THE UNIVERSITY of EDINBURGH

Equality Outcomes Progress Report April 2015

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

1. Purpose

This document sets out the University's Equality Outcomes progress report. The original Equality Outcomes Report was published 30 April 2013, for the period 30 April 2013 until 29 April 2017, and includes arrangements for reporting on progress and reviewing the Outcomes. The original Equality Outcomes report can be viewed at: http://www.ed.ac.uk/schools-departments/equality-diversity/about/strategy-action-plan

The preparation of the original publication of Equality Outcomes and Action Plans, and this progress report, help the University to ensure the right issues are being addressed to achieve tangible benefits for its community. The originally published Action Plans have been updated to include a progress column showing the status of each action to date. **(See Annex A1 Equality Actions, and Annex 2 the Athena SWAN Bronze Action Plan 2012)**

2. Context

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 place 'Specific Duties' on the University to enable the better performance of the general equality duty.

The general equality duty (formally the 'public sector equality duty') was introduced by the Equality Act 2010[1] and requires the University, in the exercise of its functions, to have due regard to **three needs.** These are the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic[2] and those who do not, particularly by
  - Removing or minimising disadvantage
  - Meeting the needs of particular groups that are different from the needs of others
  - Encouraging participation in public life
- Foster good relations between people who share a protected characteristic and those who do not, through tackling prejudice and promoting understanding between people from different groups.

The Specific Duties included a duty for the University to publish a set of Equality Outcomes by 30 April 2013, followed by a progress report by 30 April 2015. This document sets out the University's Equality Outcomes and Action Plans progress report.

3. Responsibilities

Responsibility for achievement of the University's Equality Outcomes and their progress is shared across the University, with particular responsibility lying with its governing and decision-making bodies, managers, and those responsible for students and services. Specific responsibility is identified for overseeing each Action relating to the Equality Outcomes.

4. Involvement and process for developing the Equality Outcomes

The Equality Outcomes were developed with close reference to University's Strategic Plan and other existing strategies, plans and external requirements, including the University's Equality and Diversity (E&D) Strategy and Action Plan, the University Athena SWAN Action Plan 2012, the University's Outcome Agreement with the Scottish Funding Council and the Research Councils UK statement of expectations in relation to E&D.

A range of stakeholders were consulted on this progress report, including:

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[1] Enacted, in this respect, in April 2011
[2] The general equality duty covers the following protected characteristics: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It also covers marriage and civil partnerships with regard to eliminating unlawful discrimination in employment.

- senior management through the Equality Management Committee (EqMC), Central Management Group (CMG), and Quality Assurance Committee.
- University services, committees and groups, including the Chaplaincy, College and central Equality and Diversity Committees, Student Disability Service.
- staff and student groups, including Edinburgh University Students' Association (EUSA) and various equality networks

5. Equality Outcomes

The attached Equality Outcomes and associated actions identified were seen as being the most relevant and significant issues for the University to address, based on our Strategic Plan and the consultation and evidence outlined above.

6. Progress

This paper provides a progress report to date in achieving the Equality Outcomes to be published by 30 April 2015, as required by the Specific Duties regulations. The report has been endorsed by the University's Equality Management Committee, and progress reported to CMG to note. The report will go forward to University Court for formal approval, following which it will be published on the University's E&D website and as part of the University's Publication Scheme. Some of the Equality Outcomes may be subject to review and may be revised through consultation at a future meeting of the Equality Management Committee. A further report on progress will be made by 30 April 2017 and a fresh set of Equality Outcomes will be published at that point.

7. References, linked policies and sources of further information

University Equality and Diversity Strategy [link: http://www.ed.ac.uk/schools-departments/equality-diversity/about/strategy-action-plan]
Equality and Human Rights Commission guides to the public sector equality duty
[link: www.equalityhumanrights.com/scotland/public-sector-equality-duty/non-statutory-guidance-for-scottish-public-authorities/]

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Equality Actions 2013-17 (Progress on Actions April 2015)

The University of Edinburgh (UoE) has a long history as an accessible and inclusive institution, going back to its origins as a 'civic' University. The University aspires to be a place of first choice for some of the world's most talented students and gifted staff and is committed to developing a positive culture, where all staff and students are able to develop to their full potential.

In its original Equality Outcomes published report 2013, the University agreed five Equality Outcomes in order to advance equality, diversity and inclusion, and enable the fulfilment of the General Equality Duty. This document sets out details of progress made on the Actions identified to enable achievement of each of these agreed Equality Outcomes. A progress column has been added to the Equality Action Plans at **Annex 1,** our Institutional Athena SWAN Bronze Action Plan 2012 at **Annex 2,** and includes a summary of the status of each action.

Summary of Equality Outcomes and Aligned Strategic Priorities

Equality Outcome 1: Improve the inclusivity of the working and studying environment
Ensure that the University values difference and that all students and staff can be confident about being themselves and have the opportunity to reach their full potential.

Aligned strategic priorities:
- Excellence in education objective: guide and support our students through University of Edinburgh degree programmes
- People Enabler objectives/strategies: be inclusive, supportive and collegial in our approach, which is underpinned by principles of dignity and respect, equality and diversity, health, safety and wellbeing; promote the attractiveness of the University as a

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globally significant institution, and support new staff to enable them to become effective; provide safe and accessible working environments

- Outstanding student experience theme objectives: combine our recognised teaching excellence with an outstanding student experience …; take a cohesive, inclusive and individualised approach to enhancing our student experience that encompasses all subjects, all modes of learning, all student services, and all parts of our estate; promote student health, wellbeing and safety
- Equality and widening participation theme objective/strategy: foster a culture which permits freedom of thought and expression within a framework of mutual respect; enable students from under-represented groups to fully embrace their University experience, successfully complete their programme of study and expand their ambitions and employment opportunities; ensure staff and students with particular needs have access to appropriate facilities and support

Equality Outcome2: Improve the mainstreaming of equality through governance and management

Aligned strategic priorities:
- People Enabler strategy: foster our ethos of collegiality, tolerance, compassion and strong ethics, through effective employee engagement and empowerment, transparency and excellent communications
- Lifelong community theme objective: be a responsible and influential neighbour, employer and adviser

Equality Outcome 3: Improve awareness and understanding of equality in the University
Improve quantitative and qualitative information about the students and staff (including potential students and staff) and their experiences across the student and employment lifecycles. Improve awareness and understanding of equality, diversity and inclusivity by the University community.

Aligned strategic priorities:
- Excellence in education objective: embed graduate attributes … in all our curricula
- Excellence in research objectives: combine our proven research excellence with demonstrable … health and social impact; generate a cohort of future research leaders
- Excellence in innovation objective: increase our impact on culture, health and wellbeing
- People Enabler objective: develop the knowledge, capabilities and skills of our people

- Outstanding student experience theme strategy: ensure staff have the skills and knowledge to respond effectively to the range of our students' circumstances, experience, expectations and aptitudes
- Global Impact theme strategy: promote and recognise the value of international mobility, cross-cultural understanding, and multilingualism for all our students and staff
- Lifelong community theme strategy: promote the University of Edinburgh's achievements both locally and globally
- Equality and widening participation theme strategy: protect and celebrate diversity as a defining element of the University of Edinburgh experience; ensure staff have appropriate training and information in equality areas to prevent discrimination, make reasonable adjustments, and promote equality of opportunity

Equality Outcome 4: Improve equity of pay and career progression for all University staff

Aligned strategic priorities:
- People Enabler objective/strategy/KPI/target: attract, reward and retain the best people, accessing talent from around the world; reward excellence and success in a variety of ways; [increase the] proportion of staff who have had an annual review within the previous year, incorporating the identification of objectives and development needs*;* achieve the institutional Athena SWAN Silver award
- Equality and widening participation theme target: increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels, and reduce the gender pay gap for University staff

Equality Outcome 5: Improve equity of access to education in the University.

Aligned strategic priorities:
- Equality and widening participation theme objectives/strategies/target: admit the very best students from a wide range of backgrounds; raise engagement and aspirations in individuals from under-represented groups, broadening the base of our applicant pool; take context and individual circumstances into account when identifying students with the best potential to succeed, through our fair, clear and transparent admissions policy.

THE UNIVERSITY *of* EDINBURGH

Equality Actions 2013-17 (Progress Report April 15)

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress
Equality Outcome 1: Improve the inclusivity of the working and studying environment				
1.1 Continue to develop and further promote the University's Dignity and Respect Policy and associated support, to encourage a culture of mutual respect.	Recruit and train further Dignity and Respect Advisers (DRAs) and publicise their service by September 2013 QAC fulfils an element of oversight in that it monitors feedback from students via its overall scrutiny of the Edinburgh Student Experience Survey, which includes a specific question on dignity and respect.	University HR Services (UHRS) Employee Relations team with the Staff Counselling Service (for staff). Senate Quality Assurance Committee (QAC) for students	All three needs in respect of all PCs (students and staff)	**Excellent** DRAs recruited and in place. Quarterly training provided ongoing. (10 staff, 6 Student DRAs) DRAs submit annual reports which allow UHRS to review the adequacy of provision and effectiveness of support given to DRAs.

1.2 Widen accessibility and inclusion for students - and in particular mainstream common adjustments to provide an equitable level of support and better meet the needs of disabled students - through implementation of a new Accessible and and Inclusive Learning Policy in 2013/14. Following evaluation, extend mainstreaming of relevant adjustments for disabled staff and visitors during 2015/16.	Publication of Accessible and Inclusive Learning Policy by end June 2013 Satisfactory audit of mainstreaming of adjustments by end of 2014/15. Reduce number of specific adjustments recommended by the SDS. Increased student satisfaction ratings in the annual Student Disability Service (SDS) student evaluation survey and Edinburgh Student Experience Survey (ESES) survey.	Senate Learning & Teaching Committee with Student Disability Service (implementation). QAC (monitoring of the Accessible and Inclusive Learning Policy via the annual report to the committee of the Student Disability Service)	Eliminate discrimination and Advance equality in respect of Disability, with benefits for other groups (students initially, then staff and the wider community)	**Excellent** Accessible and Inclusive Learning Policy published. http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible_and_Inclusive_Learning_Policy.pdf Student satisfaction, as reported in the annual SDS student satisfaction survey for 2013-14, was 82% either satisfied or very satisfied. The Edinburgh Student Experience Survey (ESES) reported a student satisfaction rate for SDS in 2014, of 69% (up from 55% the previous year).
1.3 Improve the extent to which new curricula are inclusive by design through revision of the course and programme approval documentation and briefing of Boards of Studies.	Implementation of revised course/programme approval documentation by end of 2013/14	Senate Curriculum and Student Progress Committee	All three needs in respect of all PCs (students)	**Excellent** The Degree Programme Specification includes equality and diversity. **Progressing** A Revision of course/programme approval documentation is ongoing work in the Programme & Course Information management Project. Work has been undertaken to ensure the needs of disabled users are taken account of within the course guidance. **Excellent** A revised Board of Studies TOR was approved for implementation in 2014/15 and "Draft University Level Principles for Programme and Course Design, Development, Approval, Changes and Closure" have been agreed for implementation in 2015/16. These are not specifically about the protected characteristic groups.

				http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Principles_for_Programme_Course_Design_Draft.pdf
1.4 Ensure on-going accessibility throughout programme delivery and increase the opportunities for sharing good practice in accessible and inclusive learning through internal programme reviews.	Evidence of consideration of accessibility in internal programme reviews and sharing of good practice, where relevant, at IAD's annual Sharing Good Practice event.	QAC Institute for Academic Development (IAD)	All three needs in respect of all PCs (students).	**Excellent** QAC: Accessibility in programme delivery is part of the standard remit for internal programme review and good practice is disseminated where identified. Not all PCs can be covered, since student data is not collected for all PCs. We will seek way to improve this if possible.
1.5 Challenge discrimination and improve awareness of mental health issues University-wide through progressing the University's See Me action plan.

Mental health Strategy Group to be set up and a Fitness to Study Policy to be produced. | As set out in the See Me action plan progress at at Annex 3, and at: http://www.ed.ac.uk/equality-diversity/news-events/news/see-me

Publish revised Mental Health CoP by September 2015 (revised from 2013) | As set out in the See Me action plan

Work now being headed up by Dep. Uni. Sec'y, and UoE mental health strategy developed with SDS and Student Counselling. | All three needs in respect of Disability (students and staff) | **Good** Mental Health training now revised is being rolled out across UoE. More work required but it is progressing.

Progressing Current CoP is under review and will be taken forward as Good Practice Guidelines: Student Mental Health currently under review. Timescale revised to 2015.

Excellent A selection of Mental Health Awareness Experience Videos I available online at: http://www.ed.ac.uk/schools-departments/student-disability-service/student-support/mental-health-experiences-videos

Excellent A Healthy University Project is underway to actively promote and deliver tangible health and wellbeing benefits for the University community through increasing the engagement of staff and students in health and wellbeing. |

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				A Mental Health Co-ordinator for students has been recruited who has a training and counselling role. **Excellent** A University level Student Mental Health Strategy Group has been set up to look specifically at student mental health with work streams covering staff training, data collection, crisis procedures, and policy and governance reviews, which were areas recommended by EUSA and others, as priorities. **Excellent** A significant increase 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 **Excellent** 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
1.6 Implement adjustments recommended by the Student	Increased student satisfaction ratings in annual SDS student evaluation survey and	Academic staff (e.g. course		**Excellent**

Disability Service on an on-going basis, to facilitate disabled students to achieve their full potential.	ESE survey. Both sets of survey results show increased levels of satisfaction with the Student Disability Service. Monitor attainment levels of disabled students compared to non-disabled students.	organisers, Coordinators of Adjustments), Academic Registry, Library staff. EDMARC		The University now has an Accessible and Inclusive Learning Policy which mainstreams 7 individual adjustments, previously recommended only for disabled students. Work continues to further embed and mainstream support. See http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Accessible_and_Inclusive_Learning_Policy.pdf
1.7 Enhance support for students with Asperger Syndrome by encouraging and supporting social activity and interaction, to enable their greater participation in University life.	Pilot undertaken during 2013-14	Student Disability Service SDS acted in a consultancy basis for EUSA on a separate peer support/befriending project. Update from EUSA.	Advance Equality and Promote Good Relations in respect of Disability (students)	**Excellent** SDS ran a pilot "Transition" event in July 2014 for 8 new students with Asperger Syndrome which received excellent feedback. A EUSA Peer Support Team has been established and It will provide this event annually. After consultation through a student survey volunteer peer mentors were recruited for the Learning Differences Peer Support Project and trained in Oct. 2013, with input from the SDS. The Partnerships ran from 4-11 weeks, and reported as helpful and positive experiences for all involved. The scheme in 2014/15 is progressing with the continuing commitment of mentors & mentees. The Peer Support Team at EUSA will continue to provide this service.
1.8 Implement the new Staff Disability Policy and service to provide improved and more visible services and support to meet the needs of disabled staff and promote an environment that encourages staff to let the University know they are disabled and receive individual support.	Project plan in place by September 2013 with clear milestones and timescales, including establishing baseline usage data and a recording system to monitor service delivery. Staff Disability Policy approved by Court. Cannot publish until project undertaken and support required scoped.	UHRS Employee Relations team and Staff Disability Steering Group	All three needs in respect of Disability (staff)	**Limited Progress** Delayed due to resourcing issues. A bid has been made to the 2015/16 Planning Round for additional resource for dedicated support for disabled staff.(The University already has in place a well-established Student Disability Service) A Disabled Staff Network has been established, see: http://www.ed.ac.uk/equality-

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	Disabled staff currently supported/advised through HR.			diversity/governance-committees/disabled-staff-network The Information Services Disability Advisory Group works to improve the accessibility of IS services. http://www.ed.ac.uk/schools-departments/information-services/help-consultancy/accessibility/information-services/advisory-group
1.9 Continue to improve and extend support for the increasingly international and multicultural University community, involving students and staff in the design of services to ensure that they provide value and impact.	New Relocation Service in place by end 2013/14 and positive feedback from international staff. Achieve relevant milestones from the International Student Support Strategic Plan 2012-16	UHRS Resourcing team International Office with Student Experience Project and other student services.	Advance equality and Promote Good Relations in respect of Race (students and staff)	**Excellent** A new Relocation Policy with improved guidance and support for staff was established and implemented Sept. 2014. http://www.ed.ac.uk/schools-departments/human-resources/jobs/working-with-us/relocation-support **Progressing** Targets still to be met.
1.10 Develop and implement an action plan to advance equality for LGBT students and staff, taking account of the Stonewall Workplace Equality Index and Gay by Degree guide and tailored for UoE.	Action plan developed by December 2013 incorporating governance arrangements and measures and timescales on each action.	UHRS Employee Relations team for staff. EqMC for students, working with the LGBT Staff Network and student LGBT groups	All three needs in respect of Sexual Orientation and Gender Reassignment for (students and staff).	**Limited** The Workplace Equality Index submitted and UoE did go up a 37 places, but more work required. Work underway to refresh/ refocus the LGBT staff network which is soon to be re-launched (Spring/Summer 2015) **Excellent** Gay by Degree - UOE Section included.
1.11 Create a new, University purpose-built childcare facility at King's Buildings and provider pointers to those at other locations with regard to local nursery provision, to help meet the needs of students and staff.	Implementation in summer 2014	Vice-Principal & Director of Corporate Services	Advance equality in respect of Pregnancy/Maternity and Sex, with potential benefits for all groups (students and staff).	**Excellent** Arcadia Nursery opened Aug 14. http://www.arcadianursery.co.uk/home/

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Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress
Equality Outcome2: Improve the mainstreaming of equality through governance and management				
2.1 Revise and implement new E&D governance, management and consultation structures with the effect that there are both improved clarity of responsibility for equality matters at all levels up to and including the University Court, and effective means of consulting stakeholders, including equality groups.	Establishment of the Equality Management Committee (EqMC), with regular meetings during 2013/14.	Vice-Principal E&D	All three needs in respect of all PCs (students, staff and wider community)	**Excellent** EqMC established Nov 2013. ToR agreed. The Committee has now met five times. http://www.ed.ac.uk/schools-departments/equality-diversity/governance-committees/management-committee Membership includes an individual from University Court.
	Revised management and communication structures put in place within Colleges and Support Groups during 2014/15.	EqMC		**Progressing** Revised management and communication structures are under discussion within EqMC.
	Review and recommendations for improving consultation with equality groups, including associated resources, completed by end of 2013/14	EqMC		**Progressing** Recommendations for improving consultation being also being discussed in EqMC.
2.2 Promote the effective use of Equality Impact Assessment (EqIA) to improve the account taken of equality impact in governance, decision-making, policy and	Evidence of EqIA being undertaken at UoE, College and school/service levels in the University, and of resulting improvements in performance of the Public Sector Equality	EqMC	All three needs in respect of all PCs (students, staff and wider community)	**Good** Form revised and simplified. EqIAs published. Good practice examples added to the Equality web.

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress
practice across the University, during the period of these Equality Outcomes.	Duty, during the period from May 2013 to April 2017.			http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment **Progressing** More action on further promoting EqIAs at senior level required.
2.3 Review school/service E&D plans and incorporate into College/Support Group and University strategic/action plans as part of the annual planning cycle, in order to mainstream equality into planning at all levels.	Evidence of E&D plans at school/service and College/Support group levels each year.	Heads of College and Support Group	All three needs in respect of all PCs (students, staff and wider community)	**Progressing** Central E&D Committee (E&DC) discussed how local E&D Committees align centrally, and how in future they will all report into EqMC. The formation of an E&D Committee in the Professional Services Support Groups (SGs) areas is under discussion, as is E&D Coordinator equivalents to those in the Colleges. The VP E&D has attended SGs Directors meetings to promote these ideas.
2.4 Promote the advancement of equality through procurement criteria and conditions on an on-going basis.	Evidence of used of E&D criteria in relevant procurement exercises.	Director of Procurement	All three needs in respect of all PCs (students, staff and wider community)	**Excellent** Procurement tender documents include equality criteria requirements. UoE Procurement Strategy 2012-16 includes sections on Equality and Widening Participation and Sustainability. IS tests all new software procurements for accessibility.

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress
Equality Outcome 3: Improve awareness and understanding of equality in the University				

3.1 Augment quantitative data on PCs for students and staff to enable better monitoring of academic and employment outcomes.	On-going improvement in availability of data on PCs for staff and students. Plans in place to gather data where it is not held by end 2013/14. **Revised timescale circa May 2015**	UHRS for staff; Academic Registry/Student Recruitment & Admissions (SRA) for students	All needs in respect of the PCs of: disability, gender reassignment, race, religion and belief, sexual orientation (students and staff)	**Delayed** Survey on staff data still to be implemented. Now being progressed for circulation circa May 2015.
3.2 Improve availability of data on maternity leave and return, other parental/carers' leave and flexible working for staff (particularly parents/carers and those nearing retirement) to enable the University to better meet their needs.	Ability to report on maternity/parental leave and flexible working through HR systems by end 2014/15.	UHRS and local HR teams	Eliminate discrimination and advance equality in respect of the Age, Pregnancy/Maternity and Sex (staff)	**Progressing** A revised Flexible Working Policy is now published. Flexible retirement already in place. The systems work is progressing to meet the 2015 deadline. Shared Parental Leave will be included.
3.3 Expand regular reporting on equality data in relation to employment, recruitment, development, promotion, Annual Review and occupational segregation, to support the achievement of strategic objectives and other Equality Outcomes.	Publication of Equality & Diversity Monitoring and Research Committee (EDMARC) reports annually and additional reports as required to meet the needs of Court reporting on the Strategic Plan, Remuneration Committee, Athena SWAN and others, as well as fulfilling the Scottish Specific Duties. Annual consideration of reports to identify disparities by PC in relation to student and employment lifecycles, and relevant action.	Governance & Strategic Planning, EDMARC, and UHRS EDMARC	Eliminate discrimination and Advance Equality in respect of all PCs except Marriage/Civil Partnership (staff).	**Good** EDMARC now reports into EqMC, for consultation and endorsement of annual reporting before going forward to University Court for final approval. These reports will also be provided to Heads of Colleges and Schools broken down for their respective areas. **Progressing** Staff Recruitment, Development, and Annual Review data are published as appendices to the EDMARC report but in future will be incorporated into the main report. http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc
3.4 Analyse student survey data to identify disparities in experience by PC and relevant action.	Equality analysis of 2013 student survey undertaken and recommendations for associated action made by December 2013.	QAC	All needs in respect of all PCs (students)	**Good** Surveys are completed anonymously therefore cannot be linked to specific PCs of

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				an individual in the student record. Not all PCs are collected in the student record, but we will seek to improve this.
3.5 Promote academic communication and collaboration between and by UoE researchers in fields associated with equality, diversity and inclusion in order to enhance research quality and knowledge exchange for strategic and wider benefit.	Continued collaboration through the LGBT Staff Network between May 2013 and April 2017. Plans for development of academic collaboration in relation to other equality fields set out by end 2014/15.	LGBT Staff Network EqMC	Advance equality and Promote Good Relations in respect of all PCs (wider community)	**Delayed** LGBT Network lost momentum but is currently being refreshed for re-launch Spring 2015 then consultation can begin.
3.6 Promote and extend staff development to improve awareness and understanding of equality, diversity and inclusion, with a view to enabling staff to advance equality through their work and ensuring an inclusive University culture that values difference.	Substantive increase in take up of relevant staff development opportunities by key groups (e.g. personal tutors, managers) in the period from May 2013 to April 2017.	UHRS, IAD and Heads of College and Support Group	All needs in respect of all PCs (students, staff and wider community)	**Good** eDiversity online module has been updated. Over 2,000 staff have successfully completed it. **Excellent** Unconscious Bias (UB) training online module implemented Sept. 14 and 238 people had successfully passed the training December 2014. **Excellent** Face to face UB training successfully delivered to Snr. Managers and further face to face session for Snr. Managers being delivered March 15. **Excellent** Completion of face-to-face or on line E&D training including UB training is now mandatory for those on appointment and promotion panels.

3.7	Extend staff development provision on mental health awareness and related services.	Increase in staff attendance at mental health awareness seminars in the period from May 2013 to April 2017.	Occupational Health with HR Learning & Development team	All three needs in respect of Disability (students and staff)	**Good** Further Action required. OH Review underway. Pockets of training provided across campuses, but not UoE level.
3.8	Improve religious literacy through a programme of activity in order to encourage mutual respect and reduce potential conflict relating to differing beliefs.	Attendance at events and publication of guidance during the period from May 2013 to April 2017.	Chaplaincy	Promote good relations in relation to Religion and Belief (students, staff and wider community)	**Excellent** The Chaplaincy received University approval to establish a Religion and Belief Advisory Group, which has now met and will continue to do so each semester, with a remit of dealing with matters that may arise in relation to equality legislation in relation to religion and belief. Chaplaincy have distributed an information leaflet highlighting the services they provide to staff and students. Chaplaincy also has in place a network of Honorary Chaplains and Belief Contacts. They regularly run events, including mindfulness mediation sessions, and multi faith celebrations.
3.9	Actively publicise E&D activity – with particular attention to race, disability and LGBT activity - with a view to on-going improvement in awareness of the value of equality and diversity and improving the ability of students and staff in minority and disadvantaged groups to feel comfortable in the University.	Positive feedback from students and staff.	EqMC	Advance equality and Promote Good Relations in respect of all PCs (students, staff and wider community)	**Excellent** VP E&D circulates regular updates on equality activity to Heads of Colleges/Support Groups and Heads of Schools/Support Depts. Equality articles are included in University publications e.g. University Bulletin, Staff News. **Progressing** Refreshed LGBT Network to being launched Spring 15 and web pages being updated. Staff News article to encourage staff to join network (especially new members of staff).

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				Stonewall Scotland providing guidance on getting the best value from LGBT Networks
				Excellent The Sixth International Women's Day Lecture held 6 March 15 and was well attended by staff, students and the public. http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/international-womens-day
				Excellent Inspirational Women's Portrait Exhibition launched. An App on the exhibition with voice over and interviews has been developed. The App will also be populated with archive material and developed ongoing. http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/portrait-exhibition
				Excellent A Disabled Staff Network formed in 2014 and has met three times and a future timetable of meetings is in place. The Network plan to circulate a questionnaire to disabled staff to gather their experiences of working within the University. http://www.ed.ac.uk/schools-departments/equality-diversity/governance-committees/disabled-staff-network]
				Excellent UoE is one of 27 HEs chosen to pilot the new Race Equality Charter Mark. Self-Assessment Team formed and has met six times. Staff and Student Focus Groups held. UoE application submitted 10 April 2015. **See 4.5**

Excellent
A Religion & Belief Task Group formed and is a sounding board for issues that may arise regarding Equality Legislation, or issues otherwise brought to the attention of members of the University, in the area of religion and belief. The Advisory Group equips the University to respond expertly to matters of religion and belief within the University and the wider society, as they may affect Equality and Diversity, and, foster good campus relations and widening participation in areas where religion and belief are factors at play. The Task Group meets each semester.
Excellent
EUSA have four Equality and Liberation groups – LGBT+, Disability and Mental Wellbeing (DMW), Black and Minority Ethnic (BME), and Women. Each group represents a community of students who are marginalised and face discrimination, both in education and in wider society. Their main roles are representation, campaigning, and providing a space for students which is safe and free from discrimination. http://www.eusa.ed.ac.uk/page assets/getinvolved/yourvoice/studentcouncil/resources/Student-Rep-Liberation-Training-Handout.pdf

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress

Equality Outcome 4: Improve equity of pay and career progression for all University staff				
4.1 Embed biennial equal pay audits covering all staff and all PCs (where meaningful data is available), to identify of pay gaps and inform action.	Publication of biennial equal pay audit report and identification of action to address disparities.	UHRS Reward and Systems team and Remuneration Committee	Eliminate discrimination and Advance equality potentially covering age, disability, race, religion & belief, sex, sexual orientation (staff)	**Excellent** Biennial pay audits are published at: http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/equal-pay-reports **Progressing** 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.
4.2 Apply the principles and practices of the Athena SWAN and equivalent Charters in all three Colleges.	Majority of STEMM [3] schools achieve Athena SWAN awards by the end of 2014. Achieve the Institutional Athena SWAN Silver award, during the Strategic Plan 2012-16. Majority of HSS schools submit for the equivalent award for Humanities and Social Sciences within its first year of operation.	Heads of Colleges and Schools	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (students and staff)	**Excellent** All 14 eligible Schools/Depts. now have an Award. All of CHSS 11 Schools are aiming to attain GEM equivalent awards by 2015/16. Two areas in CHSS were successful through the GEM pilot for two bronze awards. **Excellent** UoE submitted for Institutional Silver Award 30 April 2015.
4.3 Progress the University's Athena SWAN Action Plan 2012.	As set out in the University's Athena SWAN Action Plan 2012 (attached as Appendix 2).	As set out in the Athena SWAN Action Plan 2012	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (students and staff)	**Excellent** **See Annex A2.**
4.4 Address the disparity in pay and career progress for women relative to men, through an 'Advancing Gender Equality Programme'	Set out the Advancing Gender Equality Working Group (AGEWG) Programme by end of 2012/13.	UHRS	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and	**Excellent** AGEWG has now been established and has met 6 times to date. This Group oversee,

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[3] Science, Technology, Engineering, Maths and Medicine

covering all staff, to integrate with and supplement already established action.	Increase the proportion of female academic staff at lecturer, senior lecturer, reader and professor levels and reduce the gender pay gap for University staff, during the Strategic Plan 2012-16	Heads of Colleges and Schools	Sex, with action benefiting most groups (staff)	consult and feedback on the Athena SWAN Institutional Silver application. Membership of the Group includes an individual from the University Court.
4.5 Address the disparity in the proportion of black and minority ethnic staff on fixed-term contracts relative to white staff, through further investigation and production of recommendations for action by April 2014.	Report and recommendations made to EqMC by April 2014	UHRS with local HR and management.	Eliminate discrimination and advance equality in respect of Race (staff)	**Excellent** UoE was accepted into pilot for new Race Equality Charter Mark. An action plan will be required as part of the submission to address any issues. Our submission was made 10 April 2015, and the outcome is awaited. [add link to action plan when published] A Self-Assessment Team was formed in Nov. 14 and has met 6 times to date. A staff & student survey was circulated and analysed, with its outcomes forming part of the UoE submission and action plan. Staff and Student Focus Groups have been held with outputs from these added to the actions plan. UoE application being submitted 10 April 2015.

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)	Progress
Equality Outcome 5: Improve equity of access to education in the University				
5.1 Identify and address disparities in application and admission rates between those who share	EqIA of admissions policies and procedures undertaken, and recommendations for	SRA with Colleges/Schools	Eliminate discrimination and advance equality in respect of Age, Disability, Race,	**Excellent** SRA set up a project which resulted in the introduction of over-arching EqIAs of the

protected characteristics and those who do not.	action made to address any disparities identified from available PC data, by August 2014. Plans in place for gathering data for other relevant PCs by April 2014.		Religion & Belief, Sex, Sexual Orientation (students)	student application/admissions policies and processes. http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment/good-practice **Progressing** Actions from EqIAs to be taken forward and gathering of other relevant PCs being discussed.
5.2 Improve the accessibility of the University's estate through continuing to integrate equality consideration into the building and maintenance programme and ensuring timely response to required equality adjustments.	On-going improvement in the proportion of the estate that is accessible for disabled people.	Estates & Buildings	Eliminate discrimination and advance equality in respect of Disability (students, staff and visitors)	**Progressing** E&B have an agreement to make new and refurbished buildings accessible (not always possible in older buildings) Accessible campus maps/meeting rooms are published on the UoE website, and there are currently 47% meeting rooms which are entrance accessible. The Information Services Disability Advisory Group works to improve the accessibility of IS premises.

30 April 2015

The University of Edinburgh

Athena SWAN Action Plan 2012

The University of Edinburgh is committed to equality and our vision and principles are set out in our Equality and Diversity Strategy. As part of that Strategy, the University also has an Equality and Diversity Action plan, which includes a number of actions related to Athena SWAN and the promotion of good employment practice for women working in STEMM. This Athena SWAN Action Plan draws together both existing and new commitments to action to further our Athena SWAN charter commitment.

Professor Lorraine Waterhouse, Vice-Principal Equality and Diversity

	Action/Objective	Actions taken and plans at November 2012	Timeline	Lead Responsibility	Success Measure	Progress made since 2012 Bronze Award
1.	Strategic Plan Target: Achieve the institutional Athena SWAN Silver award.	Established University AS Network to share and promote good practice. 4 Schools have AS or equivalent award at Bronze, Silver or Gold levels. All STEMM Schools in CSE & CMVM are working towards AS awards. The University has achieved most of the objectives set out in its 2009	By 2016	Vice-Principal E&D, Deputy Director of HR and Heads of STEMM Colleges and Schools.	Most STEMM Schools achieve AS Bronze or Silver awards by the end of 2014; University achieves Silver by July 2016.	**Excellent** Significant success has been achieved in gaining Athena SWAN awards. All STEMM Schools and eligible departments have achieved Athena SWAN awards: 1 Gold award 5 Silver awards 8 Bronze awards The University participated in the Gender Equality Mark (GEM) pilot and successfully achieved 2 Bronze Awards.

		AS action plan. AS plans are now being established in relevant parts of the College of Humanities and Social Sciences (CHSS) and other action is set out in this new University-wide Action Plan.				All remaining Schools in CHSS are working towards submissions for AS/GEM awards in 2015.
Self-assessment and evidence base						
2.	Analyse the combined results of staff surveys carried out in STEMM Schools and identify priorities for action	All Schools in CSE are carrying out 'QuickCAT' surveys as part of their AS self-assessment process. The combined results will be used to identify priorities for action at College and/or University level. It has already been identified that improving understanding of the academic promotion processes is a priority.	Analysis by April 2013	University AS Network	Initially, identification of specific priority actions and timescales.	**Excellent** The results of this analysis have been used to review and develop the 2012 action plan, and inform our Silver 2015 action plan. Briefing sessions on academic promotions are now regularly held in the Colleges. PI training that includes equality and diversity training has been piloted in CMVM and will be rolled out across the University (AS 2015 Action 4.4).
3.	Embed biennial equal pay audits for all staff	Annual equal pay audits are carried out for professorial and equivalent staff. Two equal pay audits have been done for staff on grades 1-9, three years apart. From 2013, biennial audits will cover all staff.	First biennial equal pay audit by March 2013	Senior HR Partner – Reward and Management Systems	Publication of biennial equal pay audits.	**Excellent** The first biennial all staff equal pay audit was published in May 2013 and will be repeated in 2015. UoE also publishes a Grade 10 Pay review report annually. A Gender Pay Gap task group has been established to review the causes of the pay gap at Grade UE10 (AS 2015 Action 2.6).

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4.	Develop systems to enable automated reporting on maternity and other parental leave	Most information on maternity, paternity and adoption leave is held by local HR teams, making reporting difficult. A project will be established to develop the HR system to enable central reporting on maternity and other leave.	Project in 2013/14 IS programme	Senior HR Partner – Reward and Management Systems	Establishment of improved reporting facility	**Delayed** Due to conflicting priorities for development of management systems, project start date delayed to July 2015. Implementation expected early 2016.
5.	Introduce regular, systematic monitoring of redundancies (including termination of fixed-term contracts) by gender	The Standing Consultative Committee on Redundancy Avoidance (SCCRA) monitors redundancy and redundancy avoidance figures. While this has periodically included gender analysis, this will be introduced as a standard practice.	By August 2013	HR Employee Relations Partner, SCCRA	Establishment of standard gender analysis reporting to SCCRA	**Excellent** Reported monthly to SCCRA and annually to Court and Central Management Group. Statistics show that that in 2013 6.3%F/4.7%M were made redundant (as a proportion of total academic F/M headcount respectively). 2014 figures showed a marked reduction in redundancies at 3.8%F/3.9%M. The majority of redundancies result from the completion of fixed-term-funded contracts at Grade UE07 (postdoctoral researchers and equivalent).
6.	Improve understanding of reasons for female staff leaving, through exit surveys and turnover	There is currently limited analysis of information about leavers and a low return rate for existing exit questionnaires. A project will be established on this topic.	Produce project plan by August 2013	Deputy Director of HR	Initially, agreement on the project scope, objectives and milestones.	**Fair** All Colleges and Support Groups introduced exit surveys in summer 2014. Initial responses suggest that end of fixed-term-funded contracts is the main reason that staff leave the University. Responses will be reviewed

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	information, to identify priorities for action.					annually and used to inform further actions (AS 2015 Action 2.8).
	Key career transition points					
7.	Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels. [Strategic Plan Target]	This remains a key commitment in the Strategic Plan 2012-16, having been part of the previous Plan. Figures are reported annually to the University Court and discussed by the Central Academic Promotions Committee. Action to achieve this target is embedded elsewhere in this action plan. In addition, action will be taken to ensure that academic staff who have not achieved promotion within a reasonable time (to be determined) are reviewed and receive career development guidance and support.	Annual report By August 2013	Heads of College Deputy Director of HR	An upward trend in the proportion of female academic staff at each level.	**Good** Significant progress has been seen over the last four years, with a progressive increase in the number and proportion of female academic staff at grades 9 and 10 from 32% and 19% respectively in 2010/11 to 35% and 22% in 2013/14. In STEMM subjects there has been a marked increase in the proportion of female academic staff at 10 from 16% in 2010/11 to 20% in 2013/14. Actions have been taken at School-level to address this, reflected in the good progress detailed above. We are improving the effectiveness and value of annual review (AR) for career development by refreshing the guidance for the content and management of AR discussions. The systematic consideration of readiness for promotion for academic staff will form part of annual review discussion, monitored centrally.

| 8. | Introduce, promote and evaluate on-line Recruitment and Selection training, incorporating relevant E&D aspects | An online module was launched in 2012 available to all staff to undertake.

This is evaluated and updated by the UHRS teams to ensure the information is relevant and the module continues to offer a high quality and comprehensive overview of the area. | Part of ongoing L&D programme | Senior HR/OD Partner – Learning and Development | Completion of the course by staff from all parts of UoE by July 2014 and positive evaluation of the course. | **Good**
Understanding Recruitment, Selection and the Law e-learning module is available for all staff. There has been good participation from across all the Colleges and Support Groups. >75% of respondents identify as having a high or good level of ability in the topics covered after completing the e-learning. This training module now forms part of a suite of E&D-related training that will be further promoted as described under Action 19 of this Bronze progress report. |
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| 9. | Carry out equality impact assessment (EqIA) of the recruitment and induction of 100 Chancellor's Fellowships (CFs) during 2012 and put in place arrangements to monitor progress and share good practice and lessons learned. | Around 70 CFs have been recruited across the University and arrangements for induction have been developed. A programme of support and development is being developed, along with management guidance. A survey of those already in post has been carried out. It is intended to monitor this cohort of new academic staff, including from an equality perspective, with a view to learning from their experiences and extending effective practices to the | EqIA by March 2013; other milestones to be confirmed | CFs Steering Group | Actions identified from EqIA by March 2013 | **Good**
We have conducted an annual EqIA of each cohort of Chancellor's Fellows since the scheme began in 2012 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, by using female role models and alternative media for advertisements. We will conduct a gender audit of all future large recruitment campaigns to inform improvements (AS 2015 Action 2.3(iv)). |

		recruitment and induction of all academic staff in future.				

	Career Development					
10.	Develop and implement a University mentoring framework and programme, open to all staff groups, but targeting particular groups including female academic staff.	Pilot completed 2013 and successfully evaluated. We are now onto the 3rd cohort and this is incorporated into business as usual and is part of the ongoing UHRS L&D programme.	Part of ongoing L&D programme	Senior HR/OD Partner – Learning and Development	A cohort of mentoring relationships is established in the pilot areas by December 2012; evaluation results are positive; and the scheme is extended to further areas by the end of 2013.	**Excellent** Initial pilot resulted in 20 matched pairs. 16 mentoring relationships were sustained at 6 months review with feedback from mentors and mentees demonstrating satisfaction and value. By December 2014 there were 67 active matched pairs in the programme from across all areas of the University. Evaluation from mentor and mentee perspective continues to be high with positive outcomes reported for both. The programme has now incorporated the Research Staff mentoring scheme into a single programme 'Mentoring Connections'. We plan continuous growth to this scheme with evaluation ongoing (AS 2015 Action 2.5).
11.	Explore the establishment of an Edinburgh association for women in STEMM	No formal association or network exists. This will be discussed by the University's Athena SWAN network initially, and taken forward from there.	Discussion by AS Network by April 2013	University Athena SWAN network	Initially, confirmation of whether to establish an association.	**Not progressed but kept under review** The University's Athena SWAN network felt that there was no immediate need for a formal Edinburgh association for women in STEMM as other networks and activities are already in place in the Schools and Colleges. However, this will be kept under review.
12.	Review the Research Staff Mentoring Programme	The Research Staff Mentoring Programme will be kept under review, in the light of item 10 above and the support in place for Chancellor's Fellowship holders.	Review and potential develop-	Institute of Academic Development (IAD)	Interest in programme monitored and compared with number of	**Good** The Research Staff Mentoring Programme had 31 successful partnerships in 2013/14. The programme has been incorporated into a single University-wide mentoring programme,

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			ments by April 2014		partnerships established.	'Mentoring Connections', open to all staff (described in Action 10 of this Bronze progress report).
13.	Support women taking on the role of PI	Schools will be encouraged to target the newly established 4-day Research Leader Programme for new and aspiring PIs at female academics.	Throughout 2013 and 2014	IAD with School and College Deans of Research	Gender balance of participants monitored, aiming for greater numbers of females attending compared to total population	**Excellent** This programme has been a great success, with 48% female participation in 2014/15, (up from 39% in the previous year), and greater than the proportion of females in the target population (predominantly Grades 7 and 8). The Research Leader Training programme is complemented by a new one-day *Principal Investigator briefing course* for established PIs, to ensure that all have appropriate training in best practice in people management, finance and governance. This pilot briefing has been so well received that it is currently compulsory in two Schools in CMVM and will be rolled out across the University (AS 2015 Action 4.4).
14.	Involve Research Staff Societies in showcasing successful female careers	Encourage Research Staff Societies to include an event in their programme of activities which focuses on women who have developed successful careers.	Throughout 2012/13 and 2013/14	IAD with Research Staff Societies	The inclusion of one or two of these events in society programmes	**Excellent** IAD provides societies with support for showcasing successful female careers. http://www.ed.ac.uk/schools-departments/institute-academic-development/research-roles/research-only-staff/networks/societies Several societies have held events of this type.
	Raising the profile of women					

| 15. | Inspire women to succeed through the Annual International Women's Day (IWD) lecture series. | Three successful annual lectures held since 2010, featuring internationally successful women: Harriet Lamb, Irene Khan and Philippa Gregory. The 2013 speaker has been booked: President of the Royal Society of Chemistry, Professor Lesley Yellowlees. | Annually on IWD in March. | VP for E&D with steering group | Well-attended annual lecture by internationally successful woman | **Excellent**
Complete and ongoing (AS 2015 Action 4.3). The lectures take place annually on IWD in March to provide inspirational role models to staff, students and the wider public. Two of the three most recent lectures have been high profile female STEMM academics: Professor Lesley Yellowlees (Head of UoE College of Science & Engineering) in 2013, and Professor Anneila Sargent (Chair of NASA's Space Science Advisory Committee) in 2015.
The lectures draw a large audience and are also available to view online and via podcast. The lectures have received over 11,500 views online and the podcast has reached over 2,000.
http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/international-womens-day |
| 16. | Mount an exhibition of portraits of University of Edinburgh women | Currently being planned. Portraits to be commissioned and exhibition mounted. | Exhibition during 2013/14 | VP for E&D with steering group | Exhibition mounted, well publicised and well attended. | **Excellent**
We mounted an 'Inspiring Women – Inspiring Change' portrait exhibition in locations around Edinburgh in March 2014. These portraits form part of a permanent online exhibition of women at Edinburgh past and present.
A new app showcasing the exhibition was launched in March 2015. The app and online exhibition will be expanded and will include a series of short films of women from broader aspects of equality. The films will be streamed |

						on screens in building receptions across the University (AS 2015 Action 4.3).
	Organisation and culture:					
17.	Reduce the gender pay gap for University staff [Strategic Plan Target]	Achievement of this target is dependent on a number of factors, including improvement in the recruitment and career progression of female academic staff, so action is embedded elsewhere in this plan.	Reported annually	Heads of Colleges and Support Groups	A downward trend in in the University's gender pay gap figure.	**Progressing and Ongoing** The is no gender pay gap within grades UE01-UE09 however the pay gap has widened at Grade 10, from 13.7% in 2013 to 15.2% in 2014. The reasons for this are not clear, but likely include newly promoted women, and a cadre of senior external recruits in 2012/13 (in which men were over represented) to support the REF submission. A Gender Pay Gap task group has been established to review the causes of the gap and to advise the Remuneration Committee on action that could be taken to close the gap (AS 2015 Action 2.6).
18.	Revise and implement new E&D governance, management and consultation and committee structures	Participating in ECU 'Mainstreaming through governance and management' programme; drafted remit for Equality Management Board. Aim to arrange first Board meeting by April 2013.	By end 2013	Vice-Principal E&D	Establishment of senior level Board and clear structures for E&D governance, management and consultation in place across the University.	**Excellent** Equality Management Committee established late 2013 and meets 4 times a year. The Committee reports to the Central Management Group and annually to Court.
19.	Promote and monitor take up of E&D training	Online training in E&D and Equality Impact Assessment is available to all staff. In	Set specific milestone	Deputy Director of HR	Initially, specific milestones/targ	**Good** Currently, over 2000 staff members have participated in on line or face to face E&D

| | | addition a number of E&D-related staff development opportunities are available, such as a workshop on 'Developing an understanding of Equality, Diversity and Internationalisation' and a module on the University's Post-Graduate Certificate in Academic Practice. It is intended to build on existing processes to improve the monitoring of uptake, to inform further promotion and targeting of training as required. | s/ targets by April 2013; Review progress by April 2014 | | ets set by April 2013. | training. The VP P&C gives a presentation on E&D at group induction sessions for new staff. Senior managers have undertaken face-to-face training in 'Unconscious Bias' and online training is available to all staff.

Uptake will significantly increase through the following actions in AS 2015 action plan:

- 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 (AS 2015 Action 4.2).
- As of 2014, this training was made mandatory for all staff involved in recruitment and promotions (AS 2015 Action 2.3(i)).
- E&D training (including Unconscious Bias) will be included in the training programme for PGR recruiters/supervisors. (AS 2015 Action 1.1) |

THE UNIVERSITY
of EDINBURGH

see me....

Since the signing of the 'see me' Pledge on the 19th January 2012, when The University of Edinburgh committed to working with 'see me' to challenge stigma and discrimination around mental health issues in the following ways, the following actions have or are being progressed:

- Prominent display of 'see me' posters and postcards is available throughout the University, and also at our Welcome Days for new staff Information Stand and at Student Freshers week.

- Healthy Working Lives achieved Gold Award and a Health Promotion Group has been established. See: http://www.ed.ac.uk/staff-students/staff/health-wellbeing/about/healthy-working-lives

- Mental health awareness raising continues by working in partnership with the Joint Unions, EUSA and other national mental health organisations through the Edinburgh Mental Health Forum and Public Policy Network.

- A Mental Health Strategy Group has been established.

- More Mental Health awareness training is provided through in-house courses. Mental Health support to staff and students through the Staff support services and Student Disability office to enable them to reach their full potential as required by the University Equality Outcomes and Actions. See Section 1.5 and 1.7 of the Equality Outcomes Action Plan at Annex 1.