GENDER ACTION PLAN

JULY 2017

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1   INTRODUCTION

Queen Margaret University is pleased to publish this Gender Action Plan, which reports on the University's current position in terms of gender equality across student and staff populations, and sets out a number of Gender Action Priorities (GAPs) over the period 2017-2021.

The priorities set out within this Action Plan have been established and published by the University in a number of its strategic documents. We consider that a Gender Action Plan should not be a stand-alone document, but should draw together existing commitments made as part of the mainstreaming of equality within the University. As such, the Plan draws on priorities published already within the University's Mainstreaming Report[1] and Associated Equality Outcomes 2017-20, the University Outcome Agreement 2017-21[2], and within its overarching Strategic Plan, and Student Experience and Research and Knowledge Exchange Strategies. The priorities set out have been subject to wide-ranging discussion and agreement through the University's formal governance structures, with input from key internal and external stakeholders, including staff, students, campus TUs, and the SFC.

In developing this Gender Action plan, we have adopted the framework set out in the SFC Guidance. In particular, we have aligned our existing gender equality outcomes with the five areas identified in the SFC Guidance, namely: Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success.

This plan been approved for publication by the Principal of the University, Professor Petra Wend.

2   MAINSTREAMING EQUALITY

Mainstreaming describes the process by which equality and diversity are brought into the core of an institution's work and integrated into day-to-day activities. It is the process by which equality and diversity are considered in relation to all functions, including the development, implementation and review of policies and processes, supported by training and development. For Queen Margaret University, it means ensuring that equality sits at the heart of its mission, strategy, and operational delivery, in order to create a structure and a culture that embraces and advances equality and diversity.

It was recognised by Scottish Ministers in their Proposals published in 2013 that "fully mainstreaming equality is a long term improvement journey". It is a longitudinal process that focuses initially on adapting process and procedure but eventually translates into a way of thinking.

Queen Margaret University is working to ensure that equality is embedded in the culture and structure of the University so that it better serves its communities. We consider that there has been significant movement towards mainstreaming equality and diversity throughout the University in the period since the publication of the University's first Mainstreaming Report in

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[1] Mainstreaming Report and Equality Outcomes published at:
http://archive.qmu.ac.uk/equal/docs/April%20v2MAINSTREAMING%20%20REPORT%20AND%20EQUALITY%20OUTCOMES%20FINAL%20PUBLISHED.doc

[2] University Outcome Agreement published at:
http://www.sfc.ac.uk/web/FILES/outcome-agreements-2017-18/qmu-outcome-agreement-2017-18.pdf

April 2013. Equally, however, we recognise that we need to continue to establish outcomes where we have evidence to suggest inequality, with such evidence providing the basis for targeted action, including enhanced policy and practice. For the purposes of this Gender Action Plan, the targeted action is focussed on gender equality.

3 GOVERNANCE

Mainstreaming has significant implications for the way in which responsibility for equality and diversity is managed. It requires collective responsibility and implementation, coupled with leadership and commitment from the University Court and through the University's governance and management structures and arrangements. Embedding equality and diversity in our governance structures and in our strategic planning process is critical to mainstreaming equality and diversity, as is defining responsibilities, setting performance measures and monitoring progress against those measures. This approach is fully aligned with the requirements suggested in the SFC Gender Action Plan Guidance, ie Leadership/Policy/Action/Monitoring and Evaluation.

While responsibility for mainstreaming equality and diversity within the University rests with all staff and students, the University Court is, as a matter of law, responsible for ensuring compliance with the Equality Act 2010 and for ensuring that the University meets its public sector equality duty (PSED) and the specific duties relevant to Scotland. The University Court has a role therefore in overseeing the University's performance of its legal duties and in ensuring that appropriate mechanisms are put in place that provide the necessary assurances from the senior management team that legal requirements are being met.

The University Court exercises such oversight through the Equality and Diversity Committee (EDC). The EDC is responsible to the University Court for the development of the strategic framework for equality in service provision and in employment across the University. The Committee is a Standing Committee of the Court, to which it reports at each meeting on its discussions, on the development of specific initiatives, and to which it presents policies and procedures for approval. In so doing, it has a function that reflects the general duties.

The Committee is convened by the University Secretary, who is also Secretary to the University Court, and includes in its membership a lay member of Court, appointed by the Court. Its wider membership seeks to be reflective of the staff and student body and to benefit from a range of perspectives. To that end, it has members drawn from each academic and professional service area of the University, as well as student and trades union representation.

The Equality and Diversity Committee has a remit to eliminate discrimination, advance equal opportunities and foster good relations by tackling prejudice and promoting understanding, thereby ensuring the University avoids the potential for discrimination on grounds of the protected equality strands. The Committee's remit goes beyond legislative compliance however. It aims to support delivery of key elements of the University's Strategic Plan through policy development and the promotion of examples of good practice from both internal and external sources. It also seeks to develop and maintain effective networking and liaison in equality and diversity issues. This applies internally within the University and externally, with a particular focus on working relationships with professional equality experts and equality bodies such as the Equality and Human Rights Commission and the Equality Challenge Unit.

Along with its responsibility to develop and agree the institutional mission, the University Court has a role in 'establishing a vision for equality, and in moving the agenda beyond

compliance to an approach that ensures the richness and diversity of society are reflected and celebrated within the institution'[3].

We consider that we have made significant progress in terms of the University Court's approach to its equality duties, evidenced through policy development and through systematic review of the diversity of its membership. Progress in terms of the latter is described fully in Section 5 below.

A number of other Committees and structures within the University are concerned with eliminating discrimination, advancing equal opportunities and fostering good relations by tackling prejudice and promoting understanding, These include the Research Strategy Committee, the Student Experience Committee and the Widening Participation and Student Retention (WISeR) Board.

4   MISSION, VISION AND STRATEGIC PLANNING

The University's refreshed Vision (April 2015) is to be 'a University of ideas and influence'. The University's Mission reflects the Vision, with a stated commitment to social justice and to being a community without borders. Underpinning the Mission and the Vision are the Values to which the University aspires, including "recognising equality and diversity in all we do". http://www.qmu.ac.uk/the_university/mission_statement.htm

A commitment to equality shapes the institutional Strategic Plan. All students, regardless of their background, will have equal opportunities to succeed and become graduates with a strong sense of ethical and social responsibility who can contribute to and influence the wider community.

Through supportive leadership, staff will be encouraged to think creatively and take considered risks. We will attract and retain good staff by valuing them through transparent promotion opportunities, appropriate staff development, inclusivity and equality, and through instilling in our staff a strong sense of social responsibility. The policy and practice of the University is that staff are afforded equal opportunities within employment, and that entry into employment, and progression within employment, is determined by personal merit and the application of criteria related to the duties of each particular post and the relevant salary structure.

Equality and Diversity continue to be a focus of the University's Outcome Agreement with the Scottish Funding Council. The University's Outcome Agreement 2017-20 focuses on our commitment to attract and retain students from a wide range of backgrounds, and to support them to achieve successful outcomes.

The outcomes established in the University's Strategic Plan and its Outcome Agreement are supported by a number of institutional strategies and policies.

The *Student Experience Strategy* exemplifies the University's commitment to delivering high quality educational programmes that satisfy a range of professional and vocational needs but which also develop individuals for a broader role, both in future employment and society. The strategy sets out to 'maximise the potential of the individual, irrespective of their background', to ensure 'sought-after' graduates and postgraduates, who are well educated, creative, independent, and reflective citizens, with transferable skills of flexibility, ready for

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[3] http://www.ecu.ac.uk/guidance-resources/governance-and-policies/governing-bodies/

employment, reflecting a range of academic, multi-disciplinary and transferable skills, as well as an enthusiasm for lifelong learning.

It places the student at the centre of the educational provision. To support that aim, programmes will incorporate curricula and learning strategies that 'recognise diversity in the student body'. It recognises the need for flexibility in patterns of attendance and the needs of all learners and seeks to develop academic and pastoral support structures that support the learner at all stages from pre-entry, entry, progression, graduation and post-graduation.

We are working to promote entry to, and provide education at, undergraduate and postgraduate level for all students, whatever their background. We are committed to enhancing the student experience through delivering equality across the protected characteristics and creating an inclusive learning environment; this applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.

In support of the above, we will continue to develop a range of co-ordinated performance indicators, qualitative and quantitative, that provide the basis of the evaluation of the student experience. These include:

- Application and conversion rates.
- Student retention and withdrawal measures.
- Student attainment.
- Survey results including the National Student Survey (NSS) and the QMU Student Survey.
- Module evaluation.
- Focus groups.
- Internal Staff/Student Liaison Committee feedback and/or feedback from Programme Representatives.
- Annual Programme Review.

We have made significant progress in collecting data on each of the protected characteristics which provides for improved reporting. The Senate, Student Experience Committee and the Equality and Diversity Committee receive detailed reports on student admission, progression, completion and attainment broken down by the protected characteristics. Specific reports are produced annually which set out statistics by gender, ethnicity and disability in relation to students who have submitted academic appeals, have submitted a complaint under the University's formal Complaints procedure, or have been subject to action under the University's Discipline or Fitness to Practise regulations. The total numbers recorded under the latter two procedures are small, and analysis under each of these processes suggests that there are no areas of concern in terms of equality of treatment of students.

Annual Monitoring Reports are produced by both academic Schools each year. The template for production of the annual programme report includes a specific section, headed 'Equality and Diversity' which invites academic programme leaders to highlight 'matters identified relating to the enhancement of equality and diversity and action taken or planned, whether in relation to recruitment, student support, curriculum content, or methods of learning, teaching and assessment'. Any matters identified at programme level are then reported through the composite School report, the template for which has a discrete section that invites the Dean to comment as set out above. This report is then considered by the School Academic Board (SAB), which is a standing Committee of the Senate.

The Student Experience Strategy also commits us to enhancing the student experience by recruiting, developing and retaining excellent staff who reflect the diversity of the student population. We are committed to ensuring that our staff population is representative of the wider community. Monitoring of that is conducted through profiling of staffing.

Our strong commitment to equality in research is promoted in a number of different ways, including through the HR Excellence Award for Researcher Career Development and further Athena SWAN recognition. Further details are set out within Section 11 below.

5   BOARD PARTICIPATION BY GENDER

The Equality Act 2010 (Specific Duties) (Scotland) Amendment Regulations 2016 have introduced a new duty.

http://www.legislation.gov.uk/ssi/2016/159/regulation/4/made

Specifically, the regulations provide for the Scottish Ministers, from "time to time", to gather information on the relevant protected characteristics of board members of listed bodies, to be aggregated into Scotland wide statistics on board participation. The Scottish Ministers are to provide that information back to listed bodies, for such bodies to publish in their mainstreaming reports:

•   information on the gender composition of boards
•   how they will increase the diversity of boards through succession planning, including use of data on protected characteristics

To date, no such monitoring has been undertaken by the Scottish Government, and we are therefore unable to comply fully with the reporting requirements. Nevertheless, we are able to report on gender balance in the composition of the University Court.

We have moved to collecting equality data in relation to Court members in support of our commitment to ensuring that there is an appropriate balance of independent members on the University Court in terms of equality and diversity. The data will provide the Court with the information it needs to ensure that its equality and diversity goals are being met by identifying where gaps in representation arise, allowing the Court to target recruitment activity to ensure that an appropriate balance is achieved.

The University Court's approach to its equality duties is evidenced through policy development and through systematic review of the diversity of its membership.

Recruitment for independent or lay members during 2015-17 continued to address directly the diversity of membership in line with the commitment set out in our Mainstreaming Report and Outcomes that 'all committees and decision making bodies of the University are representative of its community'. A diversity audit of current membership was conducted by the Nominations Committee so that recruitment took account fully of the balance of skills, attributes and experience of the current lay membership.

With advice from the Equality Challenge Unit (ECU), we have particularly sought expressions of interest from women, disabled people, ethnic minorities and applicants who would further enhance the diversity of the Court. Advertisements for vacancies were placed in a range of media, including, Women on Boards, with the intention of encouraging more female applicants. Again with the advice of the ECU, the person specification was revised so as to accommodate those without previous board level experience, but who were able to demonstrate a track record of success in professional areas of expertise.

At its meeting in December 2014, the University Court approved goals and policies in regard to the balance of its independent members in terms of equality and diversity as follows:

'Queen Margaret University is committed to ensuring that the University Court (Court), Senate and all committees and decision making bodies of the University are representative of its community. In particular, the University will seek opportunities to address gender balance and to strengthen the representation and voice, amongst its lay membership, of all groups represented by Court.

To this end, the University is committed to achieving the following goals and targets:

- The University will work towards achieving practical gender balance amongst lay members of Court. Practical gender balance will be achieved where the lay membership of Court constitutes not less than 40% of either gender.

- The University will undertake an annual review of the equality and diversity characteristics of the Court or as a specific need for review is identified.

- In undertaking any recruitment activity concerning the appointment of lay members of Court, the Court will have regard to equality and diversity characteristics of the Court and will take positive actions to increase the likelihood of applications being submitted from applicants that would enhance the representative character of the Court.

- The University will harness appropriate opportunities to further promote and improve gender balance and enhance the representative character of the Court, Senate and other committees and decision-making bodies within the University including but not limited to making training on equality and diversity available to members of the Court.

At the time of publication of this report, the gender balance of members on the University Court is 52% female, and 48% male. In terms of the appointed Lay governor membership, the balance is 56% female, and 44% male.

6   EQUALITY POLICY

The University adopted a revised Equality Policy in 2015, which, with its Mainstreaming Report, replaced the University's Single Equality Scheme. The Equality policy articulates the University's approach to Equality in relation to staff and students. Amongst its provisions are that:

- Staff and students at the University are expected to treat others with respect at all times and to challenge discriminatory behaviour, attitudes or practices whenever they occur.

- In support of the above, the University will provide opportunities for staff and students to participate in learning opportunities that enable them to consider their own prejudices and adopt good practice.

- In relation to *students*, we are committed to enhancing the student experience through delivering equality across the protected characteristics and creating an inclusive learning environment.

- The University will operate fair and transparent procedures for student assessment, progression, attainment of awards and involvement in other University activities.

- The University will promote the use of inclusive language and avoid the use of words or phrases which are discriminatory or exclusive in all University publications and correspondence.

- The University seeks to increase student numbers from non-traditional groups; extend collaborative working relationships; promote staff understanding of diverse student groups and create an appropriately supportive infrastructure.

- In relation to *staff,* the policy confirms the University's position, which is that staff are afforded equal opportunities within employment, and that entry into employment with the institution, and progression within employment, will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure.

- It is in the best interests of the University and everyone who works within the University to ensure that whenever employment opportunities arise, we consider the human resources, talents and skills available throughout the community. Within the framework of the law, we are committed, whenever practicable, to achieve and maintain a workforce that broadly reflects the community in which we operate and this will include using diverse sources of recruitment and adverts which target specific groups where permissible. The University will also provide fair and accessible opportunities for training and promotion for staff.

- The Court shall promote mainstreaming and ensure equality is an integral part of the planning process. The Court shall also take active measures to encourage diversity in membership and the business of the Court and actively involve students in decision making and policy development.

- The University will ensure a visible commitment to equality in modules and programmes and that all teaching is equality proofed. The University will celebrate and promote good practice in this regard.

- In research, the University will continue current good practice under the Research Excellence Framework and will build on this good practice in the future. The University will celebrate and promote good practice in research by the use of case studies and promotional material.

- The University will maintain its Athena SWAN awards and seek to obtain further recognition to promote its good practice.

- The Equality and Diversity Committee will ensure that the Equality policy and its aims are enacted throughout the University by the scrutiny of emerging policy and procedure under the Equality Impact Assessment regime and through reporting on mainstreaming and the equality outcomes. Student recruitment, retention and progression statistics will be monitored and feedback under student surveys reviewed to ensure the student experience is mapped to this policy. Employment statistics will be reviewed by the Equality and Diversity Committee and published in line with the Scottish specific duties to ensure that, in terms of employment, the University is meeting the aims under this policy.

- The University will continue to monitor its teaching and learning practice via Annual Monitoring Reports for both Schools and through the quality assurance and quality enhancement process.

7   EQUALITY IMPACT ASSESSMENT

As part of its mainstreaming approach, the University undertakes Equality Impact Assessments ("EIAs") when reviewing and developing strategy, policy and process. A key indicator of Chapter B4 of the QAA's Quality Code states that "a commitment to equity guides higher education providers in enabling student development and achievement". This allows providers to take into account fairness, inclusion and accessibility. The Code highlights the importance of effective equality impact assessment.

We recognise that not all staff are involved in the EIA process, and that we have more to do in terms of expanding the pool of trained staff. We are currently in the process of auditing all formal University policy statements/regulations, with a view to producing a definitive register which sets out: policy owner, date of approval/last review and date of EIA. This action forms one of our Equality Outcomes in our published Mainstreaming report.

8   MANAGEMENT INFORMATION – PROVIDING THE EVIDENCE BASE

We have in place management information capability that provides us with the basis to monitor and evaluate our performance across a wide range of indicators. We recognise though that the usefulness of such management information is reliant on our capacity to collect data and to produce resulting meaningful analysis. This is an area in which we have made significant progress over the past 2 years in terms of student data collection and analysis, and through the further development of our HR ITrent system.

In terms of *student* data, we have improved our capacity to collect information as suggested by the reduction in the percentage of 'unknowns'. As students are required to provide this information as part of the annual matriculation process, we have been able to fill in historical unknown values, improving the accuracy of our historical data also.

This applies across each of the protected characteristics groups. For the purposes of this specific gender action plan, the data below focuses only on Gender and Gender Identity:

Comparative data 2012/13 to 2016/17
(Note: Data reported for Session 2016/17 is at 30 April 2017)

GENDER	2012/3		2013/4		2014/5		2015/6		2016/7	
Gender not known	0	0%	0	0%	0	0%	0	0%	0	0%

GENDER IDENTITY	2012/3		2013/4		2014/5		2015/6		2016/7	
Information refused	28	0.6%	43	0.9%	47	0.9%	51	1.0%	53	1.1%
Not known	2354	48.8%	1708	35.1%	1366	27.5%	1075	22.1%	1011	21.2%

An increased number of students appear willing to provide data for the optional question regarding gender identity. The indicative percentage for 2016/17 shows 21.2% of students did not answer the question, compared with 48.8% in 2012/13. The percentage of students responding to the question, but selecting 'Information Refused', has increased from 0.6% in 2012/13, to 1.1% in 2016/17.

We will continue to work to improve the percentage of unknowns, but we consider that the information available to us does allow us to produce management reports that are significant in statistical terms. We are able to produce live 'on time' reports that are accessible to all staff, either through direct access to the reports, or by request.

In relation to student retention and progression, reports are provided on a monthly basis to all programme leaders and senior academic managers so that any issues emerging are identified. A full suite of Management Information reports on student progress and achievement broken down into each of the protected characteristic groups is included in the Annual Reports for each programme.

9   GENDER PROFILE – STUDENT POPULATION AND POLICY FRAMEWORK

Recruitment and Admission

Benchmark statistics published by the Scottish Funding Council on 30 March 2017, 'Higher Education Students and Qualifiers at Scottish Institutions 2015-16', record that females accounted for 58.0% of the students at HEIs in 2015-16. The subject groups with the highest proportions of female entrants were subjects Allied to Medicine (83.0%), Veterinary Science (79.7%), and Psychology (76.2%).
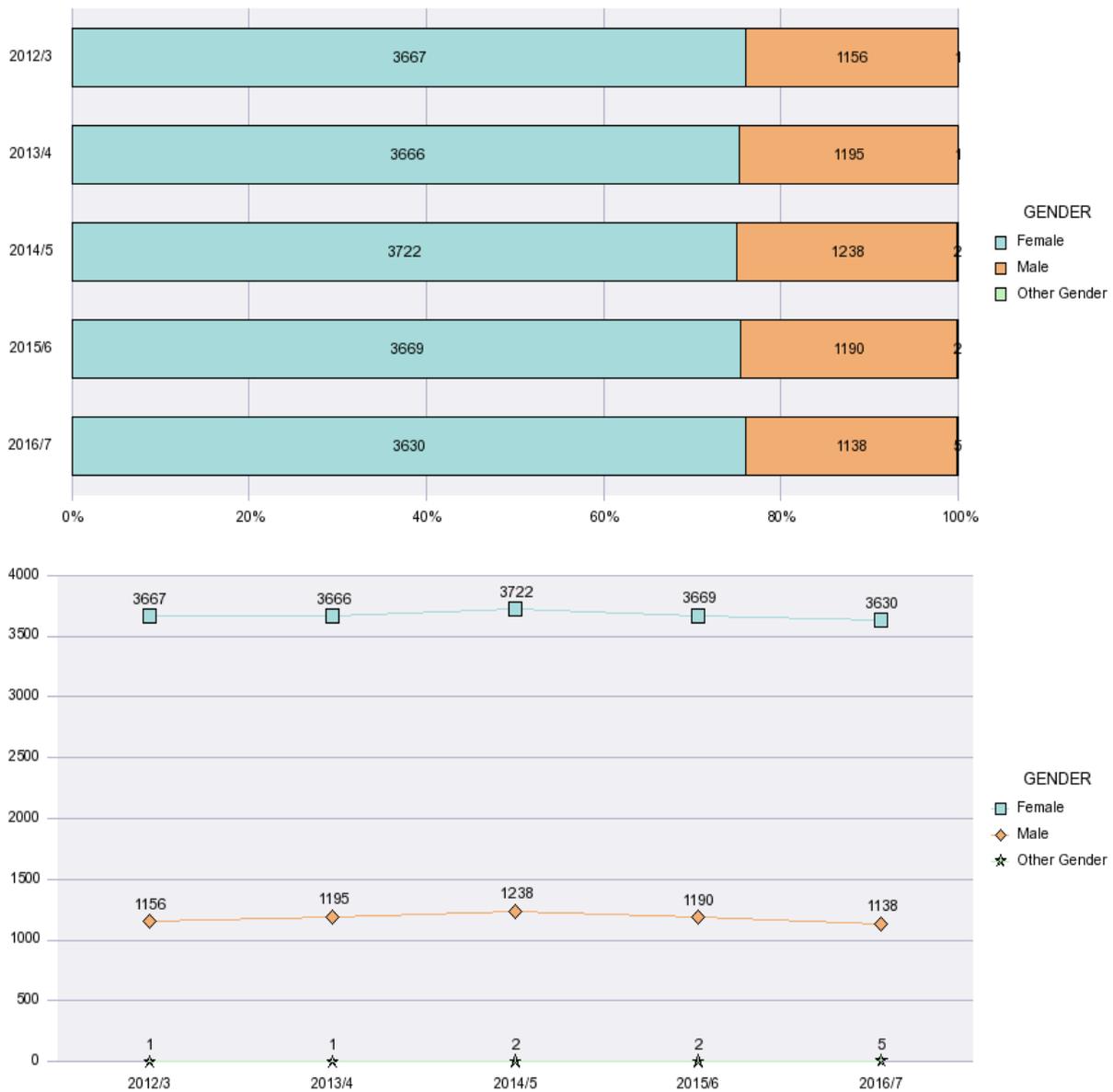
The demographic profile of students at Queen Margaret University reflects the national picture to the extent that female students are in the majority, albeit a more significant majority, at some 76%. This reflects the University's antecedents and in particular, the predominance of its Allied Health and Nursing provision which historically has attracted application and entry from females. In promoting entry to Nursing and the Allied Professions, we aim not to promote 'stereotypes'. Nevertheless, we are acutely aware of the reality that the 'caring' professions have historically been more attractive to females than males, and this is reflected in entry to the professions across the UK.

In terms of our student population, we recognised in our Mainstreaming Report 2015 that male students are under-represented in Health Sciences, and established an outcome to increase male representation in this area. When we established this outcome, we recognised the preponderance of female students studying programmes in our School of Health Sciences, and the impact of this on our overall student population.

The tables/graphs that follow illustrate the overall student population over the last 5 years in particular, and the particular imbalance in the subject areas of Nursing and Psychology (again, in line with the national picture).

Student population head count (excluding overseas in partnership organisations)

GENDER	2012/3		2013/4		2014/5		2015/6		2016/7	
Female	3667	76.0%	3666	75.4%	3722	75.0%	3669	75.5%	3630	76.1%
Male	1156	24.0%	1195	24.6%	1238	24.9%	1190	24.5%	1138	23.8%
Other Gender	1	0.0%	1	0.0%	2	0.0%	2	0.0%	5	0.1%
Gender not known	0	0%	0	0%	0	0%	0	0%	0	0%
	4824		**4862**		**4962**		**4861**		**4773**	

Year	Female	Male	Other Gender
2012/3	3667	1156	1
2013/4	3666	1195	1
2014/5	3722	1238	2
2015/6	3669	1190	2
2016/7	3630	1138	5

In our Mainstreaming Report progress report in April 2015, we removed an outcome relating to the retention of male students in health sciences and in performing arts on the basis that retention of males in these subject areas was no longer an issue. A new outcome relating to the representation of males in Health Sciences was added to the suite of outcomes.

In April 2017, a revised outcome re-focused our commitment on the enrolment of mature and younger male applicants to Nursing and to Psychology. Both of these subject areas have been identified as having a severe gender imbalance within the University under the definition adopted by the SFC. We recognise that, application and entry to some degree programmes is subject to wider societal influences and achievement of outcomes requires partnership working with schools, Colleges, professional bodies, parents, and wider community influencers.

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Course data: All Students by Gender

BSc (Hons) in Nursing

	2016/7			2015/6			2014/5		
	F	M	Total	F	M	Total	F	M	Total
Applications	583 91%	58 9%	641	562 90%	60 10%	622	684 89%	81 11%	765
Offers	130 91%	13 9%	143	103 94%	7 6%	110	81 91%	8 9%	89
Conversion Rate	32%	31%	31%	33%	29%	33%	44%	50%	45%
Entrants	41 91%	4 9%	45	34 94%	2 6%	36	36 90%	4 10%	40
Entrant Retention	-	-	-	91%	50%	89%	89%	100%	90%

BSc (Hons) in Psychology

	2016/7			2015/6			2014/5		
	F	M	Total	F	M	Total	F	M	Total
Applications	368 82%	79 18%	447	430 85%	77 15%	507	399 79%	105 21%	504
Offers	147 85%	26 15%	173	126 85%	23 15%	149	112 79%	30 21%	142
Conversion Rate	21%	38%	24%	19%	26%	20%	30%	20%	28%
Entrants	31 76%	10 24%	41	24 80%	6 20%	30	34 85%	6 15%	40
Entrant Retention	-	-	-	96%	100%	97%	97%	100%	98%

Course data: Mature Students by Gender

BSc (Hons) in Nursing

	2016/7			2015/6			2014/5		
	F	M	Total	F	M	Total	F	M	Total
Applications	235 88%	33 12%	268	215 85%	37 15%	252	215 85%	38 15%	253
Offers	34 85%	6 15%	40	20 87%	3 13%	23	15 100%		15
Conversion Rate	53%	67%	55%	45%	33%	43%	53%		53%
Entrants	18 82%	4 18%	22	9 90%	1 10%	10	8 100%		8
Entrant Retention	-	-	-	89%		80%	63%		63%

BSc (Hons) in Psychology

	2016/7			2015/6			2014/5		
	F	M	Total	F	M	Total	F	M	Total
Applications	68 74%	24 26%	92	105 80%	27 20%	132	86 73%	32 27%	118
Offers	22 71%	9 29%	31	30 77%	9 23%	39	15 65%	8 35%	23
Conversion Rate	27%	56%	35%	17%	11%	15%	53%	25%	43%
Entrants	6 55%	5 45%	11	5 83%	1 17%	6	8 80%	2 20%	10
Entrant Retention	-	-	-	80%	100%	83%	100%	100%	100%

In terms of gender balance on the programmes above, QMU has a very similar percentage of males to females to the national picture (differences of 1%). The data on mature students suggests that the gender split is less pronounced, and the conversion rates are much higher, which may be evidence of the work QMU staff have undertaken with applicants entering QMU through alternative routes. The data show that, although conversion rates were up on previous years for males, there were still not enough males applying to plug the gap in the gender split.

The focus during 2017 has been on outreach work with schools and colleges, and this will continue for the lifetime of our Mainstreaming Report (2017-21) and our Outcome

Agreement with the SFC (2017-20). That focus is therefore replicated in this Gender Action plan.

We were delighted to have been successful in a bid for support from the Equality Challenge Unit (ECU) to assist us in developing an approach to this outcome. Specifically, we are working with the ECU as part of its Attracting Diversity project to identify positive steps to mitigate against any barriers to access for these groups. Our aim is to increase application, offer and enrolment numbers from mature male applicants and younger male applicants to Psychology & Nursing programmes.

During 2016, the project evaluated data, held Focus Groups with males in Nursing and Psychology, laid out clear progression routes and formal articulations with Colleges, and investigated early intervention activities with a focus on gender throughout the learner journey. This work provides the basis for an action plan from 2017 onwards. The objective for 2017 is for teams within the project to use the evidence and activities gleaned in 2016 to develop and trial a pilot 'attracting diversity' initiative.

Following the focus group with males in Nursing, a leaflet has been produced to show the range of careers available with a nursing degree. This will be used for a range of Outreach events. Web and prospectus stories and profiles are being reviewed to ensure that they reflect the diversity in the student population.

The main approach for the pilot is to embed gender equality into programmes of activity that our Outreach and Community Engagement team deliver. Early intervention measures and activates have been planned throughout the different stages of the learner journey in our work with the Children's University, Academies, Colleges and Community settings. Evaluation of these activities will take place so that impact can be measured.

Our approach to widening access offers built in tailored support throughout the learner journey. To deliver on those commitments, we have invested carefully in people and structures. Our Outreach and Community Engagement Team work determinedly with a range of partners, including schools, colleges, community groups, third sector and voluntary agencies, and local authorities.

As our approach to widening participation has broadened, we have been concerned also to deepen our engagement with our communities with a view to raising aspirations at an early age. A key strategy has been collaboration with communities to de-mystify higher education and to empower individuals seeking to access higher education. We work with a number of East Lothian and Midlothian based community groups and initiatives that support local community development plans.

Our commitment to raising pupils' aspirations and to working in partnership with schools and employers extends beyond the senior phase of the School. We were the first higher education institution in the east of Scotland to host the Children's University, a development that was signalled in our 2013/14 Outcome Agreement.

The Queen Margaret Children's University aims to promote social mobility by providing high quality, exciting and innovative learning activities and experiences outside normal school hours to children aged 7-14 (and 5 and 6 year olds with their families) and engage the wider communities as learning partners in the realisation of this.

At the heart of its work is the ambition to raise aspirations – "… aspire to inspire …", boost achievement and foster a love of learning, so that young people can make the most of their abilities and interests, regardless of the background into which they were born. Although

open to all, the QMCU aims particularly to reach children and young people facing socio-economic and educational disadvantage through the targeting of grants to, and the promotion of activities in, areas of deprivation.

Today, there are 3500 active Children's University pupils, partnerships with 30 schools and over 400 accredited learning destinations across Midlothian and East Lothian. We believe that our efforts in this area contribute unquestionably to raising aspiration and attainment amongst those who participate, but we recognise too that the impact will not be realised for a number of years.

The University also opens up to the Children's University through CU Fridays, events that are held on campus on identified Fridays throughout the year. As well as offering paid opportunities for our own students to engage with the CU, a number of our CU Friday initiatives are programmed to feature subjects where there has traditionally been a gender imbalance. Activities organised to date include:

You Are What You Eat which saw some 30 P4-S1 QMCU male pupils attending a 4 week project aimed at increasing their awareness of food science and nutrition/healthy eating. The project delivered 4 workshops looking at the impact of diet and exercise on the human body, culminating in a cookery session during which pupils produced their own healthy menus.

Computer Explorers – Develop Your Own App which introduced some 25 P5-P7 QMCU female pupils to basic coding and programming skills over a 4 week period. Participants developed their own App which was downloaded to mobile phones/tablets at the end of the project.

Arithmetrix which saw twenty P5-S2 QMCU pupils (of which 18 female) involved in a one week project aimed at increasing their confidence in maths. A fun 2-hour workshop was delivered by professional magician/computer science high school teacher Jody Greig, and received glowing feedback from participating pupils and parents/guardians.

The Broken Bodies 'roadshow' is also targeted at inspiring female pupils to consider a career in science and male pupils a career in nursing/allied health professions. It has a particular focus on SIMD 20 and SIMD 40 also, and is funded under the University's WISER project funding.

The South East of Scotland Academies Project, which is collaboration between QMU, Edinburgh College, East and Midlothian Councils is actively addressing the imbalance of men into Health and Social Care and women into Science. The academies project has focussed most recently on encouraging girls to pursue careers in Science through the Food Science Academy. There is recognition that it has proved difficult to attract male pupils into the Health and Social Care academy, but efforts will continue.

We have been actively involved in STEM, the government backed programme to help promote Science, Technology, Engineering and Maths, in schools. The QMU Student Volunteer project has focussed on attendance at career events, with current students from allied health professions and science disciplines explaining to children their chosen professions. We are working to encourage as many eligible students as possible to subscribe to this programme, which has a major focus in areas of social deprivation.

Our contextualised admissions policy is based on the following key principles:

- *Fairness* – we will strive to use admission assessment methods that are reliable and valid.
- *Transparency* – details of our entry requirements will be published in our prospectus and on our website and will be clear and transparent to applicants and their advisers.
- *Reflect our community* – we are committed to admitting as wide a range of applicants as possible to reflect our community.
- *Encourage participation* – we will minimise barriers to applicants and encourage student persistence, progression and retention through our targeted pre-entry and transition support services.

The policy ensures that each application received by the University is considered carefully on its own merits, taking into account educational, professional and personal experience.

We will continue to identify and share best practice in the use of contextual admissions in a way that supports our aspirations, informs decision-making and encourages more applications from all backgrounds. Along with others in the sector, we will actively consider how and where it is appropriate to make adjusted offers to applicants who have markers of deprivation or under-representation.

Applicants disclosing that they have caring responsibilities are considered under our contextualised admissions arrangements. Student carers are provided with support and advice that recognises that they may have limited opportunities for paid part-time employment whilst studying, as well as more limited opportunities for social engagement and integration with other students. We will continue to work with the Carers Trust Scotland to ensure that we are adopting very best practice in this area and have been invited by the Trust to deliver a keynote speech at their annual conference in March 2017 highlighting our work to date in establishing a sector-leading support policy for our students with caring responsibilities. Since 2016/17 we have also captured this information at the point of matriculation; this will be updated annually, to ensure we have baseline evidence to further support this group.

Student Engagement and Retention

Evaluation of our student data has shaped our Equality Outcomes for 2017-20 and Outcomes in our Outcome Agreement 2017-20, and in particular our commitment to ensuring that there is no gap between male and female retention rates.

	Retention Rates				
	2012/3	**2013/4**	**2014/5**	**2015/6**	**2016/7**
Female	94%	94%	93%	95%	95%
Male	89%	89%	89%	90%	94%
Other Gender	100%	100%	100%	100%	100%
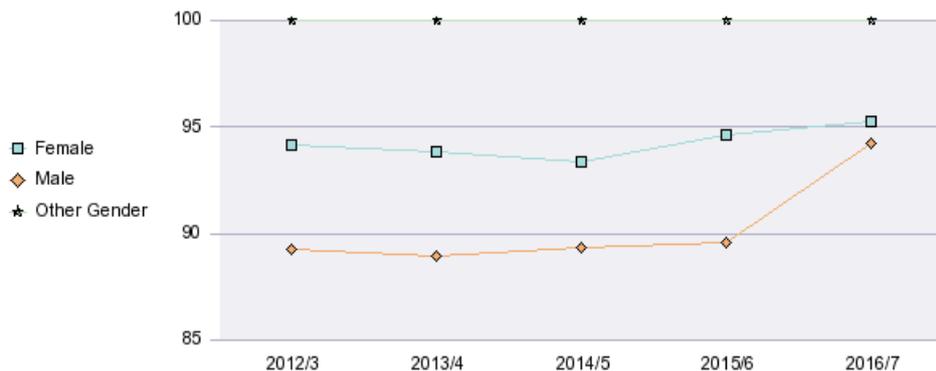
Our retention activities are evaluated and evolve and develop on the basis of our internal research evidence of 'what works'. We continue to work also with colleagues in the sector on understanding reasons for student withdrawal, and in assisting such students to re-engage in study at a later point.

We have put in place a number of strategies to enhance student engagement, persistence and retention. Previous internal research suggested to us that there is reluctance on the part of male students to seek necessary support at key stages of their university career and that the focus should be on providing clear signposting of the range of support available to students who were thinking of withdrawing from their studies.

In 2015/16, we established electronic attendance monitoring for all taught students. Students identified as not attending, and considered to be at risk of not persisting with their studies, were offered appropriate academic and pastoral support and guidance. This included targeted support through a pilot Stay-on-Course project. Students were offered an appointment with a Wellbeing Adviser to discuss any concerns and difficulties they had and then develop a Stay-on-Course plan. Male student engagement with the project was higher than the QMU average population, suggesting this direct offer of help was effective for this group. This service is now embedded and we continue to collate data on use of the service to monitor engagement of different groups and develop the service.

It is difficult to establish a causal link between these projects and increased male retention, as the University has invested significantly in projects to improve its retention rates overall (which will have benefitted male and female students). Nevertheless, male retention has improved to the point where this is no longer an area identified for action under the University's mainstreaming report.

Retention Rates of Males in Health Sciences[4]				
2012/3	**2013/4**	**2014/5**	**2015/6**	**2016/7**
Male 92%	90%	94%	93%	95%

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[4] Statistics for 2016/17 as at July 2017. Student demographic excludes Other EU and Overseas collaborations
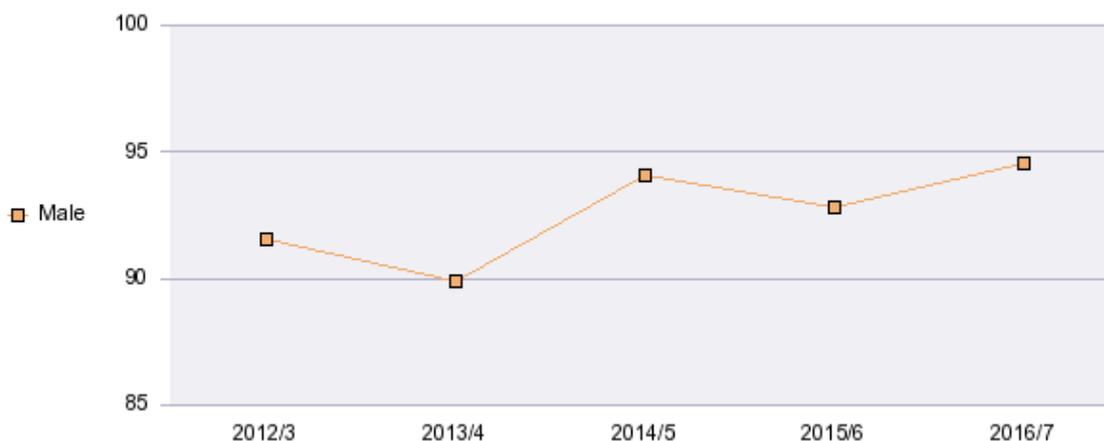
Gender Based Violence

We are at the early stages of working collaboratively with Edinburgh universities and relevant partners to address gender based violence as part of a wider, regional approach to tackling violence, harassment and hate crime against university students. We will work to review policies, provide guidance for staff and students, and secure senior level support in line with best practice guidance set out in the UUK 'Changing the Culture'[5] publication. An early example of such an approach is the leadership training being delivered by Police Scotland to all universities in August and September 2017. A regional Strategic Group is in the process of being established, priorities for which will be the issuing of joint communications and sharing of best practice guidance.

10   UNIVERSITY STAFF - GENDER PROFILE AND POLICY FRAMEWORK

The majority of staff at QMU are female - our data shows female staff represent 66% of our overall staffing population. This was the case in both 2014/15 and 2015/16. On average, female staff also form the majority of staff within the Scottish HEI sector, with 54% of all staff being female in the reporting period 2014/15. The overall sector trend indicates that the proportion of female academics is increasing steadily, and this trend is also evident at QMU, with the percentage of female academic staff increasing from 67% (2014/15) to 69% (2015/16).

Sexual orientation was introduced into the staff HESA return in 2012/13, and in the 2014/15 HESA return, 72.2% of Scottish HEI's returned data. At QMU, LGBT staff represented 3.3% (2014/15) and 3.7% (2015/16) of all staff compared to a UK HEI benchmark of 1.4%. It should be noted that those declining to say represented 60% (2014/15) and 53.2% (2015/16) at QMU, and 70% in the UK HEI benchmark data.

In support of our commitment to embedding transparent and fair practices in the recruitment and selection of our staff, all HR policies including those concerned with the recruitment and selection of staff are subject to robust equality impact assessment.

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[5] Changing the culture: Report of the Universities UK Taskforce examining violence against women, harassment, and hate crime affecting university students. http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx

In order to ensure fair treatment, the University adopts a competency based approach to interviews; all those participating in appointment panels are offered training and HR support in order to enrich their understanding and ensure consistent application of the competency based approach. The competency based approach supports the objective assessment of competencies linked to the job description reducing the potential for bias in selection decisions.

In addition to face to face training and HR support, the University launched in February 2015 a range of e-learning modules, including on unconscious bias. These modules have been made available to all staff. In April 2016, Unconscious Bias e-learning training was made mandatory for all staff participating in selection panels for staff recruitment. Most recently in March 2017, 'Unconscious Bias' training was undertaken by members of the Equality and Diversity Committee and University Court members. Consideration is being given to further face to face training in this area for managers and recruitment panel members.

At the last HESA data return, gender balance in terms of Professorial staff was 50% female and 50% male. Subsequent movement in staff altered that balance in favour of male professorial staff but recent recruitment has restored the balance. The relatively small size of the academic staff population of the University means that the loss of one or two staff can alter the gender balance significantly. We will continue to work to address any significant imbalance.

As advised earlier in this report, we are committed to the principle of equal pay for work of equal value, free from bias and based on objective criteria. The University recognises that under the Equality Act 2010, both women and men have the right to equal pay for work of equal value; this applies to all employees regardless of full or part-time status, casual or temporary contract or length of service. Equally, the University also recognises its duty to provide equal pay for work of equal value regardless of differences in age, race, nationality, ethnic or national origin, religion, sexual orientation, marital, civil partnership, parental status or disability.

The University has in place a pay and grading system which is used to assist in determining equal pay across the University. The pay and grading system is applied transparently, based on objective criteria, and free from unlawful bias.

The University's policies and procedures associated with pay and remuneration have been developed and implemented with a view to eliminating unlawful bias and are systematically monitored and reviewed.

In order to put the University's commitment to equal pay for work of equal value into practice we have undertaken to:

- Conduct an equal pay review on an annual basis in accordance with the Public Sector Equality Duty for all current staff and starting pay for new staff;
- Monitor the impact of our policies and procedures associated with pay and remuneration and take appropriate action where necessary;
- Provide guidance for managers involved in decisions about recruitment, pay, benefits and promotions.

Data set out in our Equal Pay Review suggests that, for all staff at all grades (data includes the Executive Board), there is a negative pay gap in terms of mean salary of some 0.37% between female and male employees ie in favour of male staff. If salaries of the Executive

Board are excluded, there is a positive mean pay gap in favour of female employees of 1.02%. This has been the position over the last 4 years of such data being collected

If salaries of the Executive Board are excluded from the calculation, the mean pay gap is 1.02% in favour of female employees. A review of the mean pay gap over the last four years demonstrates that it has remained steady at 1%.

The median pay gap for employees is 6.13% in favour of women for employees on Grades 1-10 (including the Executive Board). This has remained constant over the last two years. When excluding the Executive Board salaries, the median pay gap in favour of women increases further to 9.30%, which again has remained constant with the previous year.

By way of context, the Equality Challenge Unit (ECU) report titled 'Equality in higher education: staff statistical report 2016', reported a negative mean female pay gap of 18.3% and median of 13.7% across the UK in HEIs. Furthermore, in Scotland the overall gender pay gap for HEIs was wider, with a mean negative female pay gap of 20.9% and median pay gap of 18.6%. In terms of benchmarking, QMU performs significantly better in terms of the pay gaps reported for UK and Scottish HEIs.

There are no significant pay gaps between Grades 1-9 for all employees. However, at Grade 10 there is a significant pay gap, both mean and median, in favour of male salaries. The gap is sitting above the 5% mark. Detailed analysis of the data demonstrates that this significant pay gap is attributed to academic salaries. In particular, it is related to the Senior Academic and Professorial positions, where the gap is above 5%. Although there are a small proportion of individuals appointed to such position, this is an area that requires further investigation.

The Professional services salaries show no significant average or median pay gaps between Grades 1 - 7. At Grade 8, there is median pay gap of 6.7% in favour of female employees, which has increased from the previous year. In contrast, at Grade 9, the pay gap is significantly in favour of male employees, sitting above the 5% mark, despite there being over a 50% higher female population in Grade 9 roles.

Part time female academics (Grade 6 – 10) are paid a significantly higher salary according to the mean salaries in 2015 (-13.98%) and 2016 (-12.51%). In contrast, full time male academics (Grade 6 – 10) are paid significantly higher salaries than females, with a 7% pay gap which has remained steady over the last two years.

In analysing the data by protected characteristics, females between the ages of 35 – 44 are paid significantly less, with a median pay gap of 18.6%.

BME, LGBT and declared disabled populations are all paid less when compared with wider employee population, both from a mean and median calculation. However, it is acknowledged that employee data on ethnicity and sexual orientation is not as reliable given that a large percentage of the population is declared as unknown. Additional work needs to be undertaken in this area. This is an area for improvement across Higher Education organisations in the UK, as recognised in the ECU 'Equality in higher education: staff statistical report 2016'.

We are one of 5 universities in Scotland that have made the real Living Wage commitment by becoming an accredited Living Wage employer. The University welcomed the Scottish Government's Higher and Further Education Minister, Shirley-Anne Somerville, to celebrate the move on campus during Living Wage Week (30 October - 5 November 2016).

The Living Wage commitment will see everyone working at QMU, regardless of whether they are permanent employees or third-party contractors, receive a real Living Wage, which is significantly higher than the government minimum wage of £6.70 and the new minimum wage premium for over 25s of £7.20 per hour introduced in April 2016. The University's third party contractors will adopt the Living Wage as and when existing contractual arrangements are renewed.

The University has developed policies for Special Leave arrangements which offer a degree of work flexibility for those staff with caring responsibilities. The University provides for flexible working requests from all staff. Managers work with staff members to establish working patterns and arrangements that meet the needs of the individual and of the University. The University accommodates a high volume of flexible working requests, both formal and informal to support employees in managing their caring responsibilities.

The University's training and development arrangements include 'Management Fundamentals' training offered to all managers and those aspiring to obtain a management role at the university. Human Resources staff are also in the early stages of designing a bespoke in house management training programme, within which HR policies will feature heavily.

11   EQUALITY AND DIVERSITY IN THE CURRICULUM AND IN RESEARCH.

We believe that the University's Quality Assurance and Enhancement processes represent an area of good practice in mainstreaming. This includes the validation and review of new and established programmes, and the annual monitoring of all programmes.

During the validation and review process, the checklist for approval panels explicitly invites panel members to consider whether there is:

- sufficient evidence that the Programme will contribute to widening access and engaging students from non-traditional backgrounds and under-represented groups
- sufficient evidence of curriculum innovation and development to enhance equality and diversity, as well as to address potential exclusionary aspects of the programme and to encourage students to think globally and locally
- evidence of inclusive teaching practices.

It is recognised that the learning from the answers to these questions could be more widely shared to promote further inclusivity good practice across the University.

In terms of embedding equality in research and research practices, the University has:

- Continued to enhance gender equality initiatives beyond the traditional STEM domain of Athena SWAN to promote initiatives such as the Stonewall Equality Index and to participate in the Aurora programme.
- Publicised and implemented the QMU REF Equality Code of Practice.
- Committed to act on the feedback and comments from the HEFCE Equality and Diversity Panel.
- Secured an institutional Athena SWAN Bronze award, and is now working towards maintaining that award.
- Secured an Athena SWAN Bronze award for the Division of Nursing.
- Implemented the Vitae Researcher Development Framework and Planner with a section on Equality and Diversity in Research Careers.
- Actively participated in Vitae's Every Researcher Counts Project

- Introduced Maternity coaching to support researchers in their careers pre and post maternity leave.
- Put in place campus based "inspiring women case studies" to showcase positive female role models across a range of positions within the workplace.

In terms of research, the University received very positive feedback on the staff profile of its REF submission and the wide integration of staff with complex and special circumstances. The number of staff eligible for submission in these categories was significantly above sector averages. QMU has committed to act on the feedback and comments from the HEFCE Equality and Diversity Panel in preparing for REF 2021.

We will continue to benchmark our research activity in relation to sector UoA norms for tariff reductions, return of early career researchers and other key data. We are committed to championing gender equality initiatives through continuing to maintain our Athena SWAN accreditation at a divisional and wider university level and drive our aligned Athena SWAN actions through quarterly steering group meetings.

The University was one of the first of ten UK institutions to retain the HR Excellence Award for Researcher Careers. Among the criteria for the award, and its retention, is the ability to demonstrate that rewards and other terms and conditions of service for contract research staff (for example, rates of pay, provisions for leave and sick leave, pensions, access to facilities) are in line with those for established staff. There needs to be assurance also of equal opportunities and the elimination of practices linked to the short-term nature of contracts which indirectly discriminate against women.

12   GENDER ACTION PLAN OUTCOMES 2017-20

We are committed to the following Outcomes during the period 2017-20.

Outcome	Evidence Base	Possible activities/Outputs	Institutional Plan/Policy Reference/Monitoring Arrangements	Responsibility
GAP Outcome 1 Recruitment, admission, progression, retention and attainment of students drawn from a wide range of backgrounds is maximised. Increased %age of males applying to study Nursing and applying to studying Psychology to address student gender imbalance. Increased %age of males enrolled to study Nursing and to study Psychology to address student gender imbalance. Increased percentage of full-time first year Scottish domiciled undergraduate entrants returning to study in year two from a baseline of 90% in 2015/16 to 93% in 2019-20: • 91% in 2017-18 • 92% in 2018-19 • 93%in 2019-20 To achieve at least 92%	HESA Student Return; Outcome Agreement Data Group monthly analysis; Annual Report data analysis; NSS data analysis; Outcome Agreement Annual Evaluation Report; ELIR 4 judgement 2018.	Actions set out in the University Outcome Agreement 2017-20 will be implemented fully. In terms of recruitment and admission, these include: Intensified outreach work; further review of contextual admissions policy, to include consideration of differential offers; enhanced conversion activity including bursary support to target students; monitoring of data on applications, offers and conversion rates for candidates from those groups identified as having targeted intake in our Outcome Agreement; collaboration with communities to de-mystify higher education and to empower individuals seeking to access higher education. Continue 'Attracting Diversity: Equality in Student Recruitment 2017' project. Undertake a range of early intervention measures through different stages of the learner journey. Ensure clear pathways and support for male applicants into Nursing and Psychology – programmes in which they are under-represented under the SFC definition. Focus activity on outreach to schools on the basis that, even with improved conversion rates of applicant to entrant, there are insufficient male applicants to either programme to contribute to a shift in gender balance. Support outreach work through marketing, unconscious bias training, Children's University	SFC Outcome Agreement 2017-20 SFC Evaluation Report October annually.	Deans of School; University Secretary; Assistant Secretary, ELSS; Student Retention and Surveys Team; Outreach and Community Engagement Team.

returning to year two rate by 2020 for identified OA groups of full-time Scottish domiciled entrants, including Male Entrants: • 90% in 2017-2018 • 91% in 2018-2019 • 92% in 2019-2020		activities. Understand trends in gender balance within subject areas for QMU to compare with national trends. In terms of retention, develop, promote and review strategies to maximise student retention and progression		
GAP Outcome 2 Ensure that the workforce of the University represents the community it serves Broad definition of 'workforce' adopted, to include non-executive directors on our Governing Body, and those with whom we engage in partnership in the delivery of the student learning experience.	Internal HR management information; HESA Staff return; Capita Staff Survey Output; Outcome Agreement Evaluation; Annual Report and Accounts; Court Annual Review; Externally facilitated Court Review (due 2019).	• Promote equality and diversity in recruitment and reward of staff and in consideration of job descriptions. • Ensure all committees and decision making bodies of the University are representative of its community. • Monitor equality characteristics of the Court, as the governing body. • Maintenance of agreed %age Gender Balance on the University Court and its standing committees, and achievement of gender balance on key decision making bodies of the University, including staff recruitment and reward and recognition panels. • Continue to harness opportunities to promote and achieve gender balance in terms of representation on University decision making bodies. • Further improvement in the collection of staff data by protected characteristics. • An improvement in the percentage of those staff who declare a protected characteristic in the next Staff Survey. We will continue to work with the Equality Challenge Unit on the development of effective	Mainstreaming Report and Associated Equality Outcomes 2017-21. Equality and Diversity Committee Action Plan, and minutes presented to the University Court. Staff Survey Steering Group – action plan and reporting mechanisms.	Head of Human Resources University Secretary Principal

		policies and interventions to achieve this outcome. We will complete our audit of all formal University policy statements/regulations, with a view to producing a definitive register which sets out: policy owner, date of approval/last review and date of EIA.		
GAP Outcome 3 Pay Gaps are eliminated where the gap is statistically significant. The University will take action to remove any statistically significant pay gap in favour of any group.	Equal Pay Review Internal Management Information; HESA Staff return.	Actions listed under Mainstreaming Report Outcomes 1, 4, 5, 6, 7 apply.	Mainstreaming Report and Associated Equality Outcomes 2017-21. Equality and Diversity Committee Action Plan, and minutes presented to the University Court. Reports to the Executive Board. Staff Survey Steering Group – action plan and reporting mechanisms.	Head of Human Resources
GAP Outcome 4 Our people policies promote inclusive employment and career advancement prospects.	Staff Survey results; HR Management Information.	• Raise awareness of HR policies amongst all staff. • Continue to consult with key stakeholders over the revision of existing and the development of new policies and on the potential equalities impacts • Continue to develop and revise HR policies based on best practice and legislative changes taking into account all of the protected characteristics. • Progress fully all actions set out in the institutional Athena Swan Action Plan.	Mainstreaming Report and Associated Equality Outcomes 2017-21. Equality and Diversity Committee Action Plan, and minutes presented to the University Court. Research Strategy Committee Action plan and minutes presented to the Senate.	Head of Human Resources University Secretary Deputy Principal

		• Raise awareness of issues relating to occupational segregation and gender pay gaps. • Promote E-learning Unconscious Bias training to all managers and recruitment and selection panellists. • Actively seek opportunities for increasing staff diversity through recruitment and selection, for example, by highlighting flexible working at the point of recruitment, reviewing job titles and advert wording to address potential occupational stereotyping. We will continue to work with the Equality Challenge Unit on the development of effective policies and interventions to achieve this outcome. We will complete our audit of all formal University policy statements/regulations, with a view to producing a definitive register which sets out: policy owner, date of approval/last review and date of EIA.	Athena Swan Steering Group reporting.	
GAP Outcome 5 Equality and diversity is embedded fully in the curriculum and in research.	Athena SWAN award/s; Membership and Participation in the Edinburgh Beltane REF 2021 ELIR 4 judgement 2018 Outcomes. REF 2021 Equality Code of Practice. Athena SWAN HR Excellence Award	• Continued good practice represented by existing Validation and Accreditation process. • Conduct Internal Audit of REF preparations. • Continue to enhance gender equality initiatives beyond the traditional STEM domain of Athena SWAN through initiatives such as the Stonewall Equality Index and the Aurora programme. • Implement QMU REF Equality Code of Practice. • Progress action arising from HEFCE Equality and Diversity Panel. • In preparation for REF 2021, invite staff to participate in a focus group, facilitated by ECU, to better understand the potential barriers to research for staff with protected characteristics	Mainstreaming Report and Associated Equality Outcomes 2017-21. Equality and Diversity Committee Action Plan, and minutes presented to the University Court. Research Strategy Committee Action plan and minutes presented to the Senate. Athena Swan Steering	Deputy Principal/University Secretary/Deans of School

		• Maintain Athena SWAN Bronze award, and achieve Silver award. • Continue to implement Vitae Researcher Development Framework and actively participate in Vitae's Every Researcher Counts Project. • Provide maternity coaching to support researchers in their careers pre and post maternity leave. • Continue to promote campus based "inspiring women case studies" to showcase positive female role models across a range of positions within the workplace.	Group reporting.	
GAP Outcome 6 Women's careers in research and in STEM subjects are advanced through Athena SWAN and other sector initiatives.	REF 2021 Outcomes; REF 2021 Equality Code of Practice; Athena SWAN recognition; HR Excellence Award.	• Internal Audit of REF preparations. • Continued to enhance gender equality initiatives beyond the traditional STEM domain of Athena SWAN through initiatives such as the Stonewall Equality Index and the Aurora programme. • Implement QMU REF Equality Code of Practice. • Progress action arising from HEFCE Equality and Diversity Panel. • Maintain Athena SWAN Bronze award, and achieve Silver award. • Continue to implement Vitae Researcher Development Framework and Actively participate in Vitae's Every Researcher Counts Project • Provide maternity coaching to support researchers in their careers pre and post maternity leave. • Continue to promote campus based "inspiring women case studies" to showcase positive female role models across a range of positions within the workplace.		Deputy Principal/Deans of School Research Centre Directors.

		• An increase in the number and level of Athena Swan Awards. • An increase in the number of REF submittable female staff from 19% of eligible staff to 25% of eligible staff.		

13   RESOURCES

Evidence Base

- Management Information and Analytical Reports considered by the Equality and Diversity Committee during the period 2015-2017.
- Consultation with the Students' Union and the WISeR Board.
- HESA Staff return 2015-16.
- HESA Student return 2015-16.
- Internal Management Information drawn from the Tribal Student Records system (June 2017).
- Internal Management Information drawn from the i-Trent HR Records system (June 2017).
- Mainstreaming Report and Equality Outcomes: [1] Mainstreaming Report and Equality Outcomes published at:
- http://archive.qmu.ac.uk/equal/docs/April%20v2MAINTSTREAMING%20%20REPORT%20AND%20EQUALITY%20OUTCOMES%20FINAL%20PUBLISHED.doc
- QMU Outcome Agreement 2017-21 published at:
  http://www.sfc.ac.uk/web/FILES/outcome-agreements-2017-18/qmu-outcome-agreement-2017-18.pdf
- Equality in higher education: students statistical report 2016, Equality Challenge Unit;
  www.ecu.ac.uk/wp-content/uploads/2016/11/ECU_students16.xlsx
- Equality in higher education: staff statistical report 2016, Equality Challenge Unit:
  www.ecu.ac.uk/wp-content/uploads/2016/11/ECU_staff16.xlsx
- Higher Education Students and Qualifiers at Scottish Institutions 2015-16:
  Statistical publication SFC/ST/06/2017, published 30/03/2017
  http://www.sfc.ac.uk/communications/Statisticalpublications/2017/SFCST062017.aspx
- QMU Outcome Agreement Data Management Group data (established 2016).