusion Committee will also oversee the University's strategy relating to gender as staff leading this area have recently left the University.

21. We continue to work closely with Equate Scotland, based at Edinburgh Napier University and to benefit from their expertise relating to women into STEM subject and vocational areas. Specific actions currently in place to address gender imbalances will continue during the year and include the following:

- Events targeted towards converting more female applicants into STEM.
- Delivery of IT4U workshops in Schools and engagement with girls at schools in widening participation areas.
- Encouraging more male applicants through the Men into Nursing campaign.
- SEBE and Student Futures events eg. a 'Celebrating Diversity in Engineering & the Built Environment' panel during a Student Opportunities Week.
- Leading on the 'Data Education for Universities' focussing on upskilling in data science based on inclusion principles.
- Delivering new Programmes such as the BSc (Hons) Data Science specifically focused on encouraging women onto the course.

22. **Gender Based Violence and Hate Crime:** The University has continued to deliver its strategy designed to direct our work to tackle and prevent sexual misconduct and violence. On the appointment in November 2020 of a new post of Student Safeguarding and Equality Manager it was agreed that a review and production of a new gender-based violence and responding to hate crime strategy would be a main focus of the post.

23. Our current strategy notes that we aim to take all steps within our power to prevent, tackle and respond appropriately and supportively to any and all forms

of sexual violence or misconduct affecting our students, staff and those who use our facilities and services. We have adopted a multi-agency approach and continue to foster strong internal and external partnerships, and where appropriate actively collaborate with local and national agencies.

24. The Student Safeguarding and Equality Manager is part of the Student Wellbeing and Inclusion service. In addition to reviewing and revising our GBV strategy (reporting to the Inclusion Committee by September 2021) they will also be directing the production of a comprehensive over-arching hate crime strategy.

25. Over the last 12 months the University has:

- Recruited to the post of Student Safeguarding and Equality Manager.
- Through our Fearless Edinburgh partnership with the other Edinburgh universities and Edinburgh Rape Crisis Centre appointed a new sexual violence worker and launched the Student Survivors support service. This is now available within each of the four universities who have agreed to fund this post for an initial period of 2 years (<https://www.ercc.scot/studentsurvivors/>). The Fearless Edinburgh partnership aims to achieve White Ribbon status for higher education as a whole in Edinburgh in 2021 (<https://www.whiteribbonScotland.org.uk/>).
- Maintained and developed its Report and Support website – this supports the reporting of any form of gender-based violence, hate crime, or bullying/harassment either anonymously or in person. The platform, available for staff and students, provides support information and signposts users to the appropriate internal and external support services or to speak directly to a trained member of staff (<https://reportandsupport.napier.ac.uk/>).
- Continued to deliver its Zero Tolerance campaign to staff and students - <https://my.napier.ac.uk/wellbeing-support-and-inclusion/zero-tolerance>
- Continues to provide access to information, training and guidance to staff and students on Consent Matters, Active Bystander intervention and on Responding to Disclosures of Sexual Violence. From September 2020 more than 2300 students have engaged with the

online Consent Matters module

(<https://moodlecommunity.napier.ac.uk/course/view.php?id=296>).

26. Staff from Wellbeing and Inclusion have engaged with a range of colleagues in the recent BAME short life working group. This was sponsored by the Principal and will shortly report on recommendations and identify key actions to tackle a range of issues designed to improve the experience of staff and students from Black, Asian and Minority Ethnic backgrounds. Recommendations will be made across a wide range of areas relating to both the student and staff experience including on reporting racial harassment and hate crime and on wellbeing.
27. **Disability:** In addition to the day to day work in support of disabled students, the Disability Inclusion team continues to lead on key areas of work and to take lead responsibility to deliver the 'I'm In' project. Since March 2020, in response to the Covid 19 pandemic, a significant contribution has been made to the Digital Support Partnership, and considerable progress has been made in transferring teaching to a digital format. Following some disruption due to the pandemic, the Building Inclusive Practice: Mainstreaming Reasonable Adjustments programme has resumed with the original three reasonable adjustments being piloted from the start of trimester 2 session 2020/21 with a view to full implementation from trimester 3.
28. A cohort of programme leaders from across the Schools are participating in the ongoing Universal Design for Learning Module Pilot workshops. The learning from this pilot will be applied to programme content in future, improving accessibility for students with different learning styles.
29. The BSL Delivery Group has developed several active working groups and good progress has been made over the last 12 months, most notably the Student Journey Mapping work in partnership with Deaf Action. Work is currently underway to develop the next version of the delivery plan.
30. **Mental Wellbeing:** A programme of work has continued over the last 12 months – and has been adapted to meet the constraints of the Covid pandemic and the move to home-working. The Counselling and Mental Wellbeing team

has continued to raise awareness of mental wellbeing and to assist students to develop awareness and skills to ensure they know how to look after themselves effectively. Events such as the annual Mental Health awareness week continued and there was a significant contribution made to the ENSA 'Feel Fab Feb' programme which sought to raise and deepen insight in mental health and wellbeing. In addition, the team have developed and delivered a wider range of online mindfulness and psycho-education courses which have been attended by larger numbers than usual and have been accessible also afterwards as a recorded session.

31. As reported previously the Wellbeing and Inclusion team introduced Big White Wall in support of student and staff mental wellbeing. This resource and service has been renamed and is now called TogetherAll. Over 800 staff and students have been registering on the site each year and engagement with the service remains high.

32. Over the last year significant additional ring-fenced funding has been provided by the Scottish Government in support of student mental health and further investment in staffing has been made. One new initiative has been to offer an evening counselling service three nights per week and to pilot the use of the Togetherall online therapy option for students. This allows students to access a counselling service at any point in the week or at weekends if this is more convenient. The service has recently also introduced a new resource – again made available for staff and students called SilverCloud (<https://napier.silvercloudhealth.com/onboard/edinburghnapieruniversity/programs/>). This is provided as both a 'supported' resource or as an 'unsupported' resource – in other words students are guided to use the online CBT resources and to discuss these with counsellors or CBT practitioners. Alternatively, any student or staff member can register on the site with their Napier email address and access the resources. Examples of courses include:

- Space from COVID-19
- Space from Money worries
- Space for Mindfulness
- Space from Stress
- Space for Sleep

- Bipolar toolkit

33. Over the last 12 months the University has brought together a working group to draft a University Mental Health Strategy. This draft is now in a final period of consultation and will be approved by the end of this academic year. A Suicide Safer Plan was also drafted and approved by the Learning, Teaching Assessment and Student Experience Committee (LTASEC) in September 2020 and is now being implemented by a core group of staff drawn from a range of professional service areas.

34. **Chaplaincy:** The Student Wellbeing and Inclusion team, working with a wide range of University partners and with the support and guidance of current chaplains based at Heriot Watt and Edinburgh universities, launched a new Chaplaincy service in January 2020. This provides a multi faith/belief service to staff and students. Overseen by a Chaplaincy Steering Group the service is staffed by honorary chaplains who have been carefully selected to develop a new and different model of support. Chaplains come from a wide range of faith and belief backgrounds including representatives from the Church of Scotland, United Reformed Church, Edinburgh Catholic Chaplaincy, the UK University Jewish Chaplaincy, and from Muslim, Sikh and Humanist backgrounds.

35. **Policy/guidance relating to protected characteristics:** University guidance for students relating to pregnancy/maternity and to transgender people has been in place for the last 18 months and will shortly be reviewed by the Student Safeguarding and Equality Manager. The review will be reported to LTASEC for approval if changes are recommended.

Recommendation for actions and focus for period April 2021 – March 2022

36. **Disability:** Continued development of the 'Im In' project with a focus on universal design; staff development and support; and a continued focus on mainstreaming of the most common adjustments. Ensure that the SROSG continues oversight on disabled student retention and attainment related issues at University and School levels. Review and implement recommendations regarding disabled student recruitment and enrolment.

37. **Ethnicity:** Ensure that SROSG continues to reflect on the data relating to BME students – particularly in relation to retention and attainment. Implement the agreed recommendations from the BAME Inclusion short life working group.
38. **Gender based violence:** Ensure that the current strategy is reviewed and revised. Oversight has been assumed by the revised Inclusion Committee.
39. **Mental health and wellbeing:** implement the Suicide Safer Plan; conclude, publish and implement the University's new overarching Mental Health Strategy.
40. **Student Safeguarding:** the Student Safeguarding and Equality Manager will oversee the creation and implementation of a new University safeguarding framework.