



Mainstreaming the Public Sector Equality Duty Progress Report April 2015

If you require this document in an alternative format please contact
equalitydiversity@ed.ac.uk or telephone 0131 650 6303

Key to Abbreviations:

College of Humanities & Social Science	CHSS
College of Medicine & Veterinary Medicine	CMVM
College of Science & Engineering	CSE
Equality & Diversity	E&D
Equality Management Committee	EqMC
Equality & Diversity Monitoring and Research Committee	EDMARC
Equality Impact Assessment	EqIA
Gender Equality Charter Mark	GEM
Advancing Gender Equality Working Group	AGEWG
Information Services	IS
International Office	IO
Student Disability Service	SDS

Introduction

1. Through this report, the University is delighted to describe the progress it has made to date to make the General Equality Duty¹ integral to the exercise of its functions, so as to better perform that Duty.
2. The report outlines the strategic context and integration of mainstreaming of equality into the University's strategic plans. It gives some highlights and good practice examples of the University's progress in embedding the equality duty and provides links to further information. It also provides links to the University's employee and student equality data and sets out progress and plans relating to gathering and using further information.

¹ Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1>

Strategic approach

3. Equality is increasingly part of the structures, behaviours and culture of the University. Equality and Diversity (E&D) is integrated into our Strategic Plan 2012-16², and articulated at the highest level.
4. The University's over-riding vision is:

To recruit and develop the world's most promising students and most outstanding staff and be a truly global University benefitting society as a whole.

5. In the introduction to the Strategic Plan, the Principal and Vice-Chancellor states:

Edinburgh is a truly international university firmly rooted in Scotland and an overarching theme for this plan is increasing our global impact and our contribution to society. Our Global Academies are key for developing innovative solutions to the world's most challenging problems. Our priorities for delivery over the next four years are set out against this background and are shaped by our commitments to social and environmental responsibility, equality and inclusion, widening participation and good governance.

6. The Strategic Plan highlights that the University aims to push boundaries, embrace opportunities and meet the needs of the ever-increasing diversity of our population of staff and students.
7. E&D has a significant part to play in fulfilling our vision and is mainstreamed into the Strategic Plan's objectives, strategies and targets. The University's Equality Outcomes are aligned with our strategic priorities and the most relevant aspects of the Strategic Plan are set out for each Outcome. Our Strategic Plan is supported by the equality challenges and commitments set out in our Outcome Agreement with the Scottish Funding Council.
8. These priorities are reflected throughout the planning process, and all Colleges and Support Groups include equality in their planning submissions. This, in turn, is reflected in School and Support Service plans.

Governance

9. The University is committed to continuous improvement of its performance, and has mainstreamed E&D considerations into its processes through the

²Hereafter, referred to as "the Strategic Plan".

implementation of an Equality Impact Assessment Policy and the requirement to consider equality impact in relation to all papers to formal University Committees and decision-making procedures.

10. The University [E&D Strategy](#) and Action plan was published in 2011 and updated in 2012 and 2013 in line with the University's Strategic Plan 2012-16 and to incorporate legislative changes, and has mainstreaming at its heart. Its fundamental vision is to ensure that the University has a positive culture, where all staff and students are able to develop to their full potential. The Action Plan includes a wide range of commitments which help the University to fulfil its general equality duty, many of which have the purpose of further integrating E&D into the exercise of the University's functions. The E&D Strategy will be reviewed in line with the new University's Strategic Plan, in 2016.
11. An **Equality Management Committee** (EqMC) was established in November 2013 and meets regularly. Its membership includes a member of the University Court and senior managers from across the University. The EqMC purpose is, on behalf of the Central Management Group, to exercise strategic and management oversight of E&D for staff and students in the University and to ensure E&D policies and practices are being managed and implemented effectively at all levels of the University. The Terms of Reference for the EqMC, approved by the Central Management Group, are attached at **Annex A1**.
12. The EqMC is responsible for monitoring progress on the Equality Outcomes and Actions, ensuring integration into the University's governance and management structures. The University's Equality Outcomes and Actions 2013-17, also aim to mainstream E&D into policy, practice and services to embed good practice as standard and we believe these are progressing well. The process for developing the Equality Outcomes and Actions, including the involvement of stakeholders, and the alignment with strategic priorities is described in the Equality Outcomes and progress documents. The EqMC is currently considering standard equality reporting mechanisms including how to better capture equality mainstreaming activity from across the University.
13. A meeting of **University Senate** on the topic of Embedding Equality provided a forum for consultation on progress and impact of our mainstreaming work. Future Senate meetings will also include equality matters on their agenda. The presentation and discussion section of Senate meetings are now open to all staff. <http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/Senate/2013-14/20140604AgendaAndPapers.pdf>
14. **Equality Award** – The first Principal's Medal for Equality will be awarded in 2016. The Principal's Medals are one of the most important ways in which the

University recognises both support and academic colleagues or current students who have made outstanding contributions to both the University and wider communities. This is the first time equality will be considered as a category for these prestigious awards.

Management Information on Equality

15. The University has a long-standing practice of gathering, reporting on and publishing equality information on staff and students, predominantly through the annual E&D Monitoring and Research Committee (EDMARC) report. The EDMARC report includes data on the composition of the University's employees in relation to most protected characteristics. This includes information about vertical and horizontal occupational segregation, through analysis by grade and job type respectively. These reports, along with information on staff development and recruitment are published on the University's E&D website at www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics. From 2015 onwards the EDMARC reports are being broken down by School/Department level, and disseminated to Heads of School/Support Departments to raise the awareness of the equality profile of staff and students within their area. This will allow senior managers to take action to address any equality issues evidenced in the reports.
16. This information is used to inform the University's E&D Strategy and Equality Outcomes and Actions. The EDMARC report is considered by CMG, Policy and Resources Committee and Court annually. The Remuneration Committee considers the Equal Pay Audit and gender pay gap information as a standard part of its business, and also commissions an annual equality report by an external observer.
17. Equal Pay Audits are carried out and published biennially and these incorporate the University's equal pay statement and include information on the gender pay gap. A **Pay Gap Task Group** has been set up to review the causes of the pay gap at Grade UE10. This Group will report to the University's Remuneration Committee in Spring 2015.
18. The University continues to take steps to improve the information it holds on its employees. A questionnaire is issued to staff periodically to encourage more staff to provide information for equality monitoring and support. The quantity of recruitment data held has improved following the implementation of a new eRecruitment system in October 2012. The next survey is due to be issued circa April/May 2015. A report on staff recruitment data by protected characteristics is

due to be published as an addendum to the aforementioned EDMARC report.
(link to be added when published)

19. **Student Recruitment and Admissions - Recruitment:** The introduction of anonymised equality and diversity monitoring survey of people registering for on-campus events will help SRA to develop an equality profile of the people/potential students who are considering making an application to the University of Edinburgh (which can be compared to the profile of those who actually apply). Systems are set up in such a way that the E&D survey can't be linked back to the individual's event booking.

Mainstreaming Equality Highlights Progress:

20. The following examples contribute to a positive impact and integration of equality into the day to day working and culture across the University at Institutional and School/Departmental level. The highlights provide some good practice examples and initiatives evidencing progress being made in the mainstreaming and embedding of E&D policy and practice at all levels.
21. Our Equality Outcomes progress report further demonstrates how the University's Equality Actions also contribute to mainstreaming equality. (add link to Actions progress report when published)
22. **Equality Impact Assessment (EqIA):** has a central role to play in integrating the general equality duty into the exercise of the University's functions. An EqIA Policy Statement was approved in January 2013 and new web pages have been developed, drawing together and publishing policy, guidance and support on EqIAs. This includes an EqIA template and guidance (revised Dec. 2014), links to on-line E&D and EqIA training and other resources. The EqIA Policy Statement was launched through strategic briefings for senior decision-makers, and masterclasses have also been held for staff regularly involved in EqIA. <http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment>
23. **Staff Recruitment:** We have conducted an annual EqIA of each cohort of Chancellor's Fellows since the scheme began in 2012, and will continue to do so, to inform improvements to advertising and recruitment to these posts. There has been a progressive increase in the proportion of women appointed in our flagship "Chancellor's Fellows" scheme from 2012 to 2014 in response to strategies to make the advertisement more appealing to women.

24. **Student Recruitment and Admissions** have introduced over-arching EqlAs of the policies, processes and activities which relate to the applicant experience. These were developed with the Equality Challenge Unit (ECU) and Supporting Professionalism in Admissions (SPA) to improve access to the University for applicants from all underrepresented groups, including those from a widening participation background and those with protected characteristics. These EqlAs have been identified by ECU and SPA as an example of good practice in mainstreaming equality in admissions.
25. EqlA is being built into the standard processes for Estates and Buildings projects and for Procurement. EqlA continues to be carried out on key University processes, such as the implementation of a new timetabling system and plans for enhancing student support, as well as on new HR and academic policies. EqlAs are published on the University's Equality website, and contain information on monitoring and review on the policy/practice assessed.
26. 'QuickCAT' culture surveys in Schools identified priorities for action at College and/or University level to improve the understanding of the academic **promotion processes**, especially for women. As standard process, briefing sessions on academic promotions are now regularly held in the Colleges. PI training that includes equality and diversity training has been piloted in MVM and will be rolled out across the University.
27. Procurement tender documents include equality criteria. All potential suppliers and contractors are required to complete questions regarding compliance with the Equality Act 2010, for all protected characteristics. UoE Procurement Strategy includes sections on Equality, Widening Participation and Sustainability.

Policy/Process

28. **Student Recruitment and Admissions - Admissions Policies** Three new admissions policies were introduced in 2014 which are specifically designed to remove barriers for members of underrepresented groups. The Policy and Procedure for: Applicants with Declared Disabilities, Undergraduate Applications from Adult Returners to Higher Education, and for the Recognition of Prior Learning for Admissions to the University of Edinburgh and can be viewed at: <http://www.ed.ac.uk/schools-departments/student-recruitment/admissions-advice/admissions-policy/policies>

29. The International Office are standardising text relating to all posts advertised connected to the IO, encouraging applications from a broad range of applicants in line with current E&D advice.
30. A new Accessible and Inclusive Learning Policy was introduced in 2013/14 to widen accessibility and inclusion for students, to mainstream common adjustments and provide an equitable level of support to better meet the needs of disabled (and dyslexic) students. See:
http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible_and_Inclusive_Learning_Policy.pdf
31. **Mainstreaming Disability Adjustments:** Senate committees have approved plans to implement a range of student disability adjustments as standard practice in relation to teaching and learning and this is now part of the Equality Outcomes and Actions. The wide range of services, developments and action in relation to student disability is described in the Student Disability Service Annual Report 2012-13 published in January 2014 <http://www.ed.ac.uk/schools-departments/student-disability-service/about/annual-reports>
32. **Residence Life Support – Accommodation Services** offer support both to new students and also those returning to accommodation for a second or subsequent year. The mechanisms through which support is delivered vary slightly from one type of accommodation to another. For more information on the accommodation specific support available, see : <http://www.accom.ed.ac.uk/residence-life/residence-life-support/#sthash.dJba8KyR.dpuf>

Training and Development

33. **Staff Development:** the range and take-up of learning and development opportunities relating to E&D continue to expand, raising awareness of equality across the Institution. eDiversity in the Workplace, Unconscious Bias, Annual Review, and Recruitment and Selection and the Law on-line courses have been introduced. Additionally workshops on Developing an Understanding of E&D and Internationalisation are run regularly. Further information at:
<http://www.ed.ac.uk/schools-departments/human-resources/learning-development/dev-opportunities/e-learn-courses> E&D training was mandatory for all those involved in decision-making for REF³ 2014 – including all senior academic managers.

³ Research Excellence Framework

34. As of 2014, **Unconscious Bias** training was made mandatory for all staff involved in recruitment and promotions.
35. **E&D training** will form part of the induction for new staff and will be further promoted to existing staff through dedicated sessions at school wide meetings.
36. Our **International Office** (IO) has introduced mandatory E&D training for every member of the IO and new E&D policy and guidance for the IO operation, in addition to University policy.

External Consultation

37. The University was represented at a focus group facilitated by Close the Gap in January 15 to help inform next steps in the Scottish National Equality Improvement Project. The focus was on 2 key areas for improvement as set out in the Scottish Ministers' Proposals, specifically relating to practice sharing and the gathering and use of employee information to inform the recruitment, development and retention of staff and, the reporting on pay gaps and occupational segregation. Outputs from the focus group are awaited, and which may also inform our policy and strategy moving forward.
38. The University was involved in focus groups on research into Occupational Segregation in Scottish HEI's. The project was commissioned by ECU and led by academic staff in the University of Strathclyde. The research culminated in the following findings: <http://www.ecu.ac.uk/publications/occupational-segregation-in-scottish-heis-disability-gender-race>
39. There was also successful collaborations with other HEIs on the 'Young people's everyday geopolitics in Scotland' research project.
<http://research.ncl.ac.uk/youngpeople/>

Gender: Positive Impact on Women

40. **Advancing Gender Equality and Athena SWAN:** over the last nine years, engagement with the Athena SWAN Charter to advance the careers of women in STEM⁴ has grown from an initiative in one school, to the active application of the Athena SWAN process in all STEM schools. More recently the Gender Equality Mark (GEM) process is being adopted by all schools in the College of Humanities and Social Sciences. As noted in the tables below the University now has fourteen Athena SWAN awards with all of the eligible Schools/Depts. in the

⁴ Science, technology, engineering, maths and medicine.

Colleges of Science and Engineering (CSE), and Medicine and Veterinary Medicine (MVM) having successfully achieved/renewed awards, and three areas in the College of Humanities and Social Science (CHSS). This exceeds our Strategic Plan target.

41. Edinburgh was one of the Universities chosen to pilot GEM, which is based on the principles of Athena SWAN but aims to address gender imbalance and underrepresentation of women in the arts, humanities and social sciences. The School of Divinity, and the Institute of Sport, Physical Education and Health Sciences were each successfully awarded GEM Bronze.

University of Edinburgh AS awards held by Schools/Departments since 2005		
Award round date	School/Departmental Unit	Level of Award
April 2006 April 2009 (renewal)	School of Chemistry	Silver
7% STEMM Schools/Departments covering 4% STEMM staff		
April 2011	School of Biomedical Sciences	Silver
13% STEMM Schools/Departments covering 10% STEMM staff		
November 2011	The Roslin Institute	Bronze
20% STEMM Schools/Departments covering 18% STEMM staff		
April 2012	School of Chemistry	Gold
20% STEMM Schools/Departments covering 18% STEMM staff		
November 2012	School of Biological Sciences	Silver
November 2012	Royal (Dick) School of Veterinary Studies	Bronze
33% STEMM Schools/Departments covering 35% STEMM staff		
April 2013	School of Informatics	Silver
April 2013	School of Engineering	Bronze
April 2013	School of Maths	Bronze
April 2013	School of GeoSciences	Bronze

60% STEMM Schools/Departments covering 60% STEMM staff		
November 2013	Clinical Medical Schools (comprising School of Clinical Sciences and School of Molecular, Genetic and Population Health Sciences)	Bronze
November 2013	School of Architecture and Landscape Architecture	Bronze
November 2013	School of Health in Social Science	Bronze
November 2013	Department of Psychology	Bronze
93% STEMM Schools/Departments covering 94% STEMM staff		
April 2014	The Roslin Institute	Silver
April 2014 (renewal)	School of Biomedical Sciences	Silver
April 2014 (conversion from Juno Champion)	School of Physics & Astronomy	Silver
100% STEMM Schools/Departments covering 100% STEMM staff		

42. The Principal holds an annual reception to celebrate the success of Schools/Departments obtaining AS Awards.
43. The associated actions and positive impact on women – and in fact all staff – in the Colleges are summarised in the University’s successful [Athena SWAN Bronze award renewal application](#). The Bronze Action Plan shows the progress made since this renewal, and can be viewed at: http://www.docs.csq.ed.ac.uk/EqualityDiversity/Outcomes_Progress.pdf
44. The University submitted its application for Athena SWAN Institutional Silver award on 30 April 2015. In addition, a substantial programme of work has been developed to promote women’s career progression in all parts of the University, and a mentoring framework particularly targeting women has been implemented.
45. As part of this work an **Advancing Gender Equality Working Group [AGEWG]** was established to review the University’s performance and progress in promoting gender equality, with particular regard to the career progression of female academic staff and support the University in meeting the gender-related targets in its Strategic Plan. The Group is comprised of academic and non-academic representatives from our three (academic) Colleges, and from Governance & Strategic Planning, Institute for Academic Development,

Edinburgh University Students Association, Corporate Services, and Human Resources. The membership includes an individual from the University Court as testament of the value placed upon this work by the highest authority in the University.

46. Six very successful and high profile Annual International Women's Day Lectures have been held since 2010, featuring internationally successful women, including Harriet Lamb, Irene Khan, Philippa Gregory, UoE VP Lesley Yellowlees, Katherine Granger, and Anneila Sargent. Further details are included in our Equality Outcomes reports, and and videos of all lectures can be viewed at: <http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/international-womens-day>
47. In 2014 an 'Inspiring Women – Inspiring Change' Photographic Exhibition was launched. Work is already underway to add to this portrait collection year on year, which will be exhibited permanently online. Further details at: <http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/portrait-exhibition>
48. A 'Women in Science and Scottish History' editathon was organised during **Innovative Learning Week** to engage staff and students in updating Wikipedia articles about notable women in the university's history. The project focused on the Edinburgh Seven – the first women to study Medicine in Edinburgh.

Race - Positive Action

49. **Race Equality Charter Mark:** The University of Edinburgh was chosen to pilot this scheme, along with 27 other higher education institutions. This work will help us to identify and address any racial inequalities and barriers across the institution. The submission was made 10 April 2015 and we await its outcome. <http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/race-charter/overview>
50. A staff and student survey was conducted as mandatory part of the Race Equality Charter Mark application process. The analysis of the survey return is shown within our Race Equality Charter Mark submission. Staff and students focus groups were held following the survey, and the outputs from this consultation informed part of our Race Equality Action Plan. A video on the University ambitions for racial equality for all was launched at the same time as the survey to encourage staff and students to complete it and can be viewed at: https://www.youtube.com/watch?v=SoVESi_tBRw

51. **Black History Month** events are regularly held by **EUSA**: In October 2014, headline events included a panel debate, guest speaker Musa Okwonga, a film screening and discussion, and a ballet performance from the first non-white ballet dancer to be employed by Scottish Ballet.

Religion and Belief:

52. **The Chaplaincy** provides pastoral and spiritual support for students and staff of “all faiths and none” and plays an important role in promoting good relations between groups in the University community. It is particularly valued by post-graduate and international students and there has been increasing collaboration between the Chaplaincy and the International Office in recent years, to the benefit of international students and staff. The Chaplaincy has a valuable role in promoting equality more generally and has been involved in Black History Month and International Women’s Day. Further information is available in the [Chaplaincy Annual Report](#).

53. **The Chaplaincy** received University approval to establish a Religion and Belief Advisory Group, which has now met and will continue to meet once a semester, with a remit of dealing with equality legislation matters which may arise in relation to religion and belief. The Chaplaincy have distributed an information leaflet highlighting the services they provide to staff and students. It has in place a network of Honorary Chaplains and Belief Contacts. The Chaplaincy organise regular events including mindfulness mediation sessions, and multi faith celebrations.

Disability (including Mental Health)

54. A **Student Mental Health Strategy Group** has recently been established and is tasked with devising an overarching and co-ordinated response to the increase in numbers of students experiencing mental health issues.

55. There has been a significant increase in 2014/15 in resources available for **student counselling**, including additional counselling staff and also alternative mechanisms e.g. access to **Big White Wall**, “A safe online community of people who are anxious, down, or not coping, who support and help each other by sharing what’s troubling them, guided by trained professionals.”
<http://www.ed.ac.uk/schools-departments/student-counselling/self-help/big-white-wall>

56. The **Student Disability Service** has produced a leaflet which explains the Mental Health Mentor Service that is available to students who have long term

mental ill-health. <http://www.ed.ac.uk/schools-departments/student-disability-service/staff/supporting-students/mental-health-mentor>

57. The SDS has also launched a series of **Mental Health Awareness Experience** films and can be viewed online at: <http://www.ed.ac.uk/schools-departments/student-disability-service/student-support/mental-health-experiences-videos>

58. **EUSA** launched a '**Look after your Mate**' peer support campaign in student accommodation in Nov 14. The campaign included printed material, events, stalls and training for RAs, and aims to tackle a number of issues around bullying, isolation, mental health and more by equipping students to look out for each other.

59. **Information Services** & Student Disability Services regularly run disability awareness training for staff.

Networks, Committees and Campaigns:

60. An **LGBT⁵ Staff Network** was established in 2012 (and is currently being refreshed for re-launch Spring 2015), enabling the involvement of LGBT staff to share information and support, and to provide a forum for involvement of LGBT staff in the development of University policies and plans and help to promote a more inclusive working environment.

61. A **Disabled Staff Network** was established in 2014. Similar to the LGBT Network, this Network will enable the involvement of disabled staff in the development of University policies and plans, bringing together staff with common interests; and promoting a more inclusive working environment.

62. **Equality and Diversity Committees:** The **Central Equality and Diversity Committee** (which reports into the EqMC) has revisited its remit and intends to make its membership more diverse from all areas across the University. The following College Committees provide reports to the central Committee

63. The well-established **College of Science and Engineering E&D Committee** has focussed mostly on gender issues over the last year or two, especially in relation to Athena SWAN for which all of the seven School in the College have now received awards, including School of Chemistry Gold Award. For 2015 the College focus will be on disability.

⁵ Lesbian, Gay, Bisexual, Transgender

64. The **College of Humanities and Social Science (CHSS)** has a **College Staffing Management Committee** which incorporates E&D issues. It meets 3 times a year and includes discussion on various papers, which are often E&D related. This committee is influential since all the Heads of School are in attendance as is the Head of College, College Registrar, Head of HR etc. The College has a Staffing Strategy which is posted on their website and was updated last year to reflect the newly uploaded People Strategy and the updated University Strategic Plan. They have annual Staffing Priorities (again which are available for viewing) which include E&D activities. <http://www.ed.ac.uk/schools-departments/humanities-soc-sci/committees/staffing-committee>

65. The **College of Medicine and Veterinary Medicine (CMVM) E&D Committee** has refreshed its remit and membership and has also formed local equality sub groups across its campuses. Information on the E&D Committees can be found at: <http://www.ed.ac.uk/schools-departments/equality-diversity/governance-committees>. Some of their equality and awareness raising events are as follows:

- **Mindfulness** sessions were run for staff at their Little France campus.
- **A stress awareness day was held in Nov. 2014** to raise awareness locally. For example their Little France campus held its own event called 'Getting the Balance Right' to promote ways of reducing stress and encourage wellbeing and work-life balance. <http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/about/equality-diversity/little-france-stress-awareness-day>
- **The CMVM E&D Committee** developed a **Dignity & Respect** leaflet which has been posted at numerous key points across its three campuses. The leaflet is being considered for wider dissemination across the University:



The College of Medicine and Veterinary Medicine

Dignity and Respect

Dignity and Respect Advisors

Dealing with personal harassment or bullying

A network of Dignity and Respect Advisors is available for both staff and students to talk to - for information, advice, or support (if, for example, you are being harassed or bullied, or are experiencing any other unacceptable behaviour).

They will also support you if you are accused of bullying or harassment.

Dignity and Respect Advisors in the College of Medicine and Veterinary Medicine:

Janet Philp (School Administrator, School of Biomedical Sciences): J.Philp@ed.ac.uk

Heather Anderson (Senior Technical Officer, Centre for Neuroregeneration): Heather.Anderson@ed.ac.uk

Chris McKinnell (Research Support, Centre for Reproductive Health): C.McKinnell@ed.ac.uk

You are welcome to contact any of the University Dignity and Respect Advisors; a full list is available here:

<http://www.ed.ac.uk/schools-departments/equality-diversity/help-advice/advisors>

Image on p. 1 and words on p. 3 are taken from the NHSScotland toolkit, Give Respect Get Respect: A Guide to Promote Dignity in the Workplace. More information is available here: <http://www.staffgovernance.scot.nhs.uk/improving-employee-experience/dignity-at-work-project/dignity-at-work-toolkit/>

APPLY LIBERALLY FOR AN IMPROVED WORKLIFE.



<http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/about/equality-diversity/dignity-respect>

- 42. **EUSA** ran a sexual harassment 'have you seen this monster?' campaign during freshers week 2014 which positively received.
- 43. **EUSA Advice Place** has been working on an improved Advice Place Outreach schedule. They branded their outreach as 'Advice Place on Tour' and took a tour bus across campuses to spread the word.

Accessibility - Processes and Learning Technology:

- 66. The **IS Disability Information Officer** reviews and audits documents for departments across the University with regard to **accessibility**. Guidance in development includes accessibility and mobile devices. In addition Information Services are driving the way forward with the development of a web accessibility policy which was discussed at the University central E&D, and the annual review of the website accessibility guidance has begun
- 67. The **new University webpages** have been tested and designed for resizing and usability on a range of devices including mobile phones and small tablets to improve the experience and accessibility for all users on their personally owned and chosen devices.

68. **The IS Media for Learning and Engagement** project steering group have consulted widely with users across the collegiate University to identify features and functionality for new media asset management system which meets user needs in line with the Inclusive Learning Policy.
69. IS offer **Learn VLE** as a place for colleagues in any school to put learning materials online in accessible formats for students before and after their lectures. 70% of undergraduate courses are now represented in Learn.
70. IS are working with schools and colleges to ensure that information for students made available via **MyEd** portal can be subscribed to, and accessed on, a range of mobile devices. They are also exploring geo-location technology to give students the shortest and accessible routes to available and accessible study spaces as they move around campus. IS continue to review the technology available in learning, teaching and study spaces to offer an enhanced accessible experience for users.
71. IS provide advice on the use of creative commons licensing for **learning materials**. Materials published in the open licenses have the advantage for users that they can be reformatted, translated and re-shared in flexible and accessible ways. IS are piloting Google Glass and other smart-glass technology to explore how 'wearable' devices can assist in offering 'hands -free' learning and teaching and facilitate enhanced and more accessible experiences of the physical campus for users.

Reporting and Publication

44. This **report will be published** on the University's [E&D website](#) and included in the publication scheme. As well as EqMC, the University Central Management Group and University Court will consider this and our Equality Outcomes Progress Report and Action Plans.

Annex A1

Equality Management Committee

Terms of Reference

Purpose

On behalf of the Central Management Committee, to exercise strategic and management oversight of equality and diversity (E&D) for staff and students in the University and to ensure E&D policies and practices are being managed and implemented effectively at all levels of the University.

Remit

1. Ensure that the University meets its legal obligations and more in relation to equality, including reporting and publishing requirements, in particular under the Equality Act 2010 and the related Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.
2. Lead the implementation of the University's E&D Strategy and Action Plan.
3. Oversee the on-going review and development of the University's E&D Strategy, including aspects of the University Strategic Plan relating to E&D in its broadest sense.
4. Stimulate and build good practice and innovation in E&D.
5. Mainstream equality into University structures, systems and processes.
6. Determine the University's E&D Action Plan, incorporating its Equality Outcomes⁶, and monitor progress.
7. Identify an appropriate evidence base for E&D decision-making and monitoring.
8. Champion equality impact assessment.
9. Promote E&D and good practice through communication within the University, at all levels, and externally. Including identifying and establishing a mechanism for regular reporting on equality matters to the Committee from Equality Committees/Groups and others as appropriate.
10. Review E&D governance arrangements and the Committee's own performance and effectiveness.

⁶ As required by the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

Annex A

Reporting

The Management Committee reports to Central Management Group and through CMG to Court.

The Management Committee will also provide reports to Senatus and other relevant groups. Through its membership, the Committee will also establish a mechanism for communication with Colleges/Support Groups, other E&D committees/groups and wider stakeholders, as appropriate. For example, Conveners of relevant groups/committees providing regular reports to this Committee.

The Management Committee's Terms of Reference and meeting notes will be published on the Equality and Diversity website.

Membership

- Convener: Vice-Principal Equality & Diversity
- All Heads of College or their nominated representatives
- All Heads of Support Group or their nominated representatives
- Representative of Senatus committees
- Convener of EDMARC
- A lay member of the University Court
- Director or Deputy Director of HR
- Representative of specialist services to students, nominated by the University Secretary
- EUSA representative

All management members of the Committee have managerial responsibility for E&D action in their areas. Representatives are responsible for expressing views, taking decisions and implementing action for the areas/committees they represent.

All members of the Committee shall comply with the University's Code of Conduct and are required to declare any interests which may conflict with their responsibilities as members.

Others may be invited to attend the Committee, e.g. to provide expert advice, as required.

Meetings

The Committee shall meet as required to fulfil its remit, which will be at least twice per year.

The Committee may consider some business through correspondence.