University of St Andrews
Response to SFC on Gender Action Plan

31 July 2017

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This document is available in 'Alternative Format' upon request.

1. University compliance on equality

The University's commitment to equality, diversity and inclusion is reflected in the Strategic Plan 2015- 25:

"We will continue to acknowledge and promote the benefits that diversity of ethnicity, faith, gender and orientation brings to the University community. We will work to ensure equal opportunity in all that we do, maintain diversity on committees across the University, remove gender pay gaps, work to redress the gender imbalance at professorial level and develop family friendly policies."

The institutional Equality Statement states that the University of St Andrews is fully committed to respect and fair treatment for everyone, eliminating discrimination and actively promoting equality of opportunity and delivering fairness to all.

In April 2017, the University published a set of four Equality Outcomes for the period 2017-21, which have been mapped to the SFC Outcome Agreement Guidance 2017-20:

University Equality Outcome	Mapping to SFC Agreement Guidance 2017-20
1. Making a University that is accessible, and is recognised as encouraging diversity and the appreciation of it in our staff, students and suppliers.	**Priority 1** **Priority 5** **Section 43**
2. Creating a studying, visiting and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.	**Priority 3** **Priority 5**
3. Designing systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.	**Priority 2** **Priority 5**
4. Securing greater diversity in governance, management and leadership.	**Priority 5**

These Outcomes were published within the Equality Mainstreaming Report, supported by a detailed Action Plan covering the period from 30 April 2017 to 2021. The Gender Action Plan should be read in conjunction with this document, and the Equalities Action Plan, which is reproduced at Annex 3.

2. National context

In 2014, the Scottish Government published *Developing the Young Workforce - Scotland's Youth Employment Strategy*, a seven-year programme that aims to better prepare children and young people from the ages of 3–18 for the world of work.

A key component in the strategy is to develop the talents of all young people. It implements the recommendations of the *Commission for Developing the Young Workforce* and builds on the foundations already in place as part of Curriculum for Excellence.

Within the strategy the Scottish Government committed Scottish Funding Council (SFC) to develop a Gender Action Plan (GAP) to address gender imbalances at a subject level within colleges, in partnership with Skills Development Scotland and other partners.

In 2016 SFC published their interim report on this Gender Action Plan (GAP). In it they set out their ambition that by 2030 the proportion of male students **studying at undergraduate level** at university will be at least 47.5% (or to put it another way, the gap between male and female participation will be reduced to 5%) and that **no college or university subject will have a gender imbalance of greater than 75% of one gender**.

In the guidance for Outcome Agreements for Academic Year 2017-18, the SFC set out that all FE and HE institutions are to develop institutional gender action plans. The structure of this plan follows the further guidance, "Developing gender action plans", issued by SFC in April 2017[1].   In the first round of institutional GAPs, SFC expect institutions to have explored their institutional and regional data to understand where their gender imbalances lie and to set out:

- Actions across the five themes of Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success.
- How they are working with partners, both regional (e.g. schools and other FE / HE institutions) and national (e.g. equality specialists).
- Who is responsible for implementing the actions within the GAP.
- How the institution will seek to build capacity across the institution to implement the GAP.
- How progress will be monitored.

SFC have identified the following subjects as the focus for the first round of GAPs:

Universities
Female under-representation
Architecture, Building and Planning
Engineering
Technologies
Computer Sciences
Male under-representation
Social Studies
Nursing
Training teachers
Psychology

For the University of St Andrews, the relevant schools for these subjects are the School of Computer Science and the School of Psychology & Neuroscience.

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[1] http://www.sfc.ac.uk/web/FILES/Access/Developing_gender_action_plans_April_2017.pdf

SFC Gender Action Plan: Five areas of influence and development priorities (taken from the 2016 Higher Education Academy report; Whose Job is it anyway?):
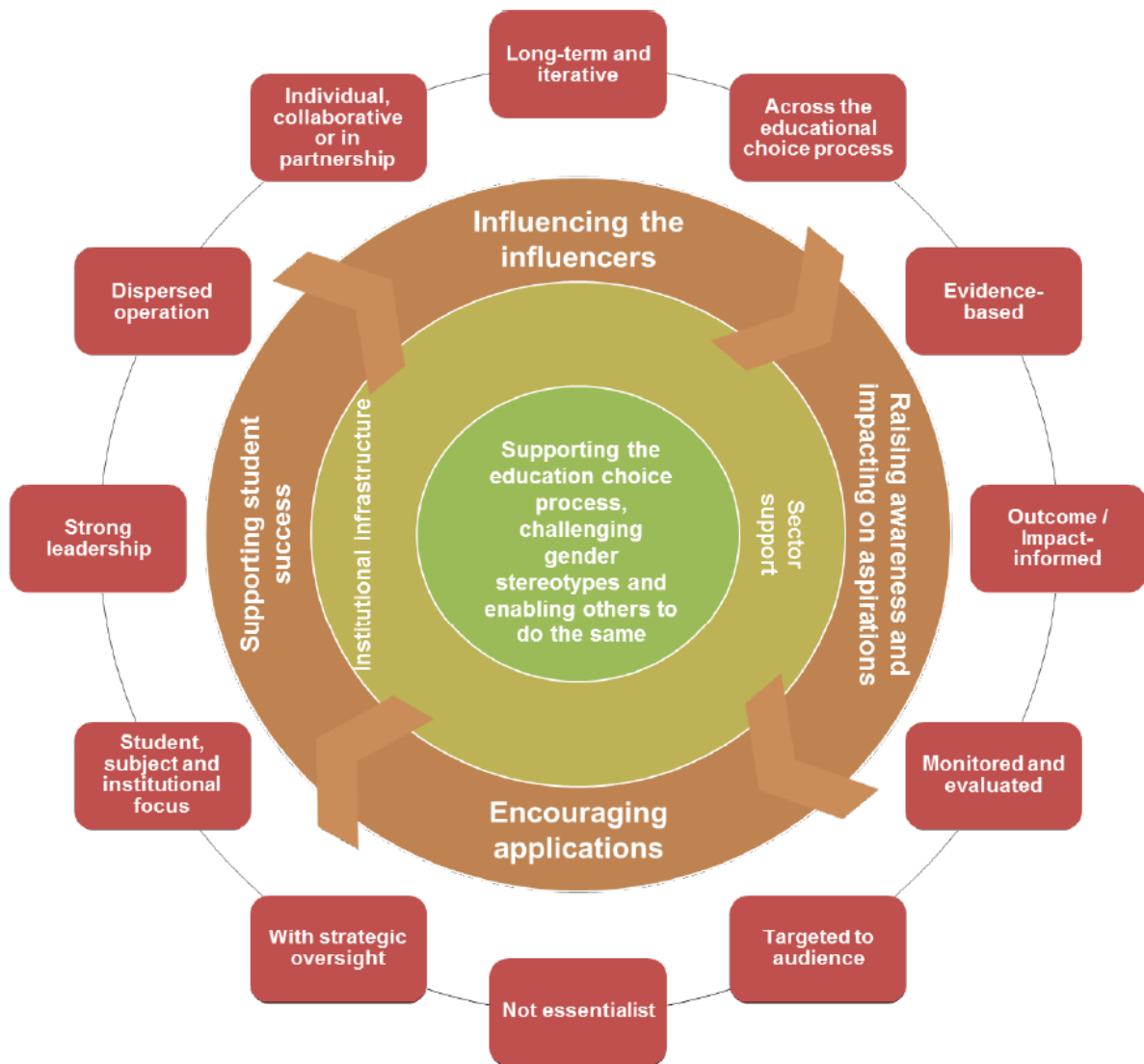
3. Institutional subject imbalances

3.1 Which subjects have an imbalance of male and / or female students of more than 75% one gender?

As stated in the University Outcome Agreement 2017/18, section 9.6 "Gender balance", the gender balance across the student population is currently 58% female, 42% male, with a slight tendency to an increasing male population.

The following table indicates those schools where there is a greater than 75:25 imbalance:

Subject pathway based gender distribution (all students)	2015/16		2016/17	
	Female	Male	Female	Male
School of Art History	91.40%	8.60%	90.00%	10.00%
School of Computer Science	21.00%	79.00%	24.00%	76.00%
School of Psychology & Neuroscience	81.90%	18.10%	79.78%	20.22%

3.2 Are the subjects within the focus of the GAP?

Whilst the University's Equalities Action Plan involves every school, in accordance with the SFC GAP criteria, the GAP focuses in particular on the schools of Computer Science and Psychology & Neuroscience, both of which have a greater than 75% gender profile for undergraduate Scottish domiciled students. The gender imbalance in the School of Art History is being addressed through the Athena SWAN initiative.

Further information and action plans relating to the schools of Psychology and Neuroscience and Computer Science are provided at Annexes 1 and 2 respectively. These actions should be set in the broader context of the University's overall activities on gender equality, as set out in this document.

School of Computer Science -
Registered Scottish domiciled UG students by Gender (% FTE):

Degree Level	2016/17		2015/16		2014/15	
	Female	Male	Female	Male	Female	Male
Undergraduate	18%	82%	16%	84%	11%	89%

Registered Scottish domiciled UG students by Gender (FTE):

Degree Level	2016/17		2015/16		2014/15	
	Female	Male	Female	Male	Female	Male
Undergraduate	19	82	13	65	8	61

School of Psychology & Neuroscience -
Registered Scottish domiciled UG students by Gender (% FTE):

Degree Level	2016/17		2015/16		2014/15	
	Female	Male	Female	Male	Female	Male
Undergraduate	84%	16%	85%	15%	82%	18%

Registered Scottish domiciled UG students by Gender (FTE):

Degree Level	2016/17		2015/16		2014/15	
	Female	Male	Female	Male	Female	Male
Undergraduate	106	21	105	19	97	21

3.3 Is it realistic to focus on all subjects with severe gender imbalances? If not, which are your priorities in the short term?

The University has committed to focus on both subjects of SFC GAP focus, however schools of all disciplines, through their E,D&I/Athena SWAN Committees, will be working to address gender disparities.

3.4 Do you have subjects in which retention and / or completion and success levels differ by gender?

Across the University, retention and completion rates average 99% with no significant difference between gender.

School of Computer Science
Retention Rates for Scottish Domiciled UG Entrants by Gender:

	Male		Female	
Entry Year	**Still in HE**	**No Longer in HE**	**Still in HE**	**No Longer in HE**
2011/12	100%	0%	100%	0%
2012/13	100%	0%	100%	0%
2013/14	100%	0%	100%	0%
2014/15	100%	0%	100%	0%
2015/16	100%	0%	100%	0%

School of Psychology & Neuroscience
Retention Rates for Scottish Domiciled UG Entrants by Gender:

	Male		Female	
Entry Year	**Still in HE**	**No Longer in HE**	**Still in HE**	**No Longer in HE**
2011/12	100%	0%	100%	0%
2012/13	100%	0%	100%	0%
2013/14	100%	0%	100%	0%
2014/15	91%	9%	100%	0%
2015/16	100%	0%	100%	0%

Based on the HESA definitions of continuation rates, both male and female students in the School of Computer Science have had a 100% continuation rate for the past five years, suggesting there are no notable issues.

The School of Psychology & Neuroscience also has high continuation rates for all students: between 2011/12 and 2013/14 and 2015/16 the continuation rate was 100%.

For 2014/15 entrants, the continuation rate was 90.9% for female students, resulting from a single student who left the institution.

School of Computer Science
Number and percentage of awards for Scottish domiciled undergraduates by degree classification.
Percentages are presented as a proportion of that year's gender group:

Year of Award	Classification	Female	Male	% Female	% Male
2011/2	1st	1	5	50%	29%
	2:1	0	11	0%	65%
	2:2	1	1	50%	6%
	3rd	0	0	0%	0%
2012/3	1st	0	5	0%	50%
	2:1	1	4	100%	40%
	2:2	0	1	0%	10%
	3rd	0	0	0%	0%
2013/4	1st	1	1	33%	10%
	2:1	2	7	67%	70%
	2:2	0	2	0%	20%
	3rd	0	0	0%	0%
2014/5	1st	0	4	0%	44%
	2:1	1	5	100%	56%
	2:2	0	0	0%	0%
	3rd	0	0	0%	0%
2015/6	1st	0	4	0%	31%
	2:1	1	5	100%	38%
	2:2	0	3	0%	23%
	3rd	0	1	0%	8%

School of Psychology & Neuroscience
Number and percentage of awards for Scottish domiciled undergraduates by degree classification.
Percentages are presented as a proportion of that year's gender group:

Year of Award	Classification	Female	Male	% Female	% Male
2011/2	1st	0	1	0%	25%
	2:1	8	3	89%	75%
	2:2	1	0	11%	0%
	3rd	0	0	0%	0%
2012/3	1st	4	0	27%	0%
	2:1	10	2	67%	67%
	2:2	1	1	7%	33%
	3rd	0	0	0%	0%
2013/4	1st	4	0	22%	-
	2:1	13	0	72%	-
	2:2	1	0	6%	-
	3rd	0	0	0%	-
2014/5	1st	8	1	40%	25%
	2:1	12	2	60%	50%
	2:2	0	1	0%	25%
	3rd	0	0	0%	0%

2015/6	1st	4	2	25%	100%
	2:1	12	0	75%	0%
	2:2	0	0	0%	0%
	3rd	0	0	0%	0%

The low numbers of Scottish domiciled female graduates in School of Computer Science and Scottish domiciled male graduates in School of Psychology & Neuroscience makes it difficult to assess whether there are any significant difference in the distributions of classifications.

Considering a 5-year cumulative total does not reveal any statistically significant differences between male and female graduates. Overall, a slightly higher proportion of male graduates receive a 1st than female graduates, whilst a higher proportion of female students receive a 2:1 than male graduates.

School of Computer Science
Number and percentage of awards for Scottish domiciled undergraduates by degree classification (Five year total):

Classification	Female	Male	% Female	% Male
1st	2	19	25%	32%
2:1	5	32	63%	54%
2:2	1	7	13%	12%
3rd	0	1	0%	2%

School of Psychology & Neuroscience
Number and percentage of awards for Scottish domiciled undergraduates by degree classification (Five year total):

Classification	Female	Male	% Female	% Male
1st	20	4	26%	31%
2:1	55	7	71%	54%
2:2	3	2	4%	15%
3rd	0	0	0%	0%

4. Addressing imbalances

4.1. Leadership
4.1.1 Who are the key managers responsible for driving change? How will they drive change and what training and support will they need?

The University's Principal, Professor Sally Mapstone, provides highly visible leadership on gender equality, demonstrated at the speech the Principal delivered at the National Conference on Equal Opportunities in Education in January 2017.

The conference was facilitated by the University of St Andrews and was attended by Widening Access and E&D practitioners from Scottish universities, colleges, schools and agencies. Talks and presentations were delivered by the Deputy First Minister, SFC and ECU.

"Education is transformative; it takes you somewhere new, intellectually, culturally, physically, and professionally, and it can go on doing that throughout your life."

The Principal holds regular meetings with the Chair of the institutional Equality Compliance Group, with the Chair of the institutional E,D&I/Athena SWAN Committee, and with the Head of E&D. Gender and other equalities issues form a key part of policy considerations with all members of the executive team (the Principal's Office) actively participating. Training in equalities is widely available and promoted and can be tailored to individual needs[2].

4.1.2 Are the right people and perspectives, including external partners, involved in developing and then implementing the action plan? How will you ensure continuity in GAP delivery?

Externally, the University has engaged with a wide range of organisations[3]. The University particularly appreciated presentations delivered by Rachel Adamson from SFC on the GAP, and by David Bass from ECU on gender equality initiatives at the National Conference on Equal Opportunities in Education hosted at the University.

Building on this, the University will continue working with the Carers Trust and LGBT Youth Scotland as described below in section 6.3.2.

Teachers Together Conference at the University of St Andrews
The University has long recognised the importance of fostering partnerships between secondary schools and higher education institutions to ensure that relevant, accurate and timely guidance is given to all pupils when preparing to study at university.

Our Teachers Together conference encourages these partnerships to ensure that relevant, accurate and timely guidance is given to pupils when preparing for university study. The conference provides an opportunity for staff to hear about subject developments in schools which may influence attainment and achievement levels. The University's commitment and aspirations to work towards a gender ratio of np more than 75/25 will inform aspects of the conference.

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[2] See section 4.4 of the 2017 Equalities Mainstreaming Report at https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/reports/Equality-Mainstreaming-Report-27Apr17-Final.pdf
[3] *Ibid,* section 4.6

4.2 Policy

4.2.1 How will your GAP be embedded within other strategic work / policy? How will it impact on other strategies and vice versa?

The University has committed to advance gender equality institutionally under the institutional strategic Equality Outcomes Scheme April 2017-2021, with progress reported in the following institutional forums:

- Academic Council (annually)
- Equality Compliance Group (3 times per year)
- E,D&I/Athena SWAN Committee (3 times per year)
- Remuneration & HR Committee (annually)
- Trades Union Consultative Committee (bimonthly)

The Teachers Together Conference is an opportunity for discussing the University's commitment to gender equality.

As an internationally-recognised, leading institution, the University both shares and contributes to the Scottish Government's goal of ensuring that the young people of Scotland have access to world-class Higher Education. This has been clearly demonstrated in the interim report released by the Commission on Widening Access.

We seek to find and enable those with potential to enter as undergraduate students from all areas of society, and especially those who have a background of social and economic disadvantage, whether this is related to their place of education, family background or residence.

The University has a research-based contextual admissions process, through which we ensure that no student with the potential to do well is disadvantaged. This admissions process is supported by a range of projects and initiatives aimed at raising aspirations, enabling growth in the relevant potential applicant population and supporting applicants from application through to matriculation.

All Academic Schools have an Equality and Diversity Committee, convened by an Equality Diversity and Inclusion (ED&I) Officer, whose role is recognised in the University's new workload modelling guidelines. In addition, the Students' Association has recently created the position of Director of Wellbeing, which will focus on student welfare and equality issues. Further detail is provided in section 4.3.2 below.

4.2.2 What infrastructure is required to develop and / or implement the GAP? What internal and external networks does this involve?

To ensure the student recruitment and admissions process are free from bias, training infrastructure is vital.

Following endorsement by the Principal's Office in April 2016 of the Online Unconscious Bias Training Module, both the Academic Registrar and the Director of Admissions championed

the training to occur within their units, resulting in 60 staff in the Admissions and Registry units completing the Unconscious Bias Online Training Module (6 May 2016 – 3 Jul 2017).

The module has also been made mandatory for staff employed in our academic schools who are in decision making positions, undertake outreach activities, and involved in student recruitment and admissions.

The module provides awareness of bias not only in the workplace context, but also in the student assessment context. The external software provider's St Andrews template has been commissioned by universities in UK, Ireland and USA as good practice due to the student focus.

All new staff employed in student recruitment and admissions related functions complete the training. Furthermore, existing staff will be required to complete the training every 5 years. Both activities will be monitored as part of equality mainstreaming.

Progress on developing and implementing the GAP will be monitored through the Equalities Action Plan, overseen by the Equalities Compliance Group, with regular reporting also to the Joint Negotiation Committee.

4.3 Action
4.3.1 How will the objectives of your GAP impact on the regular functioning of your institution?
Under the Scottish Specific Duties (2012) public institutions have a duty to mainstream equality.

Activities being undertaken by the University on gender equality through Athena SWAN related activity will have a positive impact on advancing equality for females or males who are underrepresented within UG cohorts, which will obviously inform evidence for the GAP.

4.3.2 What will you do to build capacity throughout your institution to ensure this is an organisation wide responsibility?
Through the University E,D&I Structure, as illustrated below, progress on E,D&I is built into the institutional structure, with responsibility shared across the University:
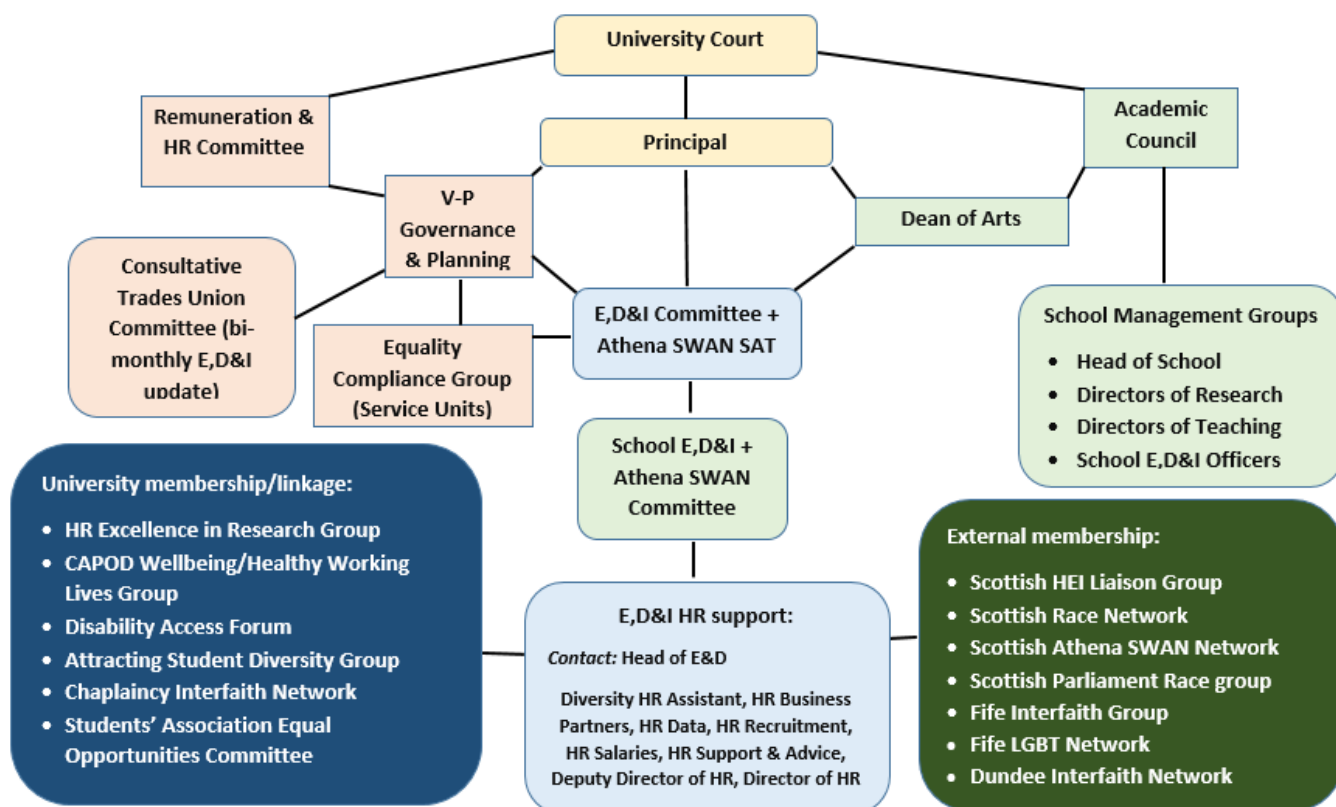
4.3.3 What activities (for each of the five themes: Infrastructure; Influencing the Influencers; Raising awareness and aspiration; Encouraging applications; and Supporting Success) are required to bring about change?

Infrastructure
New Nursery for supporting students
In 2014 one of the four nurseries within the town closed, resulting in disruption to child-care arrangements. The University negotiated financial discounts for staff/students with out-of-town nurseries (located in Dundee and Leven). Clearer information about available childcare provision was created through a dedicated webpage for nurseries and childcare around St Andrews.

Following concerns about capacity, in April 2017 the University opened its own purpose-built nursery, providing 44 places for children aged from birth to 5 years[4]. In order to advance equality of opportunity between people from different user groups (Public Sector Equality Duty), preference for places at the nursery is given to:
- Parents or children with a disability
- Lone parents
- Student parents

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[4] More information can be found on http://www.roseanglehousenursery.co.uk/st-andrews/

Awareness of the opening and instructions on applying were promoted to students through the Students' Association, student newspaper, and social media (University and Diversity/AS Twitter and Facebook).

Speaking at the opening ceremony of the new university nursery, the Principal said:

During my installation address I set the University the challenge of becoming more clearly inclusive. I said that inclusivity is central to how we are, and to how we attract the best and brightest to us, whether students or staff, and to how we keep them here in St Andrews.

For staff and students with young families, relocating to St Andrews often means moving away from existing support networks. That can be a real concern for parents.

As a university, we want parents to be confident about joining us, whether to take up a place as a student or staff member or to further their careers, so we need to ensure that excellent childcare is available. The opening of the University nursery is a hugely important milestone on our journey towards becoming a more open and diverse community.

In order to ensure that the university nursery is meeting the needs of our student carers, an online survey will be conducted after the first 18 months of operation.

Childcare Support during school closures
During the period of the refurbishment of the University's Sport Centre, the Assistant Director of the Sport Centre attended all E,D&I/Athena SWAN meetings gaining input on ideas designed to support parents/carers during school holidays. This engagement resulted in the creation of two bespoke initiatives which are scheduled to run annually in order to provide a form of childcare during school holidays:

- Junior Saints Summer Camps offer a wide variety of camps and sports for children aged 3-12 (pre-school to Primary 7); these camps run 3 Jul-11 Aug 2017 and then annually;
- June Saints Holiday Camps offer multisport camps for children aged either 3-5 or 5-12 from 09.30am to 16.30pm on 5 Jun 2017 when the schools are closed,

Influencing the Influencers

The University has committed to support the implementation of the recommendations of the Commission on Widening Access (COWA). Our Principal chairs the Admissions Policies working group at sector level.

The group will work with the sector to review admissions policies and enable the publication of a clear collective statement of commitment by Scottish universities to use contextual admissions in a way that ensures fair and consistent consideration of applicants' characteristics of disadvantage.

For equality assurance, there will be a further review of the University's online Admissions Policy in consultation with the Students' Association Student Representative Council Member for Gender Equality.

Raising awareness

As explained in section 4.1.2, the University works with teachers to pupils to apply to the University. As stated in section 4.3.4, the University has in place a range of successful outreach initiatives which raise aspirations to study here, by working with external partners.

Equality Outcomes 1.1; 1.2; and 1.12 in Annex 3 are examples of our commitment to undertaking diversity outreach activities to ensure that students arriving at the University feel welcome, whatever their background. The Students' Association has committed to be aligned to the University's Equality Policy (Equality Outcome action 2.1) thus working in tandem on protecting applicants and current students from discrimination and harassment.

Encouraging applications

An Equality Impact Assessment will be undertaken on the range of outreach initiatives that have a positive impact on encouraging applications to underrepresented groups to apply to study at the University. This will include the content and promotion methods undertaken of following publications and materials (institutional and schools under the SFC GAP focus):

- Access St Andrews
- Gateway to Computer Science
- Reach Scotland

Supporting success

Awareness of our commitment to gender equality is a key part of through our progression on Athena SWAN at both institutional and school level. The Deputy Director of Admissions and the team of 8 Education Liaison Officers play a vital role in representing the institution to potential candidates across Scotland.

The officers have access to information on what the University is doing on diversity matters, listed for public viewing on the University Equality webpage, and are able to sign-post how the University celebrates the successes of diversity initiatives through highly visible media channels:

- News webpage: https://www.st-andrews.ac.uk/news/
- Twitter: https://twitter.com/univofstandrews
- Facebook: https://www.facebook.com/uniofsta

4.3.4 What gender specific activities or provision is proportionate to both your evidence and the need?

The following activities are examples of vast range of outreach activities undertaken to attract school pupils and college students to apply to study at the University, led by the Head of Public Engagement:

EXPLORATHON '17
ONE NIGHT • UNLIMITED DISCOVERY
29TH SEPTEMBER 2017

Explorathon is a Scotland-wide celebration of research held on European Researchers' Night highlighting the innovative and important research being undertaken in our Institutes. Get a flavor of last year's activities in the video below.

Daytime activities will be conducted in schools and venues throughout Fife and for this one day and night the entirety of the Byre Theatre will host a **Festival of Research** with researchers from the Arts, Humanities and Sciences invited to participate and engage our communities, and each other, with research conducted at the University of St Andrews.

This year we are delighted to announce that MUSA will also be an integral part of the research festival, staying open late, hosting research tables and bringing back their sold out 'Torchlight Tours'.

There are many ways you can be a part of this festival, from bringing a short performance to the auditorium to setting up an interactive table-top activity at the research fair. You can also participate in established events or assist behind the scenes in running the festival; the perfect opportunity for you to take your first steps in public engagement.

'Quantum Physics is easy!' Explorathon 2016

Short Performances

The Byre has an auditorium (capacity 220) and the Lawrence Levy studio (capacity 80). The restaurant and bar area are also potential venues for events. There are also outside venues at both the Byre and MUSA. There is availability within the programme for shorter (1-2 hour) performances, panels and events in these spaces. Examples of previous events include The Science of Sex Differences, Quantum Digits and Dances, Level Up Human and Bright Club. Please also state if you have an external venue in mind for your event.

Research Fair

Bring your own interactive and engaging activities to the Explorathon Research Fair being held over the 1st, 2nd and 4th floor foyers of the Byre Theatre and in MUSA all evening until late on 29th September.

Established Events

On the evening we will be running a number of events that any researcher can take part in. Some events require very minimal training (10 minutes); some require a training workshop and input in terms of development time. ALL are effective, fun and very engaging.

- **Talk to me, I'm a Researcher!** A treasure hunt with you - the researcher - as the treasure!
- **Bright Club.** Bright Club is a comedy night unlike any other. Researchers, from all fields and backgrounds, take to the stage to perform short stand-up comedy routines about their work. Most performers have never done stand-up before, but all have had their comedy skills honed by professionals. Full training and support to develop your script is provided.
- **The XX Factor.** Do you want to inspire the next generation of researchers and promote diversity in research? **Open to female PhD students in the Arts, Humanities and Sciences**, this flash talk and speed careers event will inspire 11-13 year olds with your research story. Could you walk away with the XX Factor trophy? XX Factor will be live at Auchmuty High School Glenrothes and this year will also be online.
- **Explorers @ Explorathon.** The Explorer Scouts (boys and girls aged 14-18) are taking part in an Explorathon themed camp and will be presenting their own research-inspired show.

Researchers will work with the Explorers to develop and present hands-on activities, both on the run up to the event and on the day itself.

- **Researcher School Visits.** Bring your research to school pupils with a visit to one of our local partner primary or secondary schools. Inspire local children and give them a taster of the world of research. You'll receive full support as you develop and present your activity.

4.4 Monitoring and evaluation

4.4.1 How will you know you are making progress? Do you already collect this data or does it require additional data to be collected or analysed?

Progress in addressing the gender balance issue will be undertaken through regular analysis of UG Scottish domiciled student data. In June 2017 the University created a new full-time Information Analyst post specifically working on E&D data, as part of the Equality Outcomes Action Plan and progression on SFC recognised diversity awards. This post will support schools to examine student data trends by gender plus intersectionality on a quarterly basis. Gender trends across the whole of the institution will also be reported on and presented in a format suitable for different target audiences.

4.4.2 How will you review, modify and update the plan as you monitor what is and what is not working?

The presentation of data trends in reports to the Learning & Teaching Committee; Equality Compliance Group; and the E,D&I/Athena SWAN Committee. Any amendments to the GAP will form part of the review of what has worked and what requires a different approach. The University will also engage with the Scottish Liaison Group (attended by E&D HEI leads, ECU and SFC) to gather examples of good practice that could be adopted within the University. The University will also share elements of the GAP that have worked well with other HEIs.

5. Violence against women, career progression for staff and Board membership

Whilst SFC's current focus is on student gender imbalances, some institutions may wish to consider how their actions to address these imbalances will align with broader work they are involved in to tackle obstacles for career progression for women staff, prevent violence against women and improve Board gender balance. Institutions were asked to outline their ambitions to improve career progression for women staff and Board representation for women within their outcome agreements and they may want to outline specific actions within their action plans.

5.1 Violence against women

In 2013, in consultation with the student body, Student Services, and with the Head of E&D (HR), the Students' Association created a Zero Tolerance Policy to Harassment and Bullying webpage. The policy is in addition to the University's online Harassment & Bullying at Work and Study Policy and Equality, Diversity & Inclusion Policy, which is part of:
- Students' Association Sabbatical Induction
- Student Diversity (HE) online training module (mandatory for student representatives)
- Staff Induction
- Staff Diversity in the Workplace (HE) online training module

MANAGING AND SUPPORTING EMPLOYEES EXPERIENCING DOMESTIC ABUSE

In 2014 the University created a Supporting Staff Suffering Domestic Abuse webpage linking to the Equality & Human Rights Commission publication providing guidance to line managers:

➢ Reassure the employee that the organisation has an understanding of how domestic abuse may affect their work performance and the support that can be offered.
➢ Divert phone calls and email messages and look to change a phone extension if an employee is receiving harassing calls.
➢ Agree with the employee what to tell colleagues and how they should respond if their ex/partner telephones or visits the workplace.
➢ Ensure the employee does not work alone or in an isolated area and check that staff have arrangements for getting safely to and from home.
➢ Keep a record of any incidents of abuse on the workplace, including persistent telephone calls, emails or visits to the workplace.

In April 2013 the University shared this guidance with the Athena SWAN Jiscmail, which was appreciated by university Athena SWAN leads.

Through this webpage the University promotes the provided by our following local organisations for staff and students:
• Fife Council Domestic and Sexual Abuse Partnership
• Fife Women's Aid
• Shakti Fife (ethnic minority women)
• Fife Rape and Sexual Assault Centre

5.2 Career progression for staff
Academic Promotions
Following engagement with academic staff through the Institutional E,D&I/Athena SWAN Committee, a new Academics Promotions procedure was launched in March 2017, providing enhanced acknowledgment of teaching and service roles, which have a larger proportion of female academics.

Open sessions were held with the Deputy Principal and HR to present the new promotions process. Sessions took place in STEMM schools to provide information to potential applicants on how to apply and to offer in-person advice on the application procedure. The University's Academic Promotions webpage has been updated to provide clearer information about the application process and timeline.

Image of the Academic Promotions procedure and the open session (7 Mar 2017) promoted in all staff newsletter 'In the Loop' (17 Feb 2017):

Academic Promotions 2017

The Academic Promotions process for 2017 is now available on the Human Resources website. The closing date for applications is strictly **Friday 31 March 2017** with just one stage now in the process. Applicants are no longer called for interview and Heads of Schools no longer required to appear before panels. Applicants are strongly recommended to discuss any proposed application with their Head of School for advice and guidance and sharing a draft application to senior members of their School before submitting formally. Any queries regarding the process can be sent to **Gillian Ogg** in Human Resources on ext 1999 or email **promotions@st-andrews.ac.uk**.
There will also be an opportunity to ask questions and find out more about the Academic Promotions process during an open session on Tuesday 7 March at 12pm-2pm in Parliament Hall, where members of Principal's Office and HR will hold a Q&A session.

Appraisal and development

The University operates two development review processes for all staff, including those on fixed-term contracts:

- Academic Review and Development scheme (ARDS)
- Review and Development Scheme for Support Staff (RDS)

The launch of the ARDS/RDS processes was accompanied by guidance notes, and training is gradually being phased in. Initially run via bespoke sessions for specific academic Schools, this is now being supplemented with regular scheduled sessions for managers=.

Gender Pay Gap

In April 2017 the University published its Statement on Gender Equal Pay and Occupational Segregation online. This showed that good progress has been made to eliminate the gender gap at all but the most senior levels. Statistically significant pay gaps remain at professorial level in the Faculty of Science, and at senior support staff level. To address this, a revised approach to professorial and senior support staff pay, based on a 3 band system and biennial review, was approved by the University Court in summer 2017.

5.3 Board membership

The University recognises that the effectiveness of governing bodies has been lessened in the past by constituencies that do not reflect or represent the presence of women in society, or indeed within the institutions that they serve.

The University strongly supports the policy statement by the Committee of Scottish Chairs on gender balance, diversity and equality of opportunity on governing bodies, and in particular the aim to achieve a minimum of 40% of each gender among the independent members of

the governing body, as well as to increase the involvement of other underrepresented groups and reduce barriers to their participation.

Currently 3 of the 8 co-opted members of the University's Court are female. Since the beginning of AY 2017/8 the three most senior positions in the University – the Rector, the Senior Governor, and the Principal and Vice-Chancellor – have all been filled by women. The gender breakdown of Court as of 1 July 2017 is shown in the table below:

Composition of Court as at 1 Jul 2017:

Post	Female	Male	Comments
Rector	1		
Independent Co-opted members	3	5	Includes Senior Governor
Nominated lay Assessors		2	Representing Chancellor and Provost of Fife
Elected General Council Assessors		2	Elected by alumni
Elected Staff Assessors	4	1	
Student representatives	1	2	
Principal and Deputy Principal	1	1	
Total	**10**	**13**	

Although ultimately we cannot restrict the choice of electorates or external bodies, efforts are focusing on broadening the diversity of candidates for elected posts. These include incorporating statements specifically encouraging applications from women and other underrepresented groups; and providing both male and female contacts for potential applicants in supporting material. Gender balance is also taken into consideration in the leadership of Court committees – two of the four main Committees reporting to Court are chaired by women.

6. Further issues to consider and additional information
6.1 Leadership
6.1.1 What is the business case / benefits for your institution?
Buy-in to address gender equality is already mainstreamed throughout the structures of the institution as illustrated in our University E,D&I Structure stated in section 4.3.2.

6.2 Policy
6.2.1 What additional gender-specific strategic steps are required?
The Equalities Action Plan sets out a broad range of strategic activities; further actions will be taken forward through the University's Athena SWAN submission. The University will review the progress of the GAP in May 2018 to consider whether further changes are required in institutional policy.

6.2.2 What changes to infrastructure might be required?
As stated in section 4.4.1 of this document, the infrastructure has been increased in resource in June 2017 with the arrival of a full-time Information Analyst (E&D Data).

6.3 Action
6.3.1 How will you involve students in the development and implementation of the GAP?

The Student Association President and Director of Wellbeing were involved in the development of the Equalities Action Pan. The Institutional GAP acts as an evolving living document that will include involvement with the Students' Association Student Representative Council Member for Gender Equality and also the Student President, both for academic year 2017/18. Students will also be involved through the surveys to be undertaken in the School of Computer Science and in the School of Psychology & Neuroscience.

6.3.2 How can your action plan work with, as well as go beyond, Athena Swan or other gender focused initiatives by the institution?

In May 2013 the University gained the LGBT Charter of Rights award as an institution (employer/student policies) and is currently the only university to hold this award amongst 42 private/public employers. The process involved accreditation evidence and being "mystery shopped" on LGBT policies for staff/student/visitor inclusion.

On 17 Aug 2013 the University was awarded the title of 'Most LGBT Friendly Organisation' at a national (Scotland) ceremony. The University is currently undertaking work on the renewal of the charter which involves deeper analysis of LGBT policies.

School of Computer Science -
Registered Scottish domiciled students (all levels) by Gender and ethnicity (% FTE)
Percentages are presented as a proportion of that year's gender group:

	Female			Male		
	BME	White	Not given	BME	White	Not given
2012/3	15%	85%	0%	10%	90%	0%
2013/4	17%	83%	0%	6%	94%	0%
2014/5	5%	86%	10%	4%	96%	0%
2015/6	18%	75%	7%	8%	91%	1%
2016/7	14%	82%	5%	15%	84%	1%

School of Psychology & Neuroscience -
Registered Scottish domiciled students (all levels) by Gender and ethnicity (% FTE)
Percentages are presented as a proportion of that year's gender group:

	Female			Male		
	BME	White	Not given	BME	White	Not given
2012/3	6%	92%	1%	8%	92%	0%
2013/4	5%	94%	1%	0%	100%	0%
2014/5	8%	92%	0%	3%	97%	0%
2015/6	6%	94%	0%	8%	92%	0%
2016/7	6%	94%	0%	11%	89%	0%

Small populations lead to noticeable changes in proportions year-on-year when considering the intersection of gender and ethnicity, but we see that in the majority of years the % BME is above the average for Scotland (4.25% males, 3.74% female – 2011 census).

The University will undertake intersectional data analysis of all Scottish domiciled students into the categories of:

- Female/male students by Gender identity
- Female/male students by Ethnicity
- Female/male students by Disability
- Female/male students by Religion or belief (inc. non-belief)
- Female/male students by Sexual orientation

The University has committed itself to continue in working with the **Carers Trust** as part of the 'Going Higher' initiative, in order to better support students with caring responsibilities. The University will continue its work with **LGBT Youth Scotland**, through student engagement and supporting onsite training delivered to student-facing staff, and also retain its LGBT Charter. Under the **Race Equality Framework** for Scotland, the University will continue to work on attracting students across Scotland of different ethnicities through outreach and promotion.

6.4 Monitoring and evaluation
6.4.1 How will you monitor the impact of your activities?
Monitoring the impact of activities will be undertaken by:
- Equality Compliance Group
- Institutional E,D&I/Athena SWAN Committee
- School of Computer Science E,D&I/Athena SWAN Committee
- School of Psychology & Neuroscience E,D&I/Athena SWAN Committee

The method of monitoring will be undertaken through the analysis of Scottish domiciled student data trends provided by the Planning Unit, and through analysis of UG student E&D surveys undertaken in the School of Computer Science and in the School of Psychology & Neuroscience.

6.4.2 Is what you're planning going to deliver the change in outcomes required by SFC's GAP?
The University's Equality Outcomes Action Plan 2017-21 sets an ambitious set of outcomes for 2021, underpinned by a detailed series of activities that build on the achievements of the 2013-17 Plan. This work is supported by detailed planning for Athena SWAN, and regular monitoring through the structures outlined in this GAP will track progress towards these outcomes.

Annex 1:   School of Psychology & Neuroscience Gender Diversity evidence

Currently the School of Psychology & Neuroscience is developing its Athena SWAN submission for Nov 2017, which will include an Action Plan spanning from 2017 to 2021.

Evidence that the School values equality, diversity and inclusion:
- The School has an Equality & Diversity Officer, who is a member of the School's Management Group.
- The School has an E&D Committee, which meets monthly during semester and contains representatives from academic staff, professional staff, research staff, postgraduates and undergraduates.
- The School holds an Athena SWAN Bronze Award (2014-present) and is working towards Silver.

Evidence that the School engages with male and female school children and college students:
- The School co-ordinates and runs several summer programmes for school-aged children from a wide range of backgrounds to enhance aspirations and provide new experiences (e.g., Sutton School and LiftOff2Success).
- The School runs numerous science events for children as part of both local and national activities, e.g., in collaboration with the Dundee Science Centre and as part of National Science Week, and has developed unique events, such as the one-day Space School, which combines psychology with space science for 10 year olds.
- Both male and female members of staff have contributed Quiz-a-Whiz video series, run by the Royal Society of Edinburgh, which provides the opportunity for children to submit questions to scientists.
- Our staff members give numerous talks in Scottish schools and colleges, e.g., Strathkinness Primary School; Dundee College; Angus College.
- Students from Scottish colleges visit our School; e.g., Hutcheson's School, Glasgow; Fife College, Kirkcaldy.
- Prospective undergraduate students and their parents can organise individual meetings and tours of the School.
- Our programme of school/college visits and science events is co-ordinated and led by a male member of staff, with contributions from both male and female staff, postgraduate students and undergraduate students.

Evidence that our undergraduate Psychology students are exposed to both male and female role models:
- Sub-honours Psychology classes, practicals and tutorials are taught by both male and female staff members, and the postgraduate demonstrators in practical classes are male and female postgraduate students.
- We have both male and female Sub-honours Advisors that help students to plan their honours programme.

- Our Friday Research Seminar programme hosts both male and female speakers.
- The School's Management Group contains both male (N=3) and female members of staff (N=5), and around 40% of staff in the School are male.
- The research achievements of both male and female members of staff are visible within the School, e.g., on the electronic noticeboards, in news items on the School website, and on posters boards.

Annex 2: School of Computer Science Athena SWAN Action Plan (2017-21)
Student diversity actions

	Group Title	Description	Overall Goal and Success Criteria				
Action Group 4	PGR Student Recruitment and Experience *Key Issue(s) 2*	Improve recruitment of female PGR students by improving advertising, outreach, and recruitment processes. Improve the experience of study as a female PGR student in the School, by a range of actions targeting potential	35% female PGR students by 2020.				
Action	**Planned action/objective**	**Rationale**	**Key outputs and milestones**	**Timeframe** **From**	**To**	**Staff Responsib**ility	**Success criteria and outcome**
4.1	Design and implement a systematic data collection program that spans the full PGR application process (pre-application, application and post-application), including funding decisions made by the School.	Current data collection is scarce, making it difficult to identify problems and prioritise effective solutions for these problems.	A. Data Collection System designed. B. System implemented C. Outcome data made available to relevant parties.	A. Sept 2017 B. Mar 2018 C. Sept 2018	A. Feb 2018 B. Aug 2018 C. Jun 2019 + annu-ally	DoPGR / PGR Group, DoInfras-tructure	Data ready for analysis by PGR Group and in SAT annual report.
4.2	Review the language that we use in application materials and advertisements to avoid bias based on the best current evidence that is available.	Research shows that phrasing affects different demographic groups in different ways.	Revised website for application. Revised advertisement and application materials.	Sept 2017	Dec 2017	WEO / PGR Group	All application materials and public facing text reviewed and revised.
4.3	Change the application procedure to facilitate prior contact with an appropriate member of staff. By changing the procedure we wish to equalise the opportunities across all application groups.	Students are currently disadvantaged if they do not contact a potential supervisor prior to application.	Updated application materials online. New procedure in place.	Already in progress.	Sept 2017	DoPGR / PGR Group	Data shows no discrepancy between percentage of men and women applicants having prior contact with staff.

Action	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsibl	Success criteria and outcome
4.4	Organise a PhD Open Day to expose our research to a wider range of prospective candidates.	We have a good track record of attracting undergraduate students with the support of open days.	A. PhD Open Day organised and advertised. B. PhD Open Day held. C. Effectiveness reviewed and event made regular if successful.	A. July 2017 B. Sept 2017 C. May 2018	A. Sept 2017 B. Dec 2017 C. May 2018	DoPGR / PGR Group	Increase in PGR applications that can be tracked back to open-day events.
4.5	Provide a means to allow prospective PGR students to contact appropriate current PGR students.	Current PGR students can provide prospective students with a better understanding of how the postgraduate community operates within the School.	Contact scheme designed and implemented. Gender-mixed group formed consisting of current PGR students willing to participate.	July 2017	Oct 2017	DoPGR / PGR Group	At least 50% of new PGR students had contact with current PGR students.
4.6	Introduce a process for students to express preferences for choice of second supervisor, with assignments taking into account staff commitments.	The second supervisor can be a very important relationship for PGR students. Allowing students to request a specific supervisor should provide a better personal and academic experience.	Revised second supervisor selection process.	Jan 2018	Mar 2018	DoPGR / DoPGR	Satisfaction with second supervisor assignment in PGR student survey.
Action	Planned action/objective	Rationale	Key outputs and milestones	Timeframe		Person responsibl	Success criteria and outcome

4.7	Ensure PGR reviews happen in time by more clearly timetabling them in batches. We will allow students to object to the initially selected PhD review panel without justification.	We have found it difficult to ensure all reviews happen. Allowing the student to request a different reviewer should make them feel more comfortable with the process.	Revised PhD review panel appointment process.	Apr 2017	June 2017 + annu-ally	DoPGR / DoPGR	At least 90% of PGR students reviewed each year. Satisfaction with process and provided feedback from PGR survey.
4.8	Consult with PGR students on a PGR peer-mentorship program. If desired, a scheme will be drafted and implemented.	Often the most useful support for PhD students comes from their peers. Informal mentoring is widespread but may be less available to minority/underrepresented groups.	A consultation with PhD students and academics. A peer-mentorship program implemented if there is desire for it.	Sept 2018	June 2019	DoPGR / DoPGR	Consultation held. An initial design of such a programme and agreement on a plan for rolling it out if response is positive.
4.9	Encourage female UG students to take on research-related summer internships to increase awareness of research careers.	Low numbers of female PGR applicants.	Provide material on School Web pages. Annual email to female students.	Jan 2018	Mar 2018	WEO / WEO	At least 25% of internships in the School are held by females.

The following institutional strategic and operational Equality Outcomes Action Plan became live on 30 April 2017. This plan compliments the initiatives outlined within this report.

Headings Key:

No.	Action number
Target Audience	Staff, Students, Contractors, Visitors
Equality Actions	List of actions to occur in order to result in an equality outcome
How action will be achieved? Involvement and external stakeholders	Sub-actions and involvement within the University and liaison with external organisations
Protected Characteristic	Age = Age Dis = Disability GR = Gender Reassignment M&C = Marriage & Civil Partnership Mat = Pregnancy, Maternity, Paternity Rac = Race (Ethnicity, Nationality) RoB = Religion or Belief Sex = Sex/Gender SO = Sexual Orientation
Public Sector Equality Duty alignment	Alignment to the Public Sector Equality Duty (2011) – General Duty to: 1. Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act 2. Foster good relations between people from different groups - this involves tackling prejudice and promoting understanding between people from different groups 3. Advance equality of opportunity between people from different groups
Timescale	Actions listed from May 2017 to April 2021

Equality Outcome 1: Making the University that is accessible, and is recognised as encouraging diversity and the appreciation of it in our staff, students and suppliers.						
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale ✅
Action theme: Positive Action & Outreach						
1.1	Staff, Students	Undertake outreach initiatives to attract more BME applicants. Currently there are 5.7% BME staff and 8.7% UK BME students at the University.	• Publish adverts in BME media. • Welcoming applications through promoting the University vacancies webpage at large-scale BME cultural or religious events. • Sign-posting in adverts to staff BME contacts. E&D HR, HR Recruitment, Admissions, Academic Schools	Rac, RoB	Foster good relations, Advance equality	Aug 2017-Apr 2021
1.2	Staff, Students	Undertake outreach initiatives to attract more LGBTIQ+ applicants. Currently the LGB & Other population is 2.2% staff and 8.55% students at the University. The Scottish LGB & Other population is 1.6% (2014). Stonewall Scotland estimate that the figure could be 6%.	• Publish adverts in staff vacancies through LGBTIQ+ media (Stonewall Scotland job adverts webpage, Stonewall Gay by Degree, LGBT Youth Scotland). • Sign-posting in adverts to the Staff LGBTIQ+ Role Models and Saints LGBT+ webpage. • Establishing visible presence at LGBTIQ+ events. • Sign post information for applicant students re policies and procedures. E&D HR, HR Recruitment, Admissions, Student Services	GR, SO	Foster good relations, Advance equality	Sep 2017-Apr 2021
1.3	Staff	Investigate posts and process where the implementation of Positive Action could occur to	• Where there is a tie-break situation based on skills, qualifications and experience, the	Rac, Sex	Eliminate discrimination, Advance equality	Dec 2017 - Feb 2018

		recruit applicants whose gender or ethnicity is under-represented.	under-represented protected characteristic is chosen (advice from EHRC). E&D HR, HR Recruitment				
No.	**Target Audience**	**Equality Actions**	**How action will be achieved? Internal involvement and external stakeholders**	**Protected Characteristic**	**Public Sector Equality Duty alignment**	**Timescale**	✅
1.4	Students	Comply with the SFC Gender Action Plan (Scottish domiciled students to have no greater than 75/25 gender proportion).	• Create actions and submit plan to the SFC utilising guidance from ECU and Equate Scotland. E,D&I/Athena SWAN Committee (Chair: Dean of Arts), Admissions, Planning Team	Sex	Advance equality	Jul 2017	
1.5	Staff	Include statement in job adverts particularly welcoming applications from the under-represented sex.	• Statement to be visible in adverts where posts are under-represented. HR Recruitment	Sex	Advance equality	May 2017 - Apr 2021	
1.6	Staff	Implement no single-sex short-lists for targeted vacancies.	• Establish posts for implementation. • Gather good HE sector practice. HR Recruitment	Sex	Advance equality	Jun 2017 - Apr 2021	
Action theme: **Recruitment**							
1.7	Staff	Recruitment of staff through practices and policies that support equality.	• Completion of the 'Online Recruitment Training Module'. All staff involved in short-listing, interview and offering posts.	All	Eliminate discrimination, Advance equality	Jun 2017- Apr 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
1.8	Students	Recruitment of students through practices and policies that support equality.	• Completion of the 'Online Unconscious Bias Training Module' which covers areas of understanding bias in student selection. Admissions, Student Recruitment and Schools involved in student selection. Registry involved in scholarship-related activities.	All	Eliminate discrimination, Advance equality	Jun 2017 - Apr 2021	
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
1.9	Staff	Refresh institutional guidance on recruitment procedures.	• Conduct annual review of the online HR Inclusive Recruitment Guide. E&D HR, HR Recruitment	All	Eliminate discrimination, Advance equality	Oct 2017 - Oct 2021	
1.10	Staff, Students	Adjustments for application and interview are provided to applicants on the grounds of their disability.	• Individuals who have requested a reasonable adjustment are liaised with to ensure adjustment is specific to their needs. • Take into account new BSL Scotland guidance (Nov 2017). • Ensure that all online application processes are fully accessible. E&D HR, HR Recruitment, Admissions, Student Services, Registry (timetabling)	Dis	Eliminate discrimination, Advance equality	May 2017 - Apr 2021	
1.11	Staff	Ensure new staff complete the Online Diversity in the Workplace Training Module.	• Method of completing training as part of staff induction pack for new starts. HR Recruitment	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
1.12	Students	Ensure students arriving at the University feel welcome, whatever their background.	• Continue to coordinate admission and orientation processes through collaboration between core professional services and academic schools. • Review arrangements for matriculation and advising to be as accessible and inclusive as possible. • Provide dedicated private spaces for handing out British Residency Permit cards. Registry, Admissions, Student Services	All	Eliminate discrimination, Foster good relations, Advance equality	Sep 2017 – Apr 2021	
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
Action theme: **Process and monitoring**							
1.13	Staff	Ensure staff can update their diversity data within the first month of commencing employment with the University.	• Promote weblink to HR Self Service Equality Monitoring for staff. • Idenitfiy methods to encourage self-reporting. HR Recruitment	All	Eliminate discrimination, Advance equality	May 2017 - Apr 2021	
1.14	Staff, Students	Ensure up to date staff/student data are available online for signposting external equality agencies, FOI enquiries and utilising in EIAs.	• Bi-annually publish online staff and undergrad/postgrad student data aligned to HESA data requirements online for staff/ student enquiries. E&D HR, Planning Team, Students' Association	All	Foster good relations, Advance equality	May 2017 - Apr 2021	
1.15	Contractors	Ensure that contractors working on University campus adhere to the University Equality Policy.	• University's Procurement Strategy and Action Plan 2016 details requirement to ensure suppliers are treated equally and without discrimination.	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	

| | | | • Equality Statement embedded as Appendix 6 in the University Sustainable & Ethical Procurement Policy.
• Develop clear guidelines and training for staff involved in procurement and contract management.
• SMEs contact the E&D HR for advice on equality policies.

Director of Procurement | | | | |

Equality Outcome 2: Creating a studying, visiting and working environment where students, staff and visitors feel welcome and supported, whatever their background and characteristics.

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
Action theme: **Policies, guidance and provision – content and visibility**							
2.1	Staff	Ensure core meetings are held within inclusive hours of work.	• Implement guidelines for a University Standard. Master and Deputy Principal	All	Advance equality	Aug 2017	
2.2	Staff, Students, Contractors, Visitors	Promote the updated version of the University Equality Statement and Equality, Diversity & Inclusion Policy.	• Training and awareness (Staff Induction, Students' Association Sabbatical Induction, Diversity for Managers, unit specific Diversity, Dignity & Respect & sessions, online training modules on Diversity in the Workplace, Recruitment Student Diversity, Unconscious Bias). • Online publishing and signposting (Equality Policy webpage, New Staff Starter Pack, School Equality & Athena SWAN webpages,	All	Eliminate discrimination, Foster good relations, Advance equality	Jun 2017 - Apr 2021	

			Inclusive Curriculum Toolkit, Inclusive Recruitment Guide). • Underpinning policies (Sustainable & Ethnical Procurement Policy, REF Code of Practice, Staff/ Student specific policies). • Align Students' Association policy with the University's. E&D HR, HR Recruitment, Director of HR, Director of Student Services, Students' Association, CAPOD, RBS, Estates, Research Policy Office, Proctor's Office, Trades Union Consultative Committee, Principal's Office, Remuneration & HR Committee, E,D&I/Athena SWAN Committee (Chair: Dean of Arts)				
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
2.3	Staff, Students	Review Policy and Guidance on Trans Staff and Students as a sub-document under the overarching Equality Policy.	• Ensure policy is reflective of changing legislation and sector practice in line with external agencies through an EIA. E&D HR, Student Services, Students' Association SRC for Equal Opportunities, Trades Union Consultative Committee, E,D&I/Athena SWAN Committee (Chair: Dean of Arts), LGBT Youth Scotland, Stonewall Scotland	GR	Eliminate discrimination, Foster good relations, Advance equality	Sep-Oct 2017	
2.4	Staff, Students	Create Religion or Belief Guidance as a sub-document under the overarching Equality Policy.	• Ensure guidance is reflective of changing legislation and sector practice in line with external agencies through an EIA.	RoB	Eliminate discrimination, Foster good relations, Advance equality	May 2018	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
			E&D HR, Student Services, Chaplaincy, Students' Association SRC for Equal Opportunities, Trades Union Consultative Committee, E,D&I/Athena SWAN Committee (Chair: Dean of Arts), Interfaith Scotland				
2.5	Staff, Students	Create Disability Guidance as a sub-document under the overarching Equality Policy, guiding staff on adjustments.	• Ensure guidance is reflective of changing legislation and sector practice in line with external agencies through an EIA. E&D HR, Trades Union Consultative Committee, E,D&I/Athena SWAN Committee (Chair: Dean of Arts), Student Services, Disabilities Fife, Scottish Government disabilities agencies	Dis	Eliminate discrimination, Foster good relations, Advance equality	Dec 2017	
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
2.6	Staff, Students, Visitors	Ensure that the working, studying and visiting environments are free from bullying or harassment.	• Conduct an EIA to review Harassment & Bullying at Work and Study Policy to be inclusive of updated equalities terminology and good practice with feedback from the University. E&D HR, HR Business Partners, Director of HR, Student Services, Trades Union Consultative Committee	All	Eliminate discrimination, Foster good relations, Advance equality	Aug 2017	
2.7	Staff	Better support staff with caring responsibilities who require to travel to key seminars.	• Investigate increasing the Caring Fund allowance. E&D HR, HR Business Partners, Director of HR	Age, Dis, Mat	Advance equality	Aug 2017	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
2.8	Staff, Students, Visitors	Annually review and raise further awareness of the online Event and Meeting Inclusion Guide.	• Promote the guidance to event and meeting organisers. E&D HR	All	Eliminate discrimination, Foster good relations, Advance equality	Dec 2017 then annually to Dec 2020	
2.9	Staff	Provide female specific support on external/internal leadership programmes due to under-representation at senior levels.	• Investigate specific leadership programmes to be facilitated in-house. E&D HR, CAPOD, E,D&I/Athena SWAN Committee (Chair: Dean of Arts)	Sex	Advance equality	2017-19 TBC	
2.10	Staff	Promote diversity in the CAPOD Cross-Institutional Mentoring Scheme.	• Monitor the disability, gender and racial diversity of mentors and mentees in the CAPOD Cross-Institutional Mentoring Scheme and promote participation from under-represented groups. E&D HR, CAPOD	Dis, Rac, Sex	Advance equality	Oct 2017 then annually to 2021	
No.	**Target Audience**	**Equality Actions**	**How action will be achieved? Internal involvement and external stakeholders**	**Protected Characteristic**	**Public Sector Equality Duty alignment**	**Timescale**	✅
Action theme: **Awareness and Training**							
2.11	Staff, Students, Contractors	Update the suite of online Equality Briefings acting as basic forms of awareness.	• Ensure briefings are reflective of changing legislation and sector practice in line with external agencies. • Monitor uptake of training. • Identify key groups of staff required to undertake certain training and monitor compliance through the annual review development process.	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 – Apr 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
			E&D HR, FRAE Fife, LGBT Youth Scotland, Stonewall Scotland, ECU, EHRC, Scottish Government equalities agencies				
2.12	Staff	Annually review content, quality and compliance of external e-learning equalities provision.	• Update modules on: o Diversity in the Workplace o Recruitment training o Student Diversity o Unconscious Bias training E&D HR, HR Recruitment, CAPOD, Student Services	All	Eliminate discrimination, Foster good relations, Advance equality	Dec 2017 then annually – Dec 2021	
2.13	Staff, Students	Support a second workshop on Embedding E&D into the Curriculum.	• Review training content for external delivery of Embedding E&D into the Curriculum. E&D HR, Directors of Teaching, CAPOD Academic Developer, HEA	All	Eliminate discrimination, Foster good relations, Advance equality	2017/18	
No.	**Target Audience**	**Equality Actions**	**How action will be achieved? Internal involvement and external stakeholders**	**Protected Characteristic**	**Public Sector Equality Duty alignment**	**Timescale**	✅
2.14	Staff, Students	Support a second workshop of LGBT training.	• Review training content for external delivery of the LGBT workshop. E&D HR, Student Services, RBS, LGBT Youth Scotland, Students' Association	GR, SO	Eliminate discrimination, Foster good relations, Advance equality	Jul 2017	
Action theme: **Accessibility of the physical environment**							
2.15	Staff, Students, Visitors	Review new build and existing provision.	• Review documentation in relation to capital project/refurbishment work programmes to ensure recognition of requirements for equality grouping/protected characteristic.	GR, Dis, Mat, RoB	Eliminate discrimination, Advance equality	Dec 2017 then annually	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
			• Ensure that design programme, development project and engagement process with stakeholders/partners for Eden Campus and Town Centre hub developments meet requirements for each equality grouping/protected characteristic. E&D HR, RBS, Trades Union Consultative Committee, Estates, Student Services			to Dec 2020	
2.16	Staff, Students, Visitors	Improve physical accessibility of University Estate.	• Establish E&D Physical Access group to identify physical access concerns, and agree programme of prioritised access development works. • Review facilities that are gender neutral and accessible (including baby changing facilities).	GR, Dis, Mat, RoB	Eliminate discrimination, Advance equality	TBC	
2.17	Staff, Students, Visitors	Maintain and develop the University's Physical Access Guide.	• Conduct annual check with the online Physical Access Guide gaining feedback from staff/students and external agencies. E&D HR, Student Services, Estates, Disabilities Fife, DisabledGo.com	Dis	Eliminate discrimination, Advance equality	Dec 2017 then annually to Dec 2020	
No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
Action theme: Accessibility of learning environment							
2.18	Students	Investigate infrastructural and procedural means to enhance the accessibility of the learning environment	• Phased implementation of technology such as lecture capture. Proctor, Learning & Teaching Committee, TISG	Dis	Eliminate discrimination, Advance equality	Dec 2017	
Action theme: Accredited recognition							

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
2.19	Staff, Students	Accreditation on being a recognised LGBTIQ+ employer, HE provider and inclusive environment.	• Complete submission action plan to retain the LGBT Charter. E&D HR, Student Services, Students' Association, LGBT Youth Scotland	GR, SO	Foster good relations, Advance equality	Ongoing from Nov 2016 - Oct 2017	
2.20	Staff	Accreditation on being a recognised LGBTIQ+ employer.	• Complete submission action plan under the Stonewall Workplace Equality Index. E&D HR, Director of HR, V-P for Governance & Planning, Stonewall Scotland	GR, SO	Foster good relations, Advance equality	Sep 2017 then annually to 2021	
2.21	Staff	Apply to upgrade the Healthy Working Lives accreditation to Gold level.	• Complete submission action plan for Healthy Working Lives Gold led by CAPOD and University Well-being Group. E&D HR, HR Business Partners, Well-being Group, CAPOD, NHS Fife	Age, Dis, Mat	Foster good relations, Advance equality	Dec 2017	
2.22	Staff	Sustaining recognition as a carer inclusive employer.	• Submit document retaining the Carer Positive Employer award. E&D HR, Director of HR, V-P for Governance & Planning, Trades Union Consultative Committee, Carers Scotland	Age, Dis, Mat	Foster good relations, Advance equality	Oct 2017 then annually to 2021	
No.	**Target Audience**	**Equality Actions**	**How action will be achieved? Internal involvement and external stakeholders**	**Protected Characteristic**	**Public Sector Equality Duty alignment**	**Timescale**	✅
2.23	Staff, Students	Sustain recognition for advancing women (and men with caring responsibilities) in academia.	• Undertake tasks to gain the ECU Athena SWAN (and Institute of Physics Juno) Institutional and Departmental level accreditation for the Arts, Humanities, Social Sciences, Business and Law (AHSSBL) schools	GR, Mat, Sex	Eliminate discrimination, Foster good relations, Advance equality	On-going from 2011 - Apr 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
			and the Science, Technology, Engineering, Mathematics and Medicine (STEMM) schools. E,D&I/Athena SWAN Committee (Chair: Dean of Arts), E&D HR, Director of HR, Principal's Office, V-P for Governance & Planning, Trades Union Consultative Committee, CAPOD, Planning Team, ECU, IoP				
2.24	Students	Sustain recognition for supporting student carers.	• Submitting evidence as part of the Carers Trust Going Higher for Student Carers initiative. E&D HR, Admissions, Student Services, Students' Association	Age, Dis, Mat	Foster good relations, Advance equality	2017/18 TBA	
2.25	Staff, Students	Adhere to the Scottish Race Equality Framework by supporting academic and professional/support services staff and students of different racial backgrounds.	• Work on the ECU Race Equality Charter initiatives (staff/ student, data trend analysis, curriculum delivery/design, staff/student, focus groups and surveys, action planning). E&D HR, HR Recruitment, Chaplaincy, Student Services, Admissions, Planning Team, CAPOD, Proctor's Office, Trades Union Consultative Committee, E,D&I/Athena SWAN Committee (Chair: Dean of Arts), ECU	Rac, RoB	Eliminate discrimination, Foster good relations, Advance equality	Jan 2018 - Jul 2019	

Equality Outcome 3: Designing of systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristic.

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅

Action theme: **Tackle residual equal pay issues**							
3.1	Staff	Create and maintain visible presence and signposting of diverse contacts/role models webpage utilising external practice.	• Create staff contacts for disability and ethnic minorities. • Maintain LGBTIQ+ Staff Role Models webpage. E&D HR, Trades Union Consultative Committee, E,D&I/Athena SWAN Committee (Chair: Dean of Arts), National Association of Disabled Staff Networks, Stonewall, ECU Race Charter	Dis, GR, Rac, SO	Advance equality, Foster good relations	Feb-May 2018	
3.2	Staff	Publish Gender Pay Gap Information report.	• Conduct Gender Equal Pay audit. • Create report on gaps between female and male staff. E&D HR, HR Data, Director of HR, V-P for Governance & Planning	Sex	Eliminate discrimination, Advance equality	Apr 2019, 2021	
3.3	Staff	Publish Disability, Gender and Race Equal Pay Statement.	• Create staff data tables by occupational segregation. • Create statements on segregation and commitment to equal pay. E&D HR, HR Data, Director of HR, V-P for Governance & Planning	Dis, Rac, Sex	Eliminate discrimination, Advance equality	Apr 2019, 2021	
3.4	Staff	Analyse Disability and Race pay gap trends.	• Conduct audits and report on findings to the Principal's Office. • Investigate grades where there are unequal pay gaps.	Dis, Rac	Eliminate discrimination, Advance equality	Jan-Feb 2018 then annually to Apr 2021	

			E&D HR, HR Data, Director of HR, V-P for Governance & Planning				
3.5	Staff	Investigate methods on closing any pay gap.	• Gather good practice from external guidance and the HE sector on proven methods closing any pay gap. E&D HR, Director of HR, Close the Gap, ECU, EHRC, Equate Scotland	Dis, Rac, Sex	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	
3.6	Staff	Ensure adherence to the Starting Salary Policy.	• Monitor observance of the policy. HR Recruitment, Director of HR, School/Unit managers	All	Eliminate discrimination, Advance equality	May 2017 - Apr 2021	
3.7	Staff	Ensure managers involved in decisions about pay and benefits complete diversity training.	• Conduct check of training completions and contact non-completions to pass the Diversity training module. E&D HR, Director of HR	All	Eliminate discrimination, Advance equality	Jun 2017 - Mar 2021	
3.8	Staff	Continue to pay at least the living wage.	• University pay structures continues to be aligned to the living wage levels. Director of HR, V-P for Governance & Planning	All	Advance equality	May 2017 - Apr 2021	
3.9	Staff	Tackle gender pay gap at professorial and senior professional staff level.	• Introduce revised structure for reviewing professorial and senior professional staff pay • Ensure data are reflective in equal pay audits.	Sex	Eliminate discrimination, Advance equality	Jul - Dec 2017	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
			E&D HR, Director of HR, V-P for Goverance & Planning				
3.10	Staff	Introduce Teaching Career Paths.	• Provide clear promotion and progression structure to Professor-equivalent for teaching-focused staff. Master, Proctor, Deans	Sex	Advance equality	July 2017, then annually to July 2020	

Action theme: Promotion procedures to encourage underrepresented groups

| 3.11 | Staff | Raise awareness to Academic Promotions Committee and the Workforce Planning Group of staff diversity success rates. | • Provide annual report at the end of promotions or grading review cycle by disability, gender and race staff profile to the Academic Promotions Committee (academic/research/teaching staff), Workforce Planning Group (professional/support staff).

E&D HR, Director of HR, Senior Role Analyst, Academic Promotions Committee, Workforce Planning Group | Dis, Rac, Sex | Advance equality | Jun 2017 then annually to Jun 2020 | |

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
3.12	Staff	Facilitate engagement with staff to better understand the Academic Promotions process.	• Conduct annual Academic Promotions awareness sessions with Q&A for staff. Director of HR, Master	All	Advance equality	Mar 2018 then annually to Mar 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
3.13	Staff	Ensure promotions procedures encourage applications from underrepresented groups	• Monitor effect of 2017 promotions process. • Provide support, guidance and mentoring for staff from underrepresented groups considering applying for promotion. • Schools to form gender-balanced groups to consider which staff to support for promotion. • Greater diversity on promotion panels – gender balanced wherever possible. • Head of E&D to support HoS in developing action plans to address imbalances in promotion applications. Director HR, Master, Head of E&D, HoSs	All	Advance Equality	TBC	
Action theme: **Research Excellence Framework (REF) 2021**							
3.14	Staff	Ensure that staff are selected fairly for the REF 2021 through the Code of Practice for REF2021.	• Conduct an EIA to review the REF 2021 Code of Practice. • Provide non-identifiable staff diversity data for REF reports. • Ensure that staff involved in REF selection have completed diversity training and bespoke REF training sessions (building upon ECU materials). • Retain the HR Excellence in Research award. E&D HR, Director of HR, V-P for Research, Research Policy Office, CAPOD	All	Eliminate discrimination, Foster good relations, Advance equality	2017/18-2020	
No.	**Target Audience**	**Equality Actions**	**How action will be achieved? Internal involvement and external stakeholders**	**Protected Characteristic**	**Public Sector Equality Duty alignment**	**Timescale**	✅

Action theme: Monitoring student performance/outcome by protected characteristic							
3.15	Students	Diversity attainment data monitored at the Academic Monitoring Group.	• Attainment data created monitored by protected characteristic then presented annually at the Academic Monitoring Group. Proctor's Office, Planning Team	All	Advance equality	Oct 2017 then annually to Oct 2020	
3.16	Students	Gender performance to be analysed and addressed by each School as part of the Athena SWAN initiative.	• Degree classifications by gender monitored and investigated at school level. Planning Team, School E,D&I/Athena SWAN Committee	Sex	Advance equality	May 2017 - Apr 2021	
3.17	Students	Undertake annual check for issues and sharing of good practice of support provided to disabled students.	• Take into account findings from relevant student surveys and liaison with school based Disability Coordinators. E&D HR, Student Services Disability Team	Dis	Eliminate discrimination, Advance equality	Jan 2018	
3.18	Staff	Monitor student outcomes by available protected characteristic.	• Careers Service to monitor student outcomes by available protected characteristic. Director of Careers Service	Dis, Rac, Sex	Advance equality	Sep 2017 then annually to Sep 2018?	
3.19	Students	Continue to ensure equalities is taken account of in the curriculum.	• Ensure addressing equalities continues to be stated within the New Programme and Module Proposal Form. E&D HR, Proctor's Office	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
Action theme: **Working out the data we need to collect**							
3.20	Staff	Support the promotion of the main University Staff Survey.	• Target above 52.5% staff completion (survey participation rate in 2015). CAPOD	All	Eliminate discrimination, Foster good relations, Advance equality	Mar-Apr 2017, Mar-Apr 2019	
3.21	Staff	Ensure questions and demographic sections forming the University Staff Survey.	• Ensure University Staff Survey content is inclusive of equalities legal and good practice. E&D HR, CAPOD	All	Eliminate discrimination, Foster good relations, Advance equality	Mar-Apr 2017, Mar-Apr 2019	
3.22	Staff	Benchmark Staff Survey satisfaction results to inform priorities for equality action/policy development.	• Compare 2017 results with 2015. • Compare 2019 results with 2017. E&D HR, Equality Compliance Group, Planning Team, CAPOD	All	Eliminate discrimination, Foster good relations, Advance equality	Nov 2017, Nov 2019	
3.23	Staff	Establish a Gender, Diversity & Inclusion Research Fund with applications being welcome from: o Academic member of staff, whether research and education oriented, or purely education focussed. o Appropriate professional services staff welcome as collaborators, provided there is an academic principal investigator. o Projects can encompass (preparatory) work for REF	• Submission deadlines: 15th April for decisions by 15th May 15th August for decisions by 15th September. E,D&I/Athena SWAN Committee (Chair: Dean of Arts),, V-P for Research, Athena SWAN Organisation and Culture Committee	Sex	Advance equality	May 2017, Aug - Sep 2017	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
			oriented academic research or research on pedagogy.				

Equality Outcome 4: Securing greater diversity in governance, management and leadership.

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
Action theme: **Management diversity profile**							
4.1	Staff, Students	Report on benchmarking on the diversity profile against comparable Scottish and UK-wide institutions with similar protected characteristic populations.	• Benchmark against the Russell Group universities and Scottish HEIs. E&D HR, V-P for Governance & Planning, Remuneration & HR Committee, Planning Team	All	Advance equality	May 2017, Dec 2017 - Dec 2020	
4.2	Staff	Improve gender representation in senior and academic management structures.	• Aim to achieve better gender representation in balance in Heads of Schools, Service Unit Directors, Principal's Office and the professoriate. Principal's Office • Succession planning to identify and nurture future potential. • Develop mentoring programme for senior women. Principal's Office, Director HR, CAPOD	Sex	Advance equality	Ongoing	
No.	**Target Audience**	**Equality Actions**	**How action will be achieved? Internal involvement and external stakeholders**	**Protected Characteristic**	**Public Sector Equality Duty alignment**	**Timescale**	✅
Action theme: **Commitment to CSC 40:40:20 target and increasing diversity on Court**							

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	
4.3	Staff	Commitment to the CSC target of 40:40:20 gender balance amongst appointed non-executive members. Implement positive action to improve the diversity of the candidate pool for governing body posts.	• Introduce a Diversity Code of Conduct for search firms to adopt when supporting recruitment efforts at all levels. • Continue to advertise posts on Scottish Government Public Appointments websites. • Advertise on external diversity websites. • Continue to ensure staff involved in selection have completed training relating to reduce bias in recruitment. • Continue to ensure adherence to the Equality Policy. E&D HR, V-P for Governance & Planning, Governance & Nominations Committee	All	Advance equality	Oct 2017 - Feb 2021	
4.4	Staff	Improve gender diversity in candidates for elected Court positions.	• Encourage applications for elected Court positions from under-represented groups, in particular women. V-P for Governance & Planning	Sex	Advance equality	May 2017 - Apr 2021	
Action theme: Governance training							
4.5	Staff	Check that governing body members are aware of the responsibilities under the Equality Act (2010).	• Annually check that governing body members have completed diversity training. E&D HR, V-P for Governance & Planning, Court Office	All	Eliminate discrimination, Foster good relations, Advance equality	Dec 2017 then annually to Dec 2020	
No.	**Target Audience**	**Equality Actions**	**How action will be achieved? Internal involvement and external stakeholders**	**Protected Characteristic**	**Public Sector Equality Duty alignment**	**Timescale**	✅

4.6	Staff, Students	Student's Association President and Sabbatical Team are aware of the responsibilities under the Equality Act (2010).	• Ensure Sabbatical Team complete the Online Student Divesity Training. • Ensure the Sabbatical Team attend bespoke Diversity, Dignity & Respect training session mainstreamed as part of Sabbatical Induction. E&D HR, Student's Association	All	Eliminate discrimination, Foster good relations, Advance equality	Jul 2017 then annually to Jul 2020	
Action theme: **Undertake Equality Impact Assessments (EIAs)**							
4.7	Staff, Students	Annually review the online EIA Toolkit	• Ensure EIA methodology and process is in line with Scottish Government policies. E&D HR, Director of HR	All	Eliminate discrimination, Foster good relations, Advance equality	Dec 2017 then annually to Dec 2018	
4.8	Staff, Students	EIA's to underpin policy development.	• Mainstream the conducting of EIAs into the main service units on new policies, procedures and practices (including major service provision) and on major staff/student policies. E&D HR, V-P for Governance & Planning	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	
4.9	Staff, Students	Gather feedback on EIAs.	• Continue to engage with the staff and student population through the EIA Online Feedback Form. • Continue to work in partnership with equality agencies and groups to gain feedback on EIAs. E&D HR	All	Eliminate discrimination, Foster good relations, Advance equality	May 2017 - Apr 2021	

No.	Target Audience	Equality Actions	How action will be achieved? Internal involvement and external stakeholders	Protected Characteristic	Public Sector Equality Duty alignment	Timescale	✅
Action theme: Tracking Equality Outcomes progress							
4.10	Staff	Engage Trades Unions in tracking the progression of Equality Outcomes.	• Progress of the Single Equality Outcomes Scheme Action Plan tracked as an agenda item at bi-monthly Trade Unions Joint Negotiating Committee meetings. E&D HR, Director of HR, Chief Legal Officer, V-P for Governance & Planning, UCU, UNITE, UNISON	All	Eliminate discrimination, Foster good relations, Advance equality	Jun 2017 then bi-monthly to Apr 2021	
4.11	Staff, Students	Ensure progression of the Equality Outcomes.	• Progress of the Single Equality Outcomes Scheme Action Plan tracked by the Equality Compliance Group. E&D HR, V-P for Governance & Planning	All	Eliminate discrimination, Foster good relations, Advance equality	Sep 2017 and Feb 2018 then repeated annually	