



Queen Margaret University  
EDINBURGH

# **MAINSTREAMING REPORT**

*with associated reviewed*

## **Equality Outcomes and Employment Information**

**INTERIM REVIEW APRIL 2019**

PUBLISHED 30 APRIL 2019

## **MAINSTREAMING REPORT *with associated reviewed* Equality Outcomes and Employment Information**

<b>CONTENTS</b>	<b>PAGE</b>
Introduction	2
Section 1: Update on mainstreaming activity	3
Section 2: Equality Outcomes: Reporting on progress 2017-19.	10
Section 3: Employment information	37
Section 4: Resources	38
Section 5: Management information – student population head count (excluding based overseas in collaborative partnership organisations)	39
Appendices: Appendix 1 - Staff Equalities Data Appendix 2 – Equal Pay Review	

## INTRODUCTION

Queen Margaret University is pleased to publish this report, which sets out progress on mainstreaming equality against a number of outcomes established for the period 2017-2021.

Under the requirements of the Public Sector Equality Duty (PSED) introduced in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, the University is required to report on how it is *mainstreaming* equality. The specific duties are stated as aiming to help listed authorities to better meet the general duty and are designed to help develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland.

To meet the specific duties, the University is required to:

- report on progress on mainstreaming the general duty into all functions every 2 years;
- develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered);
- assess the impact of policies and practices against the needs of the general duty;
- gather and use information on employees;
- publish gender pay gap information;
- publish statements on equal pay for gender, race and disability;
- have due regard to the general duty in specified procurement practices;
- publish information in a manner that is accessible.

In 2016, the Scottish Government amended the specific duties to introduce a new requirement on listed bodies to publish the gender composition of their boards and to produce succession plans to increase the diversity of their board.

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 original report in 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.

Throughout this Report, the University has had due regard to the general duties as specified under the Equality Act 2010, and which require the University to:

1. Eliminate unlawful discrimination, harassment, and victimisation.
2. Advance equality of opportunity by having due regard to removing or minimising disadvantage, meeting the needs of a particular group that are different from the needs of others and by encouraging participation in public life; and
3. Foster good relations by tackling prejudice and promoting understanding.

The equality outcomes reflect the protected characteristics of Age, Disability, Faith/belief, Gender identity, Marriage/civil partnership, Pregnancy and maternity, Race, Sex and Sexual orientation.

The University also seeks to remove inequality created by social and economic deprivation in line with Scottish Government objectives and set out in the University's Outcome Agreement with the Scottish Funding Council (SFC): <http://www.sfc.ac.uk/funding/outcome-agreements/outcome-agreements-2018-19/queen-margaret-qa2018-19.aspx>

The University's Mainstreaming Report 2017 was developed through the Equality and Diversity Committee, the membership of which represents staff and student stakeholders, and includes representation from each of the recognised Trades Unions. This interim report on progress in achieving the outcomes established in that report has been approved for publication by the Chair of the University Court.

## **SECTION 1: UPDATE ON MAINSTREAMING ACTIVITY**

### **1.1 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 the 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. As reported below, the University continues on its improvement journey, having secured some areas of significant progress, but we recognise too that there is more to be done.

### **1.2 Governance and Strategic Planning**

#### *1.2.1 University Court and Institutional Committees*

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.

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 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 Advance HE (formerly 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'<sup>1</sup>.

We consider that we have made significant progress over the last 4 years 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 within pages 18 and 19 of Section 2 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. The manner in which these committees contribute to advancing equality and diversity within the University is discussed further below.

### *1.2.2 Vision, Mission 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 Vision and Mission are the Values to which the University aspires, including "recognising equality and diversity in all we do".

<https://www.qmu.ac.uk/about-the-university/our-strategic-plan/>

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

---

<sup>1</sup> <http://www.ecu.ac.uk/guidance-resources/governance-and-policies/governing-bodies/>

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.

We are committed to widening participation amongst students who have previously been inhibited from entering Higher Education for social, economic or cultural reasons, but also to taking active steps to maximise their persistence and success. Our widening participation and retention strategy seeks to increase student numbers from non-traditional groups, including those that are: first generation to go to Higher Education; from low progression schools; reside in communities in the lowest 20% and 40% of the Scottish Index of Multiple Deprivation (MD20); articulating students from Scotland's Colleges, disabled students, those who are Care Experienced or are Carers.

Over the period during which we have published an Outcome Agreement, we have adopted a definition of 'under-represented groups' that has extended beyond that of the narrow SIMD national indicator and have developed a range of initiatives to increase the participation and retention of those from a broad range of under-represented groups.

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 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 report.

We have made significant progress in collecting data on each of the protected characteristics which provides for improved reporting. Further information on this is provided in section 1.2.5 below.

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. This exercise is a crucial element of the University's quality assurance and enhancement processes, providing an important opportunity for staff to evaluate the programmes for which they are responsible, and for the School Academic Board to exercise its responsibility for assuring academic standards and enhancing the quality of the student experience.

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. Evidence in support of that is presented in Section 2 and in the Appendices to this report.

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 2 below.

### *1.2.3 Equality Policy*

The University adopted a revised Equality Policy in 2015, which, with the 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 *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.
- 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 encourages early disclosure of disability to allow for the provision of suitable reasonable adjustments prior to entering the institution.
- 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.
- 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.
- The University will commit to maintain its Athena SWAN awards and the good practice established through the Concordat and the Research Excellence Framework.

#### 1.2.4 *Equality Impact Assessment*

As part of its mainstreaming approach, the University undertakes Equality Impact Assessments (“EIAs”) when reviewing and developing strategy, policy and process. 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 have committed to 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 being reported upon in this report. While we have made progress, we recognise that we need to do more, so this remains an outcome in our Mainstreaming Report.

#### 1.2.5 *Management Information*

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 continue to make significant progress 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 as follows:

## Comparative data 2014/15 to 2018/19

(Note: Data reported for Session 2018/19 is at 22 April 2019)

<b>GENDER</b>	2014/15		2015/16		2016/17		2017/18		2018/19	
Gender not known	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Indicative numbers for 2018/19 suggest that we continue to have no refusals in terms of gender data.

<b>ETHNICITY</b>	2014/15		2015/16		2016/17		2017/18		2018/19	
Information Refused	65	1.1%	71	1.2%	53	0.9%	55	0.9%	37	0.7%
Not known	17	0.3%	8	0.1%	6	0.1%	2	0.0%	0	0.0%

The percentage of refusals in terms of ethnicity has been on an encouraging downward trend from the 1.1% refusal rate in 2014/15. In 2017/18, the percentage of refusals was 0.9% and indicative figures for 2018/19 suggest there has been a further decrease. The number and percentage of unknowns has also seen a downward trend, and we are happy to report that both the number and proportion of unknowns is an indicative 0 and 0% respectively in 2018/19.

<b>RELIGIOUS BELIEF</b>	2014/15		2015/16		2016/17		2017/18		2018/19	
Information Refused	150	2.6%	180	3.1%	178	3.1%	173	3.0%	183	3.3%
Not known	1672	28.9%	1415	24.3%	1281	22.0%	1153	19.8%	1040	18.9%

For religious belief, we are able to evidence an improvement in the reduction of unknowns, from 28.9% in 2014/15, to an indicative 18.9% in 2018/19.

<b>SEXUAL ORIENTATION</b>	2014/15		2015/16		2016/17		2017/18		2018/19	
Information Refused	210	3.6%	220	3.8%	218	3.7%	224	3.8%	212	3.9%
Not known	1866	32.3%	1513	26.0%	1325	22.7%	1152	19.8%	1021	18.6%

Sexual orientation remains an optional question during annual matriculation for students. However, we have seen a marked increase in the percentage of students responding to this question, with an indicative 18.6% 'unknown' in 2018/19 compared with 32.3% 'unknown' in 2014/15.

The percentage of students responding to the question, but selecting 'Information Refused', appears to show a slight upward trend from 3.6% in 2014/15, to an indicative 3.9% in 2018/19.

<b>GENDER IDENTITY</b>	2014/15		2015/16		2016/17		2017/18		2018/19	
Information Refused	62	1.1%	63	1.1%	68	1.2%	67	1.2%	54	1.0%
Not known	1570	27.2%	1318	22.7%	1229	21.1%	1120	19.2%	1055	19.2%

In line with sexual orientation, more students appear willing to provide data for the optional question regarding gender identity. The indicative percentage for 2018/19 shows 19.2% of students did not answer the question, compared with 27.2% in 2014/15. The percentage of

students responding to the question, but selecting 'Information Refused', has been maintained at around 1.1% since 2014/15, but indicative numbers for 2018/19 do suggest a slight decrease.

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 concerning our student population 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, for example, we provide reports 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.

Management information and supporting commentary on our staff is set out in Appendices 1 and 2 of this report.

## **SECTION 2: EQUALITY OUTCOMES TO 2020: REPORTING ON PROGRESS**

As part of the mainstreaming process, and to comply with the specific duties, the University is required to publish, undertake and report on progress on equality outcomes.

Equality outcomes are not targets or processes. An outcome is an aspirational end result which, in the short term, will change awareness, knowledge, skills and attitudes, and in the longer term, will change behaviour, put a focus on equality in decision making and improve social and environmental conditions.

In our Mainstreaming Report 2017-21, we have established seven Equality Outcomes. A number of outcomes established for the period 2014-17 were retained on the basis that they represent long-term commitments. As a result of our review of interim progress, we have maintained the full number of outcomes established in April 2017. The equality outcomes that form the basis of reporting in this report are therefore:

**Equality Outcome 1:** The University workforce represents the community it serves.

**Equality Outcome 2:** Pay Gaps are eliminated where the pay gap is significant in statistical terms.

**Equality Outcome 3:** Recruitment, progression, retention and attainment of students drawn from a wide range of backgrounds is maximised.

**Equality Outcome 4:** Our people policies promote inclusive employment and career advancement prospects.

**Equality Outcome 5:** The particular needs of disabled staff and students are fully accommodated.

**Equality Outcome 6:** Equality and diversity is embedded fully in the curriculum and in research.

**Equality Outcome 7:** Women's careers in research and in STEM subjects are advanced through Athena SWAN and other sector initiatives.

As set out in the table and paragraphs that follow, we consider that we have made significant progress during the lifetime of the Mainstreaming Report across all areas. Not all outcomes

have been attained and not all outcomes will be achievable in isolation - some require partnership working. Some outcomes may not be achievable at all due to larger societal influence, but it is still important nevertheless to recognise those that fall into that category.

As far as possible, in reporting progress we have focussed on progress made rather than activities undertaken, although we consider that reporting on activity can be useful in demonstrating how we meet the general duty.

Outcome	Evidence Base	Possible activities/Outputs	PC(s) and general duty	Responsibility
<p><b>Equality Outcome 1</b></p> <p>Ensure that the workforce of the University represents the community it serves</p> <p>We will adopt a broad definition of 'workforce' 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.</p>	<p>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).</p>	<ul style="list-style-type: none"> <li>• Promote equality and diversity in recruitment and reward of staff and in consideration of job descriptions.</li> <li>• Ensure all committees and decision making bodies of the University are representative of its community.</li> <li>• 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.</li> <li>• Development and Publication of a Gender Action plan in line with SFC guidance.</li> <li>• Further improvement in the collection of staff data by protected characteristics.</li> <li>• An improvement in the percentage of those staff who declare a protected characteristic in the next Staff Survey.</li> </ul> <p>We will continue to work with the Equality Challenge Unit on the development of effective policies and interventions to achieve this outcome.</p> <p>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.</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity, Faith and belief.</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Head of Human Resources</p> <p>University Secretary</p>

<p><b>Equality Outcome 2:</b></p> <p>Pay Gaps are eliminated where the gap is statistically significant.</p> <p>The University will take action to remove any statistically significant pay gap in favour of any group.</p>	<p>Equal Pay Review Internal Management Information; HESA Staff return.</p>	<p>Actions listed under Outcomes 1, 4, 5, 6, 7 apply.</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity,</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Head of Human Resources</p>
<p><b>Equality Outcome 3</b></p> <p>Recruitment, admission, progression, retention and attainment of students drawn from a wide range of backgrounds is maximised.</p> <p>Representation of learners from different protected characteristic groups of Scottish domiciled undergraduate students is maintained to at least the levels set out below over a three year rolling period.</p> <ul style="list-style-type: none"> <li>• Disabled students at 12%.</li> <li>• Students from BME ethnic background at 6%.</li> <li>• Mature students at 25%.</li> </ul> <p>Increased percentage of</p>	<p>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.</p>	<p>Actions set out in the University Outcome Agreement 2017-20 will be implemented fully.</p> <p>In terms of recruitment and admission, these include: participation in, and response to, collaborative initiatives developed through the 3 CoWA work streams; 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; further embedding of support arrangements targeted on those students from the most deprived postcodes; prioritising of those schools with the lowest HE progression rates; collaboration with communities to de-mystify higher education and to empower individuals seeking to access higher education.</p> <p>In terms of retention, develop, promote and review strategies to maximise student retention and progression</p>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity,</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Deans of School; University Secretary; Assistant Secretary, ELSS; Student Retention and Surveys Team; Outreach and Community Engagement Team.</p>

<p>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:</p> <ul style="list-style-type: none"> <li>• 91% in 2017-18</li> <li>• 92% in 2018-19</li> <li>• 93%in 2019-20</li> </ul> <p>To achieve at least 92% returning to year two rate by 2016-17 for identified OA groups of full-time Scottish domiciled entrants, including disabled, SIMD20, SIMD40, Male, BME, Care Experienced, Mature and Direct Entrants:</p> <ul style="list-style-type: none"> <li>• 90% in 2017-2018</li> <li>• 91% in 2018-2019</li> <li>• 92% in 2019-2020</li> </ul>		<p>Actions set out in the Student Mental Health and Wellbeing Action Plan will be implemented fully.</p> <p>Actions set out in School Operational Plans will be implemented fully.</p>		
<p><b>Equality Outcome 4</b></p> <p>Our people policies promote inclusive employment and career advancement prospects.</p>	<p>Staff Survey results; HR Management Information.</p>	<ul style="list-style-type: none"> <li>• Raise awareness of HR policies amongst all staff.</li> <li>• Continue to consult with key stakeholders over the revision of existing and the development of new policies and on the potential equalities impacts</li> <li>• Continue to develop and revise HR policies based on best practice and legislative changes taking into account all of the protected characteristics.</li> <li>• Progress fully all actions set out in the</li> </ul>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity, Faith and belief;</p> <p>Advancing equality of opportunity and eliminating unlawful discrimination.</p>	<p>Head of Human Resources</p>

		<p>institutional Athena Swan Action Plan.</p> <ul style="list-style-type: none"> <li>• Raise awareness of issues relating to occupational segregation and gender pay gaps.</li> <li>• Promote E-learning Unconscious Bias training to all managers and recruitment and selection panellists.</li> <li>• 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.</li> </ul> <p>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.</p>		
<p><b>Equality Outcome 5</b></p> <p>The particular needs of disabled staff and students are fully accommodated.</p>	<p>Staff Survey results; HR Management Information; HESA Student Return; Outcome Agreement Data Group monthly analysis; Annual Report data analysis; NSS data analysis; Outcome Agreement Annual Evaluation Report; ELIR 4 judgement</p>	<ul style="list-style-type: none"> <li>• Put in place actions arising from the 2016 review of the Disability Service.</li> <li>• As a 'Disability Confident' accredited employer, implement core actions and activities to support disabled people under the themes: 'Getting the right people for your business' and 'Keeping and developing your people'.</li> <li>• Contribute to the development of the British Sign Language (BSL) National Plan, as far as we are able, and put in a place an action plan to address our responsibilities under the British Sign Language Act requirements,</li> <li>• In terms of National Student Survey outcomes 2016, continue to investigate reasons for lower</li> </ul>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity,</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Head of HR Head of Student Services Director of Campus and Commercial Services.</p>

	2018.	<p>satisfaction rates of students with a Specific Learning Difficulty, compared to other students declaring a disability.</p> <ul style="list-style-type: none"> <li>• In implementing the Student Mental Health and Wellbeing Policy, and as per the Equality Act 2010, recognise mental ill health as a disability and provide adequate support to students with declared mental ill health.</li> </ul>		
<p><b>Equality Outcome 6</b></p> <p>Equality and diversity is embedded fully in the curriculum and in research.</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• Publication of action arising from the Disability Service Review 2016 to include approval of updated Inclusive Learning and Teaching policy.</li> <li>• Continued good practice represented by existing Validation and Accreditation process.</li> <li>• Conduct Internal Audit of REF preparations.</li> <li>• 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.</li> <li>• Implement QMU REF Equality Code of Practice.</li> <li>• Progress action arising from HEFCE Equality and Diversity Panel.</li> <li>• 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</li> <li>• Maintain Athena SWAN Bronze award, and achieve Silver award.</li> <li>• Continue to implement Vitae Researcher Development Framework and actively participate in Vitae's Every Researcher Counts Project.</li> <li>• Provide maternity coaching to support researchers in their careers pre and post maternity leave.</li> </ul>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity,</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Deputy Principal/University Secretary/Deans of School</p>

		<ul style="list-style-type: none"> <li>• Continue to promote campus based “inspiring women case studies” to showcase positive female role models across a range of positions within the workplace.</li> </ul>		
<p><b>Equality Outcome 7</b></p> <p>Women’s careers in research and in STEM subjects will be advanced through Athena SWAN and other sector initiatives.</p>	<p>REF 2021 Outcomes; REF 2021 Equality Code of Practice; Athena SWAN recognition; HR Excellence Award.</p>	<ul style="list-style-type: none"> <li>• Internal Audit of REF preparations.</li> <li>• 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.</li> <li>• Implement QMU REF Equality Code of Practice.</li> <li>• Progress action arising from HEFCE Equality and Diversity Panel.</li> <li>• Maintain Athena SWAN Bronze award, and achieve Silver award.</li> <li>• Continue to implement Vitae Researcher Development Framework and Actively participate in Vitae’s Every Researcher Counts Project</li> <li>• Provide maternity coaching to support researchers in their careers pre and post maternity leave.</li> <li>• Continue to promote campus based “inspiring women case studies” to showcase positive female role models across a range of positions within the workplace.</li> </ul>	<p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity,</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p>	<p>Deputy Principal/Deans of School Research Centre Directors.</p>

**Outcomes 1 and 4:** *The University workforce represents the community it serves/Our people policies promote inclusive employment and career advancement prospects*

Appendix 1 of this report sets out equalities data in relation to our academic and professional services staff.

Over the lifetime of our Mainstreaming report, we have committed to a number of actions, progress on which is set out below.

In support of the 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.

The University's Recruitment and Selection Policy states that any applicant declaring a disability who meets the minimum criteria for the position, as described in the job description, will be invited to interview.

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 continue to be made available to all staff. From April 2016, Unconscious Bias e-learning training has been mandatory for all staff participating in selection panels for staff recruitment. Training was extended to the Equality and Diversity Committee and University Court members in 2017, and in 2018, some 41 staff members attended updated training. Equality and Diversity training (including Unconscious Bias) will continue to be offered to all staff on an annual basis and as a mandatory requirement for those responsible for Recruitment and Selection.

We continue to work to ensure that all committees and decision making bodies of the University are representative of its community, and to ensure that that gender balance is maintained on the University Court and its standing committees. This is captured in our Gender Action Plan published in July 2017: [https://www.gmu.ac.uk/media/6789/gender-action-plan\\_july-2017.pdf](https://www.gmu.ac.uk/media/6789/gender-action-plan_july-2017.pdf)

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

The University moved to collecting equality data in relation to Court members in 2017, 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. This data is now

provided to the Higher Education Statistics Agency as part of the annual statutory reporting on Staff.

Recruitment for independent or lay members during the period 2017-19 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 most recently by the Nominations Committee in February 2019 so as to ensure that recruitment took account fully of the balance of skills, attributes and experience of the current lay membership.

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 are placed in a range of media, including, Women on Boards, with the intention of encouraging a diversity of applicants.

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.'

The current gender balance on the Court is 57% female and 43% male. The Court continues to work towards achieving a more diverse membership in terms of other protected characteristics. This remains an Outcome for the remainder of the reporting period ie to 2021.

The majority of staff at QMU are female. Our data shows female staff represent 66% of our overall staffing population. 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 2017/18.

The overall sector trend indicates that the proportion of female academics is increasing steadily. At QMU, the percentage of female academic staff remained steady for 2016/17 and 2017/18 at 68%.

At the last HESA data return, gender balance in terms of Professorial staff was 60% female and 40% male. We recognise that 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 continue to monitor and work to address any significant imbalance.

Staff declaring a disability at QMU remained steady over the period 2016/17 and 2017/18 at 4.5%, compared to the Scottish HEI benchmark of 3.6%. The percentage of staff 'declining to say' has decreased slightly from 10.8% of staff in 2015/16, to 10.5% of staff in 2016/17 and 2017/18.

In our data, we group staff by age into the following categories: 16-24; 25-34; 35-44; 45-54; 55-64 and 65+.

In 2015/16 and 2017/18, the highest concentration of staff was within the 45-54 age range (28.9% in 2015/16, and 29.4% in 2017/18). Staff numbers reduce in the age categories that follow.

Advance HE data categorises age groups differently to QMU, so age ranges have been analysed using these alternative ranges for benchmarking purposes. The highest percentage of HEI staff in Scotland is within the 51-55 age range (13.7%). This is consistent with QMU, where the percentage of staff in this age range was the highest in each year of the reporting years - at 15.1% (2016/17) and 14.9% (2017/18).

The BME staff headcount at QMU increased between 2016/17 (3.3%) and 2017/18 (4.6%), but remains lower than the Scottish HEI benchmark of 8.6%.

Sexual orientation was introduced into the staff HESA return in 2012/13. In the 2016/17 HESA return, 72.2% of Scottish HEI's returned data. At QMU, LGBT staff represented 4.3% (2016/17) and 2.9% (2017/18) of all staff compared to a UK HEI benchmark of 2%. It should be noted that those 'declining to say' represented 48.9% in both 2016/17 and 2017/18 at QMU. This represents an improvement on data from 2015/16, where 53.2% declined to say, and is lower than the UK HEI benchmark of 60.4%.

Along with sexual orientation, data on religion and belief was introduced into the staff HESA return in 2012/13. In the 2016/17 return, 72.2% of Scottish HEI's returned data. A high proportion of staff at QMU decline to say, with 45.2% (2016/17) and 45.6% (2017/18) being in this category. This nevertheless represents an improvement on data from 2015/16, where 66% of staff declined to say, and is lower than the UK HEI benchmark of 60.1%

We recognise that, for equalities data to be meaningful and to impact on policy development, we need staff to be confident in disclosing data on their protected characteristics. This is one of the action points arising from the 2015 Staff Survey, follow-up to which has been coordinated by the Staff Survey Steering Group, whose membership is drawn from all areas of the University. The number of respondents who chose to select the 'prefer not to say' rather than declare protected characteristics (disability, sexuality, nationality and religious belief) was high across all questions within the staff survey, with the highest prefer not to say response being in relation to religious belief.

The table below shows the percentage of respondents to the Staff Survey that preferred not to say when asked for their protected characteristics (*data 2015*):

Protected Characteristic	% Responses Prefer Not to Say
<b>Disability</b>	5.0%
<b>Sexuality</b>	12.5%
<b>Nationality</b>	2.6%
<b>Religious Belief</b>	20.5%

This impacted on the statistical significance of some of the results, particularly where it has been assumed that those who 'prefer not to say' have adopted that position on the basis that they have a protected characteristic. The University has been working to address this, and is seeing some steady improvement in data for some of the protected characteristics as noted above. We will continue to work on improving this.

The Equality and Diversity Committee will work with staff groups to improve satisfaction levels of those staff respondents who declared a disability in particular, 44% of respondents with a declared disability having responded positively to the statement 'I am actively seeking to leave the employment of the university' compared with 26% of overall respondents. As a 'Disability Confident' accredited employer, we are committed to core actions and activities to

support disabled people under the themes: 'Getting the right people for your business' and 'Keeping and developing your people'. We plan to measure the effectiveness of this via our next staff survey.

***Equality Outcome 2: Pay Gaps are eliminated where the pay gap is significant in statistical terms.***

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 every two years 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.

For the purposes of our reporting, we consider a pay gap of more than 5% to be significant.

Data set out in our Equal Pay Review 2019 (based on data from 1 August 2018) suggests that, for all staff (including Executive Board), there is a positive pay gap in terms of mean salary of some 0.27% between female and male employees i.e. in favour of female staff. If salaries of the Executive Board are excluded, there is also a positive mean pay gap in favour of female employees of 0.23%. 2018 data shows the positive female pay gap is narrowing from 2017, when the gap was 1.69%.

The median pay gap for all staff is 2.98% in favour of females (including Executive Board). This gap has narrowed in 2018 compared with the previous two years, when the gap was consistently 6.13% in favour of female staff. When excluding the Executive Board salaries, the median pay gap remains in favour of female staff at 2.98% which is a reduction based on the previous two years, when it was 9.30% (2016) and 13% (2017).

By way of context, the Advance HE report titled 'Equality and Higher Education Staff Statistical Report 2018', reported a negative mean pay gap in favour of females of 17.2%, and median pay gap of 13.7% across UK HEIs. Furthermore, in Scotland, the overall gender pay gap for HEIs was wider, with a mean negative female pay gap of 19.2% and median pay

gap of 18.8%. In terms of benchmarking, QMU performs significantly better in terms of the pay gaps reported for UK and Scottish HEIs.

Analysing the data by grade, whilst there are no significant mean pay gaps between Grades 1-9 for all staff, it is noted that a significant median pay gap exists in grade 7. At Grade 10 there is a significant pay gap, both mean and median, in favour of male salaries. 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. Although there are a small proportion of individuals appointed to such positions, this is an area that requires further investigation.

In analysing the data by protected characteristics, females between the ages of 25–34 and 45-54 are paid significantly less than males, with mean pay gaps of 6.46% and 7.37% respectively.

The population of staff at the age group of 65+ shows a significant mean pay gap in favour of female staff of 64.3%. This gap is attributed to a very low number of staff within this age group.

BME, LGBT and declared disabled populations are all paid less when compared with the wider employee population, both from a mean and median calculation. However, it is acknowledged that employee data on ethnicity, sexual orientation and disability is not as reliable given that a large percentage of the population is declared as unknown although improvements to this data can be seen in 2016/17 and 2017/18.

We will continue to pursue actions to address the pay gaps set out above. In particular, we will promote HR initiatives, 'Aurora', Athena SWAN, 'DEVELOP', Disability Confident Scheme and Performance Enhancement Reviews to support female career development.

We will work to ensure that our revised Reward and Recognition Policy and Procedure provides transparent process for reward and promotion of staff, and we will continue to work with managers to raise awareness of issues relating to occupational segregation and gender pay gaps, whilst continuing to promote E-learning Unconscious Bias training to all managers and recruitment and selection panellists.

We are one of six universities in Scotland that have made the real Living Wage commitment by becoming an accredited Living Wage employer. 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 £8.21. The University's third party contractors will adopt the Living Wage as and when existing contractual arrangements are renewed.

***Equality Outcomes 3 and 5: Recruitment, progression, retention and attainment of students drawn from a wide range of backgrounds is maximised/The particular needs of disabled staff and students are fully accommodated.***

In progressing these outcomes, we have stated that 'actions set out in the University Outcome Agreement 2017-20 will be implemented fully'. In reporting on progress, we replicate some of the narrative that in our Outcome Agreement 2019-22, to be published in July 2019. This includes actions arising from the review of the Disability Service, the development of our British Sign Language Plan, and the implementation of our Student Mental Health and Wellbeing Policy.

In terms of our student population, we continue to focus on ensuring that potential students from under-represented groups are fully informed about courses, entry requirements, and the student experience to assist them to make informed choices. On the basis that we have adopted a wider definition of 'under-represented groups' that has extended beyond that of the narrow SIMD national indicator, we have included specific outcomes for protected characteristic groups in our Outcome Agreement with the SFC since 2011. We have developed a range of initiatives to increase the participation and retention of those from a broad range of non-traditional groups.

We are committed to widening participation amongst students who have previously been inhibited from entering Higher Education for social, economic or cultural reasons, but also to taking active steps to maximise their persistence and success. Our widening participation and retention strategy seeks to increase student numbers from non-traditional groups, including those that are: first generation to go to Higher Education; from low progression schools; reside in communities in the lowest 20% of the Scottish Index of Multiple Deprivation (MD20); articulating students from Scotland's Colleges, disabled students, BME students, male students studying Nursing and Allied Health programmes, those who are Care Experienced or Carers.

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 works determinedly with a range of partners, including schools, colleges, community groups, third sector and voluntary agencies, and local councils, to maximise the opportunities of people in Edinburgh and the Lothians and beyond.

We welcomed the publication in May 2018 by the Scottish Government of its Evidence Paper 'Fair Access: Analysis of school leaver attainment by SIMD quintile', which was a response to the Commission on Widening Access (CoWA) data-related recommendations, including Recommendation 30 which asked the Scottish Funding Council and the Scottish Government to provide "enhanced monitoring of fair access at key stages of the learner journey including analyses by socioeconomic background of [...] school attainment".

The data is suggested as allowing universities 'to consider the potential impact of access thresholds on the school leaver applicant pool'. We have addressed this directly in revisions to our Contextualised Admissions Policy, and in response to sector wide development of standard and adjusted offers. In so doing, we have reflected on the work by researchers at the University of Durham, which took an empirical approach to identifying appropriate minimum entry requirements using historic data on student retention and outcomes to determine likelihood of entrants successfully continuing to the second year our programmes. This work has informed the development of minimum requirements for entry in 2019/2020.

Our Contextual Admissions Policy, developed originally in 2014, takes into account the context of an applicant's academic achievement, and gives consideration to a range of factors that might have impacted on attainment. The 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.

In 2017-18, we reviewed our approach to contextualised admissions, considering internal and external evidence, and benchmarking against practice in the sector, including the SFC 'Mapping and Evaluating the Use of Contextual Data in Undergraduate Admissions in Scotland' report. Internal evidence included published entry requirements, UCAS tariff points on entry, and student progression at programme level.

<https://www.qmu.ac.uk/media/6610/contextual-admissions-policy-november-2018.pdf>

We have developed standard and minimum entry requirements for each undergraduate programme, which have been published in the University's 2020 prospectus in line with CoWA recommendations. The prospectus includes information on QMU's commitment to widening access and approach to contextual admissions, presented in simple, clear language and developed in accordance with the 'Common Language' guidelines produced by Universities Scotland.

<https://view.joomag.com/qmu-undergraduate-prospectus-ug-prospectus-2020/0554446001551699867?short>

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.

We recognise that the transition or bridging from one educational establishment to another – regardless of the level – can be difficult. We deliver bridging support at various stages of a learner's journey, and participate in a range of activities designed to support school pupils with transitions from primary to secondary school, and from secondary school to University. This includes four programmes for S3-S6 pupils that support bridging from secondary school to university: Kickstart, LEAPS Summer School, Lift Off and High Flyers.

We have continued to run our QMAvance programme, designed to support the transition to the first year of a degree programme for those students from a widening access background. The 3-day programme aims to build confidence in students, while giving early access to a range of key services and staff, and for the last two years has been heavily over-subscribed.

Working in partnership with staff from LEAPS, in 19/20 our OCE team will deliver a dedicated QMAvance for LEAPS pupils, expanding overall capacity on the programme from 60 to 80 places. As with the Direct Entrant induction, this programme is facilitated by a team of students with widening participation backgrounds.

We remain committed to the recruitment of students from a care experienced background. We recognise that Care Leavers and those with a background in care are amongst the most under-represented groups in Higher Education. The number of applicants and entrants to the University from this group is too small for meaningful trend data to be used, but they continue to be a group identified by us for additional support in terms of the provision of a named contact, proactive identification of support services, and provision of additional financial support where available.

We guarantee to make an offer of admission, or an offer of an interview or audition, to any care leaver who has the potential to meet our entry requirements for their chosen programme of study. Offers for care experienced students are made at the level of minimum entry requirements. We continue to work in partnership with the East Lothian Champions' Board and the Care Leavers' Hub, in order to support care experienced young people and promote the University as a positive destination. Through our partnership with Who Cares Scotland, we have established a Corporate Parenting Plan based on our engagement during 2016 with care experienced young people residing in East and Midlothian. We published our Corporate Parenting Plan in March 2018: <https://www.qmu.ac.uk/study-here/student-services/support-for-care-leavers/> and our OCE team worked with Who Cares Scotland to deliver associated Corporate Parenting training to senior staff in December 2018.

We are active partners in East Lothian's Looked After Children Forum, which meets quarterly to share best practice.

Full information is publicised through our website and in leaflets:

<https://www.qmu.ac.uk/study-here/student-services/support-for-care-leavers/>

We are committed to ensuring that students with caring responsibilities are given the support they need to reach their potential. We recognise that students with caring responsibilities may be disadvantaged in terms of being able to devote the necessary time to study for qualifications for degree level study entry and whilst at University. 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 are engaging with the outputs from the Scottish Government's Carers Strategic Policy Statement (CSPS) which is intended to set out the Scottish Government's overall ambitions for carers and carer support.

We continue to work with the Carers Trust Scotland to ensure that we are adopting very best practice in this area. Our OCE team has recently devised a 12-month action plan with Carers Trust, aimed at achieving its Going Higher for Student Carers Recognition Award and are on course for achieving the award by the end of 2019.

We are committed to enhancing the student experience by creating and promoting 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. We continue to benchmark and evaluate our performance in this area, primarily through the Equality and Diversity Committee and through the Widening Participation and Student Retention (WiSeR) Board.

In terms of benchmarking our performance, we have noted that, according to the 2011 Census, four per cent of people in Scotland recorded were from minority ethnic groups – an increase of two percentage points since 2001. Statistics based on our annual statistical return to the Higher Education Statistics Agency (HESA), confirm that we have increased the percentage of Scottish domiciled BME students studying at the University from 5.7% to 7.3%.

We committed to working to ensure that we continue to recruit and retain students with declared disabilities. Our disabled student population is consistently maintained at a level above the rest of the Scottish University sector and above our HESA benchmark. Statistics on progress to date are set out below.

<b>Scotland domiciled, UG students only*</b>	2015/6	2016/7	2017/8	Three year rolling figure
Disabled students	18.1%	19.9%	20.7%	19.6%
Students from BME background	7.2%	7.1%	7.3%	7.2%
Mature students	27.2%	27.0%	28.1%	27.4%

Regarding the proportion of students with protected characteristics, using the SFC national measure, progress against targets in our Outcome Agreement for 2018/19 are: Disabled (21.3%); BME (7.0%), Mature (38.2%), Female (71.5%), Male (28.5%).

Regarding the proportion of students entering the university with protected characteristics, using the SFC national measure, progress against targets in our Outcome Agreement for 2018/19 are: Disabled (21.3%); BME (7.0%), Mature (38.2%), Female (71.5%), Male (28.5%).

We continue to benchmark and evaluate our performance in this area, primarily through the Equality and Diversity Committee. We are pleased to have made progress in terms of enhancing our student demographic in line with our stated objectives.

We will deliver on the priorities established in our Gender Action Plan published in July 2017. <http://archive.qmu.ac.uk/equal/docs/Gender-Action-Plan-July-2017.pdf>

The priorities set out in that Action Plan were drawn from already established priorities 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 our Mainstreaming Report and Associated Equality Outcomes 2017-20, our overarching Strategic Plan, and Student Experience and Research and Knowledge Exchange Strategies.

Through that plan, we have committed to addressing severe gender imbalance under the definition adopted by the SFC. Benchmark statistics published by the Scottish Funding Council on 19 March 2019, 'Higher Education Students and Qualifiers at Scottish Institutions 2017-18', record that females accounted for 58.6% of HE students in HEIs. This proportion has been increasing since 2010-11. The subjects with the highest proportions of female entrants were Subjects Allied to Medicine (83.8%), followed by Veterinary Science (82.1%) and Psychology (76.6%).

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 71.5% of Scottish Domiciled Undergraduate entrants in 2018/19. Nevertheless we have made progress in this area, with the percentage of male entrants standing at 28.5%, and male students having increased over the period of this agreement from 21.5% to 23.1%.

The gender balance 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.

We recognise that, application and entry to some degree programmes is subject to wider societal influences. Audit Scotland's report on the Scottish NHS workforce records that 1 in 10 of the Nursing workforce is male, and that 2 in 10 of the Allied Health professions is male. A rebalancing of the student demographic requires partnership working with schools, Colleges, parents, and with the professions and wider community influencers. This is reflected in our approaches to addressing this imbalance.

Currently in Scotland the percentage of male nursing students is between 8 - 10% (Scottish Government 2017). The Chief Nursing Officer (CNO) Commission on Widening Access to Nursing and Midwifery education and careers has suggested that best practice in the area of attracting more men into nursing should be identified, and recommendations for a national approach are needed (Scottish Government 2017). A recent report for NES on underrepresentation of men in nursing has recommended the need for a positive national 'rebranding' of nursing, a co-ordinated marketing campaign by colleges, universities and the NHS including the use of high profile examples of men in nursing (Whitford et al 2018).

We have been engaging fully in the national initiative 'Men in Nursing - Attracting and Retaining Men in Midwifery and Nursing'. We welcome the establishment of the National Working Group, the terms of reference for which are to increase the numbers of male applications to pre-registration nursing and midwifery programmes in Scotland; improve the retention of male nursing and midwifery students on pre-registration nursing programmes in Scotland; act as a focus for activity throughout Scotland by working together to promote and publicise nursing and midwifery as a potential career choice for men; engage with stakeholders across Scotland, ensuring they are both informed and consulted and share practice related to applications and retention of male nursing and midwifery students.

In terms of retention, we recognise that the relatively small numbers involved means that any increase in drop out numbers has a significant impact on the retention percentage measure. We are pleased therefore that we have 100% retention of male and female entrants to Nursing.

We are fully committed to our duties under the British Sign Language (Scotland) Act, and to contributing in a meaningful way to the first BSL National Plan. We published our BSL Action plan in October 2018: <https://www.youtube.com/watch?v=pN8sXvv3ezw>

Our Plan 2018-2024 is framed around the same long-term goals as the national plan, where these are relevant to our work. We believe we have developed a plan that is ambitious, responsive, builds on our progress and which will be shaped continually by national initiatives, local needs and the priorities of BSL users. Our actions are embedded into our Inclusive Learning and Teaching Materials Policy, and feedback sought from students and staff through informal and formal mechanisms, including staff development and workshops sessions. We will contribute to the National Progress Report in 2020 through submission of data analytics and information requests as required, to enable us to build on our progress and take us closer to the national long-term goals.

Our Action Plan focuses on improving access, removing barriers, improving experience, and removing obstacles through addressing the following five key National themes:

- Post-School Education
- Training, Work and Social Security
- Health, Mental Health and Wellbeing
- Culture and the Arts
- Democracy

In doing so, we have set out our aims, commitment and the associated actions to ensure that our Deaf and Deafblind BSL Users are supported in their ability to learn, work, be creative, live life to the full and to make their contributions to our communities, our culture and our economy. We commit to playing our part in the shared Scottish Government vision that Scotland will be the best place in the world for BSL users to live, work and visit. Our associated key actions centre around heightening awareness within the University, training staff (particularly front of house staff) and students, consulting with and responding to BSL users' views and creating opportunities for development and growth across the University.

Additionally, we believe we have an important contribution to make to the plan through the delivery of online modules in Advanced BSL/ Interpreting, and the delivery of an on-line Postgraduate Diploma/MSc in BSL/English Interpreting.

<https://www.qmu.ac.uk/study-here/continuing-professional-development-cpd-courses/cpd-courses-folder/bsl-english-interpreting-single-modules/>

The on-line modules are for experienced practitioners who have been through academic training in the past, as well as those who may have joined the profession through vocational routes. All modules will aim to engage interpreters to reflect more critically about their work and relate professional practice to evidence-based research.

We continue to work to remove stigma around mental health. Our Student Mental Health and Wellbeing Steering Group, which is a joint partnership between the Students' Union and University, has developed our Student Mental Health and Wellbeing Policy. The policy is available at

<https://www.qmu.ac.uk/media/5900/student-mental-health-and-wellbeing-policy-october-2016.pdf>

The policy codifies our approach, which is to:

- Promote and improve student mental wellbeing and support students who may experience mental health difficulties during their time at university.
- Engage with students and staff to support students in making informed choices about protecting, strengthening and improving their own mental wellbeing.
- Tackle discrimination arising from mental ill health difficulties and ensure students are treated with sensitivity and confidentiality.
- Develop a university environment and culture that promotes student mental wellbeing and supports students experiencing depleted mental wellbeing.
- Ensure students and staff have a full understanding of the boundaries of their responsibilities.

We welcome the ambitions set out in the Scottish Government's Programme for Government 2018-2019 for the radical reform of the response to, and treatment of, mental ill-health, supported by a commitment to "providing more than 80 additional counsellors in Further and Higher Education over the next four years." When the University relocated to its Musselburgh campus in 2007, it partnered with a local Medical Practice to assist in the provision of counselling support. This works well for emergency student referrals although due to demands on its own service, it cannot be considered an extension to our own counselling service. Our preference remains for all students to be able to access support directly on campus.

At QMU, we have designed and implemented an integrated system that supports students with mental health issues across different levels.

The key features of our model are:

- Mental Health and Wellbeing Policy: we developed a comprehensive Policy in 2016 that focuses on the key principles of promotion, prevention and support.
- Investment in Wellbeing and Mental Health Mentoring through our Wellbeing Service. Our resident life team (ResLife) has been expanded to offer support to students living in University accommodation.
- Integrated approach: all services work together, including Personal Academic Tutors, the Students' Union, Accommodation and Student Services.
- Pro-active approach: based on data utilisation. Our Stay-on-Course process flags students who are not attending classes and offers Wellbeing Adviser support to get the student back on track.
- Preventative approach: investment in Wellbeing, Sports, Five Ways to wellbeing.
- Mutual support approach: support groups for depression, anxiety, stress. An enhanced programme of activities is planned for 2019 focusing on mindfulness, eating disorders and healthy body, healthy mind.
- Scotland's Mental Health First Aid (SMHFA) training: 25% of all QMU staff trained over the last two years, as well as over 100 students.
- Collaborative work: Local GP Practice, CHANGES charity; East Lothian Council to provide an all-round support service on and off campus.

More than 100 QMU staff, including front facing services, such as security and finance, are now trained in Scotland's Mental Health First Aid. Through the Group's efforts, we have been awarded funds from the Lottery Young Start Fund to extend our training programme for students.

We have recognised that not all students requesting counselling require that specific approach, so we have invested in a Wellbeing Service, overseen by a full time Wellbeing Adviser. The Wellbeing Service offers mental health mentoring (to DSA eligible students), wellbeing support and promotion of wellbeing. The service effectively triages students who need support. It provides targeted support able to act quickly to student's needs and demands and triage effectively. After the introduction of this service the demand on the counselling service reduced. It also allowed a more tailored provision of support focused on the needs of the individual student concerned.

We are 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. Queen Margaret University is a member of the Fearless Edinburgh group, which is a multiagency partnership tackling and preventing sexual violence through joint strategic and operational actions. Primarily focusing on further and higher education settings, the partnership is committed to ending sexual violence by challenging harmful behaviours and attitudes, supporting those impacted and building confidence. The partnership stakeholder event in December 2018 was attended by 100 operational staff from the partner HEIS and partner organisations. QMU will continue to contribute to the regional, joint objectives identified in the joint action plan, whilst also developing specific on-campus projects and interventions.

We have established a Working Group to progress our approach to the prevention and reporting of gender based violence. Reporting to the University's Equality and Diversity Committee, the Group held its inaugural meeting in November 2018. The Group's membership is drawn from key departments across the University, and is co-convened by the Student Union President and the Assistant Secretary for External Liaison and Student Services.

The remit of the Working Group includes implementation of the Scottish Government's Equally Safe in Higher Education Toolkit, and coordination of University level activities. We are working 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' publication. The Students' Union has led on the delivery of Bystander Training for students, in cooperation with Police Scotland, with sessions delivered early in 2019 being designed to promote discussion and awareness of this important topic.

We have a strong working relationship with our Students' Union and work jointly with the Union on a number of projects to promote student engagement and persistence, including the Student Mental Health and Campus Life projects. An important element of our strategy has been to enhance the 'persistence' of identified groups by increasing their engagement with their studies through a range of funded initiatives.

	Target 2017/8	Actual 2017/8
<b>Overall</b>	91%	90.4%
<b>SIMD20</b>	90.0%	90.6%
<b>SIMD40</b>	90.0%	88.0%
<b>Male</b>	90.0%	89.3%
<b>BME</b>	90.0%	91.2%
<b>Mature</b>	90.0%	86.4%
<b>Direct entrants</b>	90.0%	89.0%
<b>Disabled</b>	90.0%	90.9%

Our overall *retention* rate against this specific metric increased from 89.7% in 2016/17 to 90.4% in 2017/18, which is 0.6% below target. We are above our 2017/18 target for SIMD20, BME and disabled students.

We have adopted another, broader measure for *retention* which takes as its population all QMU undergraduate students on non-collaborative award courses, regardless of programme, mode, or year of study, and country of domicile (except where the measure implies Scottish Domiciled status such as SIMD20 and SIMD40). This overall QM retention rate has increased to 93.3%. Within that, retention rates for particular groups are as set out below:

QMU measure for retention	2017/8
<b>Overall</b>	92.6%
<b>SIMD20</b>	87.8%
<b>SIMD40</b>	88.1%
<b>Male</b>	90.0%
<b>BME</b>	89.8%
<b>Mature</b>	92.0%
<b>Direct entrants</b>	89.6%
<b>Disabled</b>	92.1%
<b>Female</b>	92.3%

We have put in place a number of strategies to enhance student engagement, persistence and retention. We have a broad approach to student retention that offers support to students throughout their student journey and beyond, recognising that promoting retention and success to all, benefits all. We believe that student retention and attainment involves ensuring the full and equitable participation in, and progression through, HE for all students. However, we recognise that students entering HE from non-traditional backgrounds are more likely to face early transition, integration and retention challenges. For that reason, we deliver both targeted and mainstream services to support articulation, progression and retention. We monitor and evaluate initiatives through student feedback and assessing evidence of impact.

We recognise a number of factors as being important contributors to student persistence, including good mental health and wellbeing, engagement in academic study and participation in social groups. Student resilience and persistence is promoted also by access to dedicated support for additional learning needs, through peer mentoring, by providing access to financial advice and support and through targeted interventions at key transition points, from pre-entry through to post graduation. For those entering through a college articulation route, there is targeted guidance and support pre-entry to college and at the transition point of entry to the University.

The Widening Participation and Student Retention (WISeR) Board, under the Convenership of the University Secretary, has a clearly defined remit to develop, promote, review and evaluate strategies and activities in support of our Student Retention targets, including those set out in this Outcome Agreement, and those funded directly through WARF monies. The Board is the successor to the previous Student Retention Board, and its work recognises the link between our changing student demographic and the need for evolving student retention activities. The WISER Board reviews a broader set of widening participation and student retention data, and directs and oversees relevant activities and projects, promoting best practice and facilitating joined up working across the University. The Board commissions enhancement activities in support of those elements of the University's Outcome Agreement concerned with access and retention.

The Student Retention and Surveys team actively supports the work of the Board through research into reasons for student withdrawal, and works with academic and professional services colleagues to promote interventions that enhance student persistence and attainment.

The WISeR Board allocates ring fenced funds to a number of projects each year, and the annual WISeR event showcases these projects and allows staff and students to share their experiences and evidence of what works. Projects supported with pump priming funding during Session 2018-19 include the summer re-sit support programme, the phone call support project for First Generation, Direct Entrants and care leavers, and the extension of the Peer Assisted Learning Scheme (PALS), piloted in BEAM, into Psychology and Sociology. We continue to monitor and evaluate targeted initiatives for evidence of impact and will roll out or develop successful projects for use in other subject areas.

We have in place robust management information capability that provides us with the basis to monitor and evaluate our performance across a wide range of indicators. We continue to build capacity in this area through judicious targeting and allocation of support towards identified subject areas and demographic groups.

In support of our wider Public Sector Equality duties, equality data is provided to senior committees, and to programme leaders and senior staff for the purposes of annual monitoring and the development of action plans.

Our research helps provide evidence of impact from initiatives. We consider retention of all students including postgraduate taught students, and monitor performance at different levels, including by programme and group to ensure we identify any emerging trends. We will continue to develop our research approach to make best use of the data.

Over the reporting period, we have continued to develop our Electronic Register of Attendance (ERA), for all taught students, to ensure they are supported to complete their programmes. We believe that monitoring student attendance and engagement in their studies, and importantly, intervening where the data suggests such engagement is not taking place, contributes to student persistence and attainment. Students identified as not attending, and considered to be at risk of not persisting with their studies, are offered appropriate academic and pastoral support and guidance through the 'Stay on Course' programme

Our Stay-on-Course project is now embedded also and will continue to offer targeted support, with priority given to identified widening participation groups. Male student engagement with the pilot was higher than the QMU average population, suggesting this direct offer of help was effective for this group. We will develop the programme to ensure this group continues to benefit.

**Outcome 4:** *Ensure that our HR policies promote inclusive employment opportunities and provide clear advice to all staff on opportunities to work flexibly.*

The University has a wide range of HR policies which are reviewed on a regular basis to ensure legislative compliance and best practice. HR policies are subject to rigorous equality impact assessment and consultation with our recognised Trade Unions. Policy reviews are also used to consider the potential introduction of new HR policies. Key HR policies are highlighted to staff during the induction process and our QMU@Work document (updated twice per year) is used as a re-induction tool for existing staff.

**Equality Outcome 5:** The particular needs of disabled staff and students are fully accommodated.

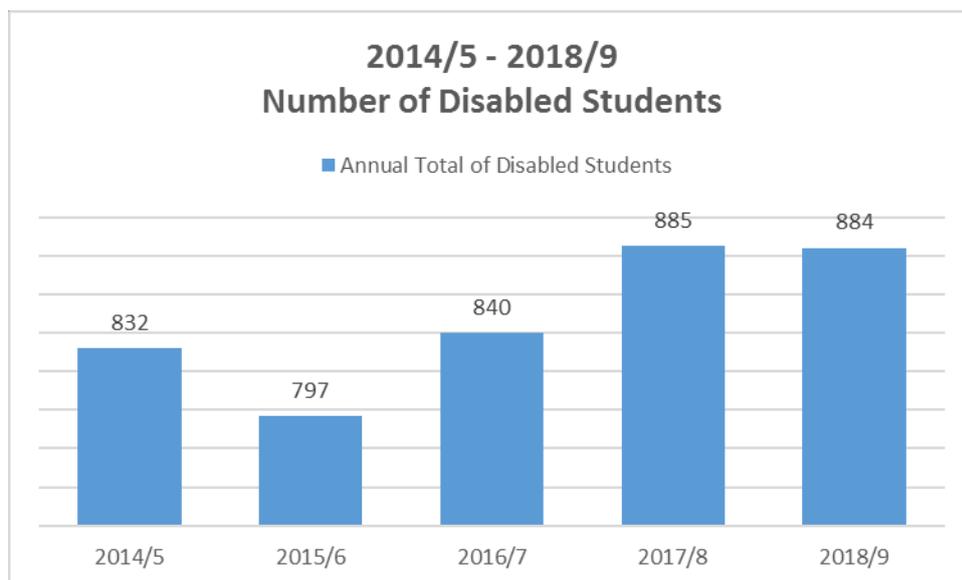
Staff are able to access support in matters relating to disability from the HR department or through the University's Health and Safety Adviser. The University accommodates many adjustments for staff on the basis of disability, both in relation to workstations and working arrangements such as adjustments to working hours, start and finish times etc. By their nature many of the adjustments made are specific to the individual staff member; however consideration is given to whether the adjustment could be implemented for all staff.

The University delivers training to staff on Scottish Mental Health First Aid, and to date, 20% of staff have undergone this training.

The Disability Service, which is part of our Student Services provision, provides a range of appropriate support to eligible disabled students so as to ensure they are not placed at a disadvantage in relation to their peers by virtue of the impact of their disability. In doing so, the Disability Services supports QMU in meeting its legal duties under the Equality Act 2010.

Figure 1 below illustrates the total number of disabled students known to the Disability Service over the five year period 2014/15 – 2018/19.

**Figure 1: Total number of Disabled Students**



A wide range of support is provided in response to disabled students' needs, including: Individual Learning Plans, Disabled Student Allowance (DSA) Needs Assistance, access to medical or psychological evidence from professional/clinical experts; assistance with DSA application/re-application; support in arranging DSA equipment from suppliers or DSA non-medical personal help; provision of assistive technology training; equipment loan, referral or signposting to other student services; and help to source non-medical personal help or consumables where not DSA supported. Equipment available includes laptops installed with assistive software eg Texthelp ReadandWrite GOLD, Mindmanager, SSOVerlay and Audionotetaker; multifunctional devices, digital voice recorders, and ergonomic items.

The Disability Service is validated by the Scottish Government Disabled Students Advisory Group (DSAG) Revalidation Panel, which means that the University continues to directly assess students with Specific Learning Difficulties, Mental Health Difficulties and with Autistic Spectrum Conditions.

We continue to work to improve processes identified for enhancement in the Disability Service Review 2016. We have worked to streamline Individual Learning Plans; developed Service Level Agreements with relevant service providers, and moved to self-service appointments through our Uni-Hub portal.

**Equality Outcome 6:** Equality and diversity is embedded fully 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.

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. Six staff members were supported to undertake the Aurora programme in 2018/19.
- Publicised and implemented the QMU REF Equality Code of Practice.
- Secured the Athena SWAN Bronze award, and is now working towards maintaining that award and to obtaining a Silver award.
- 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.

***Equality Outcome 7: Women's careers in research and in STEM subjects are advanced through Athena SWAN and other sector initiatives.***

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.

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 continue to champion equality and diversity in research careers, both within and beyond the traditional domains of STEM and Athena SWAN. QMU has held an institutional Athena SWAN bronze award since 2013 and holds a departmental bronze award for the Division of Nursing. We introduced a new 4-year institutional action plan in 2018. As part of our ongoing commitment to Athena SWAN, QMU has prioritised a rolling programme of departmental applications across STEM and AHSSL departments over the next two years.

In September 2018 we were part of the first cohort of UK universities to submit to the Concordat for Research Careers HR Excellence in Research Award Eight Year Review. Retention of the award after eight years is a significant achievement and we have welcomed the timely production of the UKRI Review of the Concordat to Support the Career Development of Researchers (June 2018). We have embraced some of the helpful key themes presented in this Review, relating to Researcher Independence, Freedom to Innovate and Equality in the delivery of our Concordat Action Plan 2018-2020. In March 2019 we received confirmation that we had been successful in our retention of the award.

### **SECTION 3: EMPLOYMENT INFORMATION**

Information relating to staff employed by the University is set out in the documents attached as Appendices 1 and 2 of this report.

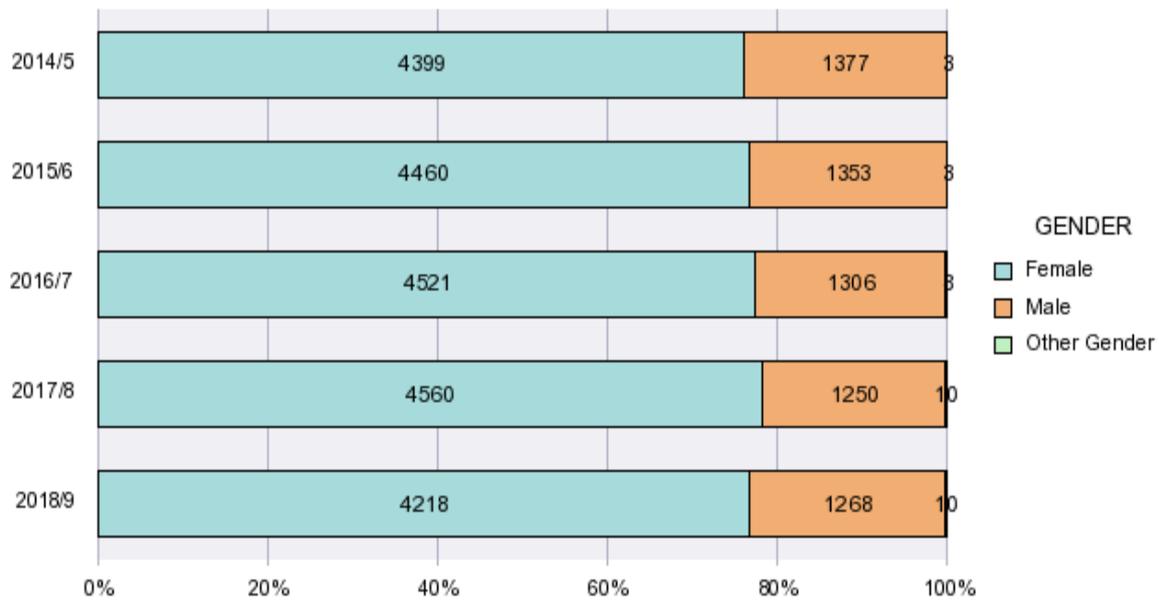
### **SECTION 4: RESOURCES**

#### **Evidence Base**

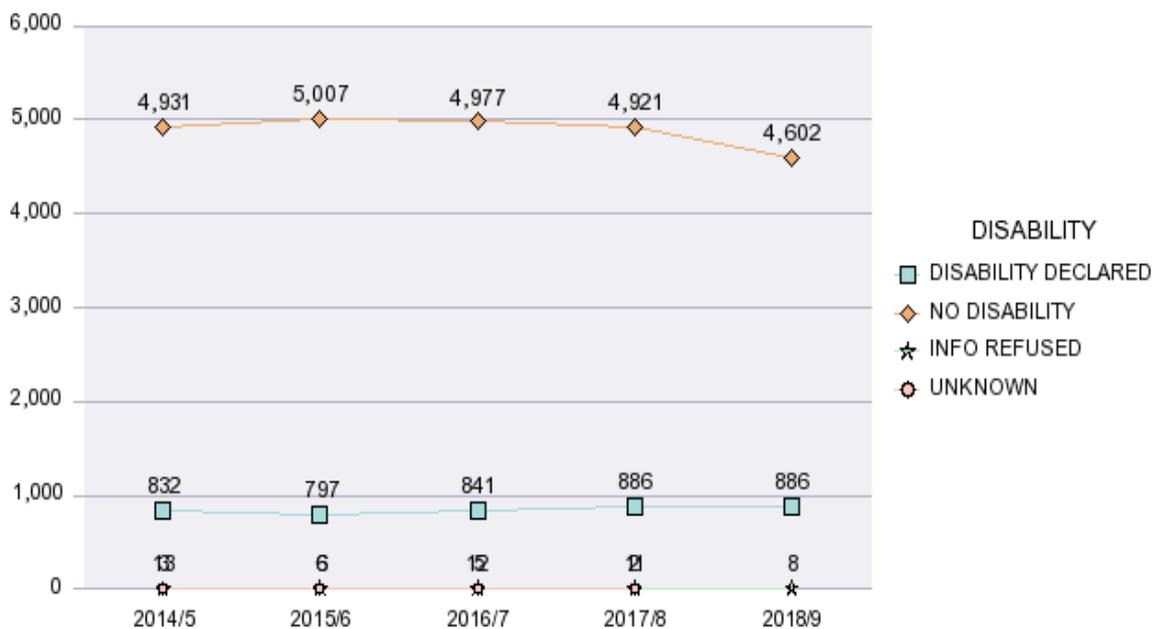
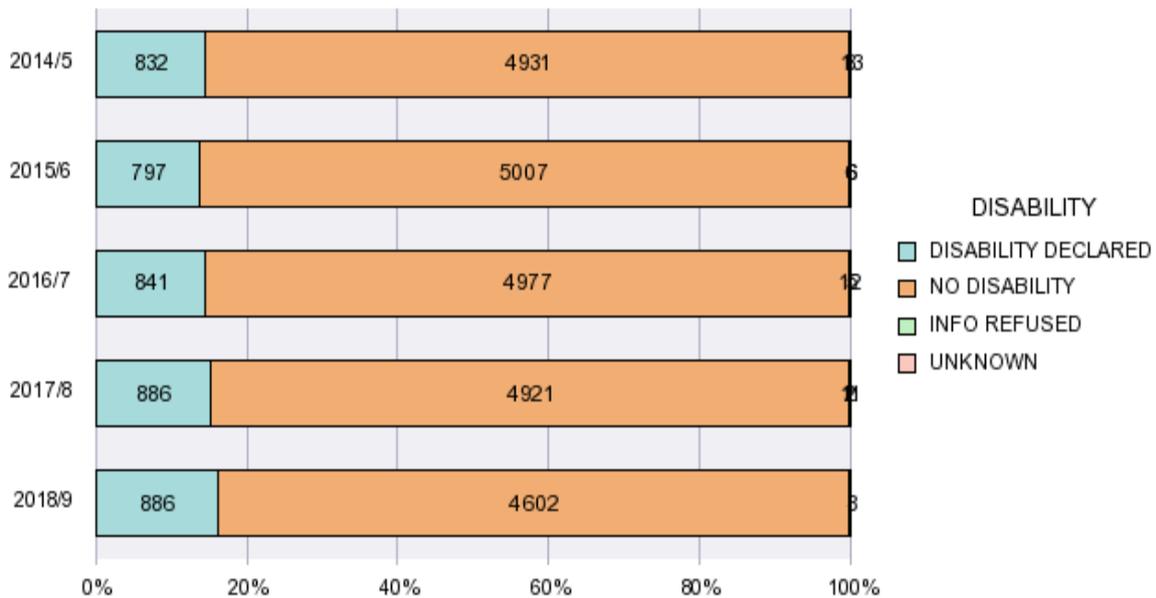
- Management Information and Analytical Reports considered by the Equality and Diversity Committee during the period 2017-19.
- Consultation with the Students' Union and the WISeR Board.
- HESA Staff return 2017-18.
- HESA Student return 2017-18
- Internal Management Information drawn from the Tribal Student Records system (April 2019).
- Internal Management Information drawn from the i-Trent HR Records system (April 2019).
- WISeR Board Student Retention Statistics.
- Outcome Agreement Evaluation 2018.
- EHRC Essential guide to the Public Sector Equality Duty: A guide for public authorities in Scotland, published October 2016.
- Equality and Higher Education Staff Statistical Report 2018  
[https://www.advance-he.ac.uk/resources/2018\\_HE-stats-report-staff.pdf](https://www.advance-he.ac.uk/resources/2018_HE-stats-report-staff.pdf)
- QMU Outcome Agreement Data Management Group data (established 2016).
- SFC Higher Education Students and Qualifiers at Scottish Institutions 2017-18:  
<http://www.sfc.ac.uk/publications-statistics/statistical-publications/2019/SFCST042019.aspx>
- Advance HE and EHRC tool kits have been particularly helpful in drawing together this report.

**SECTION 5 – MANAGEMENT INFORMATION – STUDENT POPULATION HEAD COUNT  
(EXCLUDING BASED OVERSEAS IN COLLABORATIVE PARTNERSHIP ORGANISATIONS)**

GENDER	2014/5		2015/6		2016/7		2017/8		2018/9	
Female	4399	76.1%	4460	76.7%	4521	77.5%	4560	78.4%	4218	76.7%
Male	1377	23.8%	1353	23.3%	1306	22.4%	1250	21.5%	1268	23.1%
Other Gender	3	0.1%	3	0.1%	8	0.1%	10	0.2%	10	0.2%
Gender not known	0	0%	0	0%	0	0%	0	0%	0	0%
	<b>5779</b>		<b>5816</b>		<b>5835</b>		<b>5820</b>		<b>5496</b>	



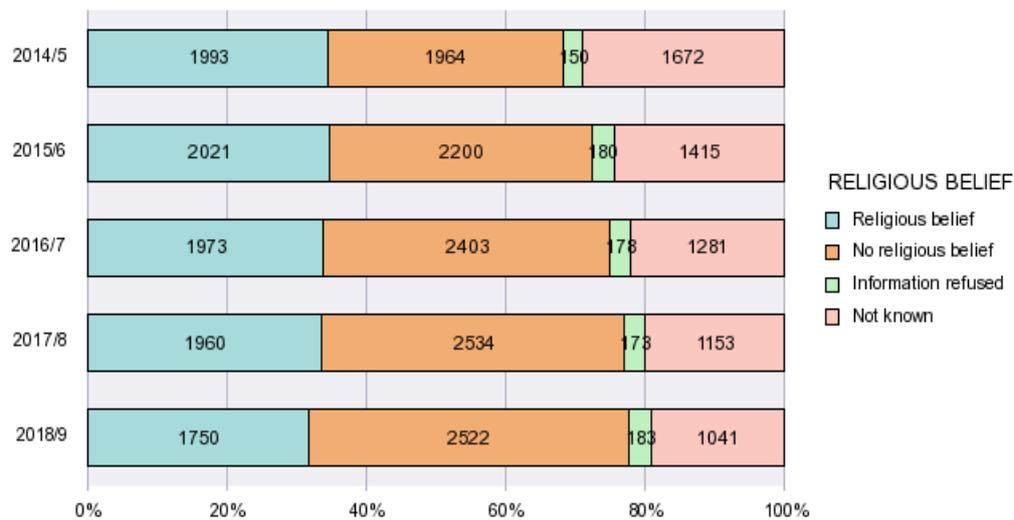
DISABILITY	2014/5		2015/6		2016/7		2017/8		2018/9	
DISABILITY DECLARED	832	14.4%	797	13.7%	841	14.4%	886	15.2%	886	16.1%
NO DISABILITY	4931	85.3%	5007	86.1%	4977	85.3%	4921	84.6%	4602	83.7%
INFO REFUSED	3	0.1%	6	0.1%	12	0.2%	11	0.2%	8	0.1%
UNKNOWN	13	0.2%	6	0.1%	5	0.1%	2	0.0%	0	0%
	<b>5779</b>		<b>5816</b>		<b>5835</b>		<b>5820</b>		<b>5496</b>	



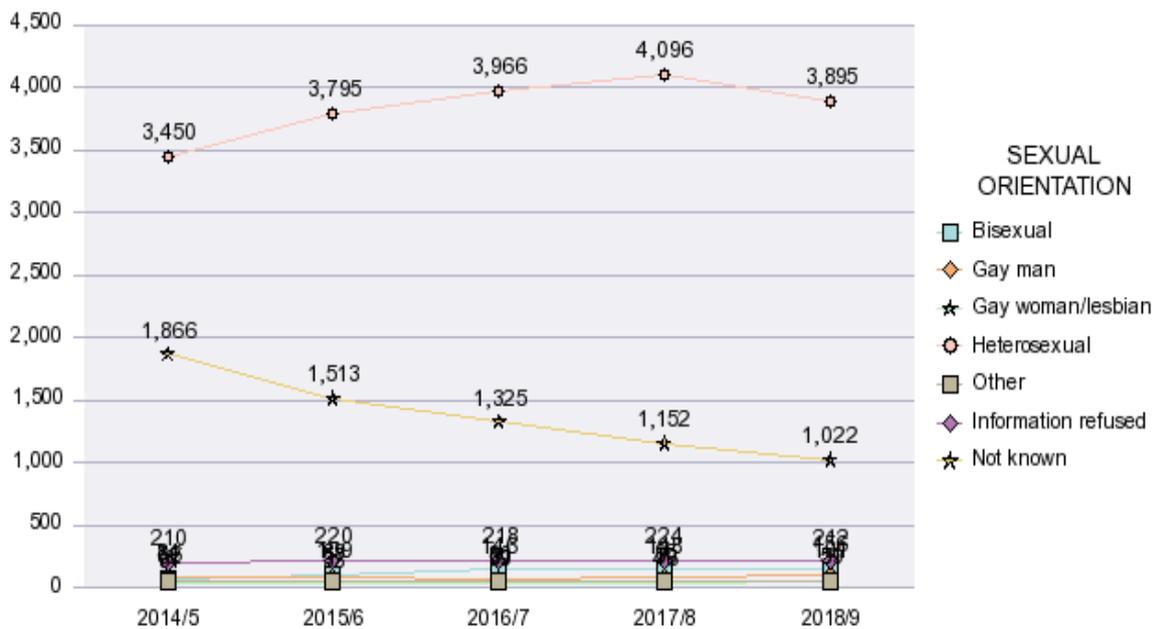
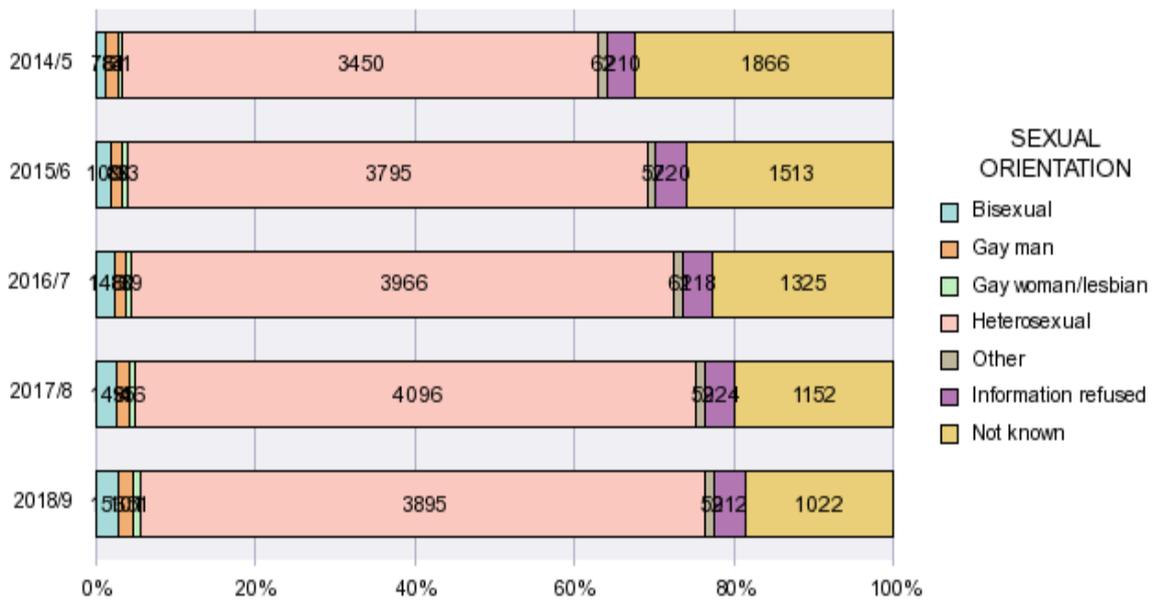
ETHNICITY	2014/5		2015/6		2016/7		2017/8		2018/9	
BME	642	11.1%	652	11.2%	622	10.7%	623	10.7%	575	10.5%
WHITE	5027	87.0%	5063	87.1%	5148	88.2%	5140	88.3%	4884	88.9%
INFO REFUSED	65	1.1%	71	1.2%	53	0.9%	55	0.9%	37	0.7%
NOT KNOWN	45	0.8%	30	0.5%	12	0.2%	2	0.0%	0	0%
	<b>5779</b>		<b>5816</b>		<b>5835</b>		<b>5820</b>		<b>5496</b>	



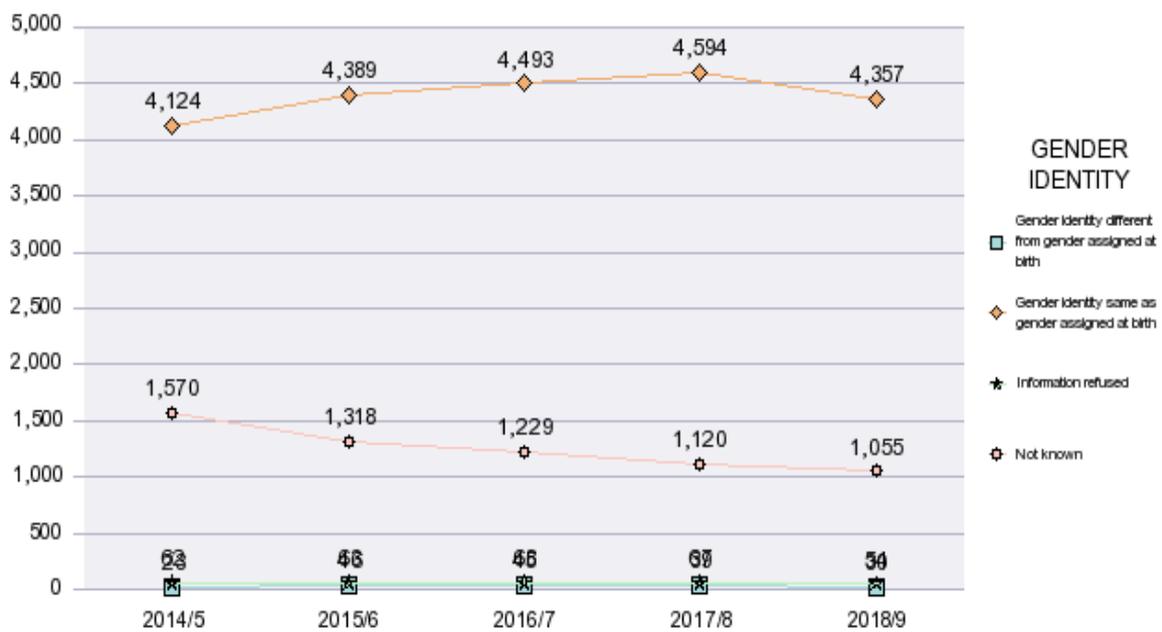
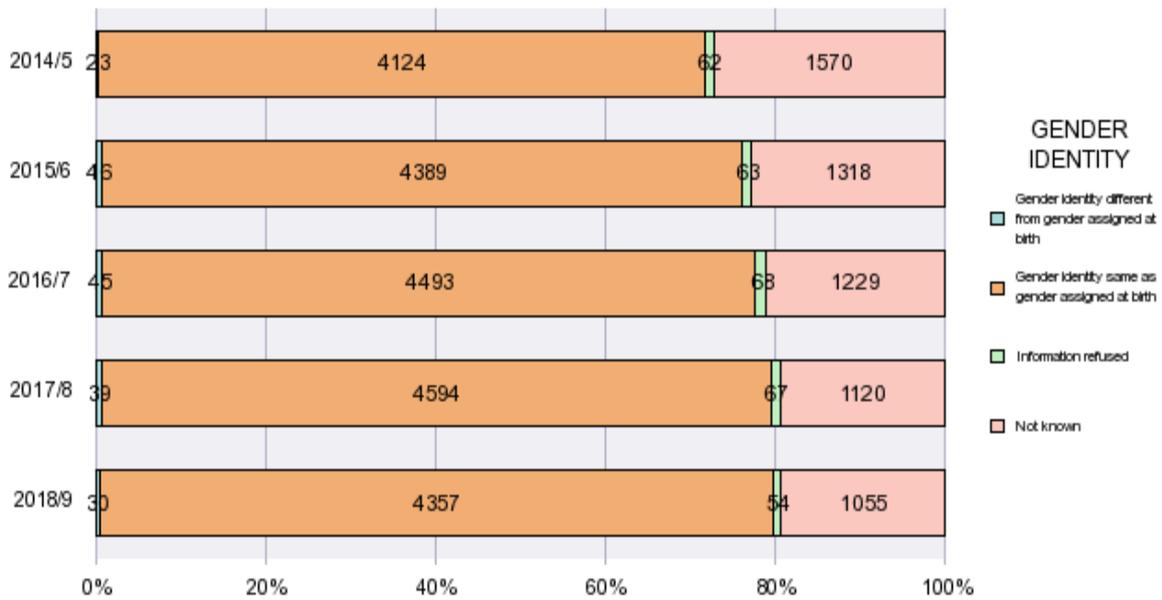
RELIGIOUS BELIEF	2014/5		2015/6		2016/7		2017/8		2018/9	
Any other religion or belief	50	0.9%	53	0.9%	51	0.9%	51	0.9%	43	0.8%
Buddhist	21	0.4%	25	0.4%	22	0.4%	24	0.4%	22	0.4%
Christian	0	0%	1	0.0%	0	0%	0	0%	0	0%
Christian - Catholic	690	11.9%	689	11.8%	725	12.4%	743	12.8%	691	12.6%
Christian - Church of Scotland	473	8.2%	464	8.0%	419	7.2%	423	7.3%	350	6.4%
Christian - Other denomination	511	8.8%	529	9.1%	510	8.7%	471	8.1%	408	7.4%
Hindu	47	0.8%	38	0.7%	26	0.4%	23	0.4%	27	0.5%
Jewish	9	0.2%	12	0.2%	11	0.2%	10	0.2%	11	0.2%
Muslim	144	2.5%	144	2.5%	136	2.3%	139	2.4%	132	2.4%
No religious belief	1964	34.0%	2200	37.8%	2403	41.2%	2534	43.5%	2522	45.9%
Sikh	6	0.1%	11	0.2%	10	0.2%	6	0.1%	5	0.1%
Spiritual	42	0.7%	55	0.9%	63	1.1%	70	1.2%	61	1.1%
Information refused	150	2.6%	180	3.1%	178	3.1%	173	3.0%	183	3.3%
Not known	1672	28.9%	1415	24.3%	1281	22.0%	1153	19.8%	1041	18.9%
	<b>5779</b>		<b>5816</b>		<b>5835</b>		<b>5820</b>		<b>5496</b>	



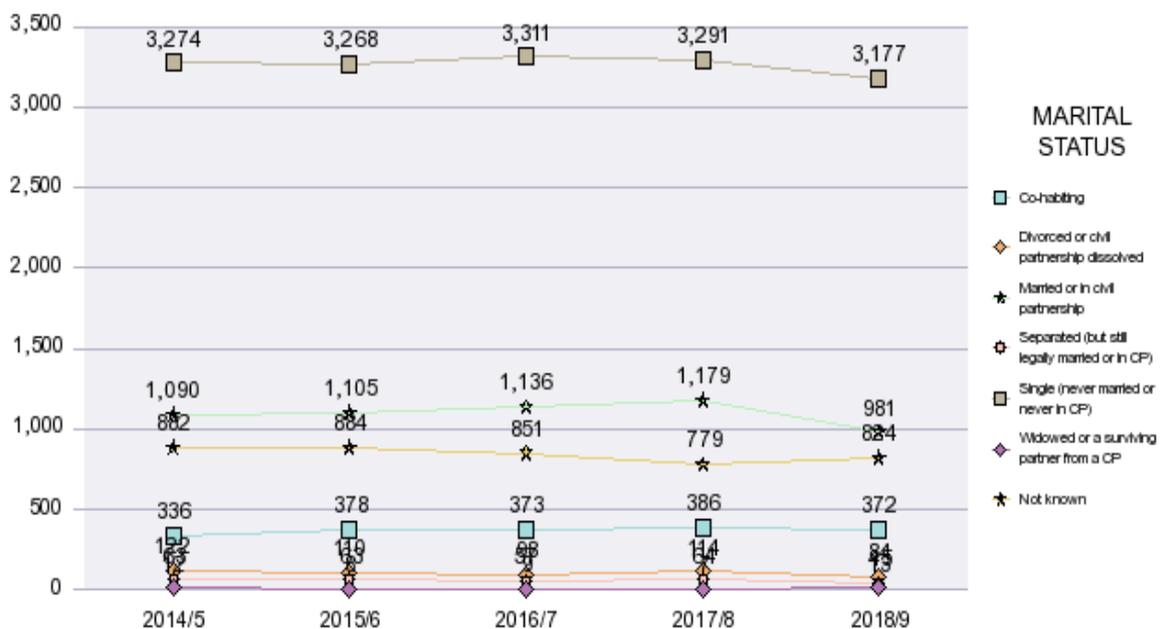
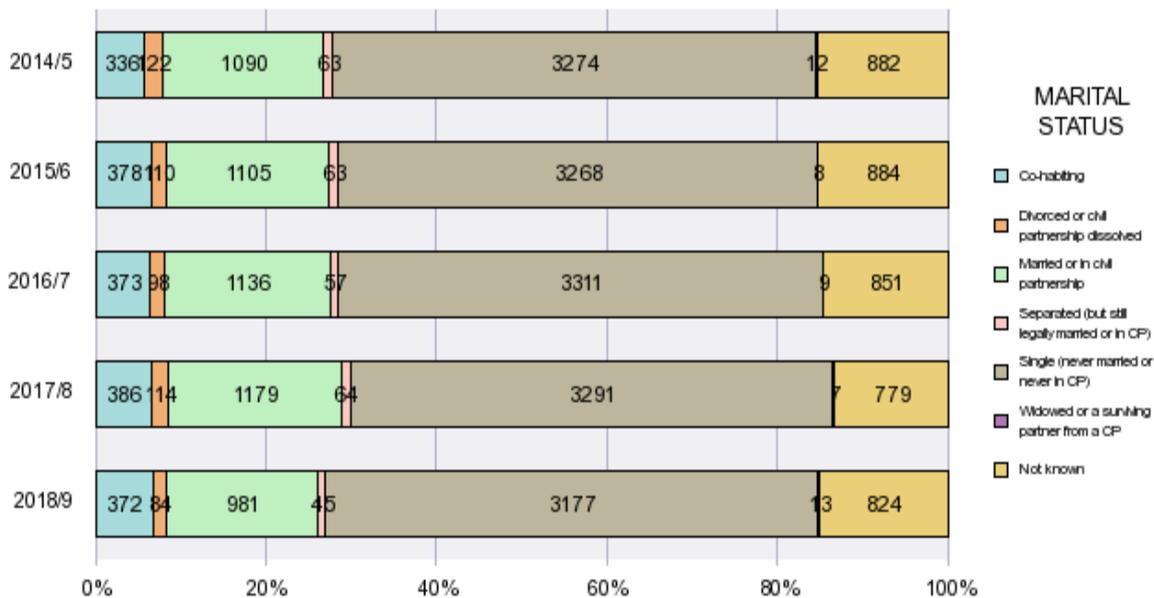
SEXUAL ORIENTATION	2014/5		2015/6		2016/7		2017/8		2018/9	
Bisexual	76	1.3%	109	1.9%	146	2.5%	148	2.5%	156	2.8%
Gay man	84	1.5%	89	1.5%	80	1.4%	95	1.6%	101	1.8%
Gay woman/lesbian	31	0.5%	33	0.6%	39	0.7%	46	0.8%	51	0.9%
Heterosexual	3450	59.7%	3795	65.3%	3966	68.0%	4096	70.4%	3895	70.9%
Other	62	1.1%	57	1.0%	61	1.0%	59	1.0%	59	1.1%
Information refused	210	3.6%	220	3.8%	218	3.7%	224	3.8%	212	3.9%
Not known	1866	32.3%	1513	26.0%	1325	22.7%	1152	19.8%	1022	18.6%
	<b>5779</b>		<b>5816</b>		<b>5835</b>		<b>5820</b>		<b>5496</b>	



GENDER IDENTITY		2014/5		2015/6		2016/7		2017/8		2018/9	
Gender identity different from gender assigned at birth		23	0.4%	46	0.8%	45	0.8%	39	0.7%	30	0.5%
Gender identity same as gender assigned at birth		4124	71.4%	4389	75.5%	4493	77.0%	4594	78.9%	4357	79.3%
Information refused		62	1.1%	63	1.1%	68	1.2%	67	1.2%	54	1.0%
Not known		1570	27.2%	1318	22.7%	1229	21.1%	1120	19.2%	1055	19.2%
		<b>5779</b>		<b>5816</b>		<b>5835</b>		<b>5820</b>		<b>5496</b>	



MARITAL STATUS	2014/5		2015/6		2016/7		2017/8		2018/9	
Co-habiting	336	5.8%	378	6.5%	373	6.4%	386	6.6%	372	6.8%
Divorced or civil partnership dissolved	122	2.1%	110	1.9%	98	1.7%	114	2.0%	84	1.5%
Married or in civil partnership	1090	18.9%	1105	19.0%	1136	19.5%	1179	20.3%	981	17.8%
Separated (but still legally married or in CP)	63	1.1%	63	1.1%	57	1.0%	64	1.1%	45	0.8%
Single (never married or never in CP)	3274	56.7%	3268	56.2%	3311	56.7%	3291	56.5%	3177	57.8%
Widowed or a surviving partner from a CP	12	0.2%	8	0.1%	9	0.2%	7	0.1%	13	0.2%
Not known	882	15.3%	884	15.2%	851	14.6%	779	13.4%	824	15.0%
	<b>5779</b>		<b>5816</b>		<b>5835</b>		<b>5820</b>		<b>5496</b>	



## **APPENDICES**

Associated Reviewed Employment Information

Appendix 1 - Staff Equalities Data April 2019

Appendix 2 – Equal Pay Review 2019