



MAINSTREAMING REPORT

with associated reviewed

Equality Outcomes and Employment Information

INTERIM REVIEW APRIL 2019

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

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the development of specific initiatives, and to which it presents policies and procedures for approval. In so doing, it has a function that reflects the general duties.

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

The Equality and Diversity Committee has a remit to eliminate discrimination, advance equal opportunities and foster good relations by tackling prejudice and promoting understanding, thereby ensuring the University avoids the potential for discrimination on grounds of the protected equality strands.

It also aims to support delivery of key elements of the University's Equality and Diversity Strategy, including the promotion of examples of good practice from both internal and external sources. It also seeks to develop and maintain effective networking and liaison in equality and diversity issues. This applies internally within the University and externally, with a particular focus on working relationships with professional equality experts and equality bodies such as the Equality and Human Rights Commission and Advance HE (formerly the E 92 2 r1 m B6).

strong sense of ethical and social responsibility who can contribute to and influence the wider community.

Through supportive leadership, staff will be encouraged to think creatively and take considered risks. We will attract and retain good staff by valuing them through transparent promotion opportunities, appropriate staff development, inclusivity and equality, and through instilling in our staff a strong sense of social responsibility. The policy and practice of the University is that

In support of the above, we will continue to develop a range of co-ordinated performance
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Staff and students at the University are expected to treat others with respect at all times and to challenge discriminatory behaviour, attitudes or practices whenever they occur.

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

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

The Equality and Diversity Committee will ensure that the Equality policy and its aims are enacted throughout the University by the scrutiny of emerging policy and procedure under the Equality Impact Assessment regime and through reporting on mainstreaming and the equality outcomes. Student recruitment, retention and progression statistics will

Comparative data 2014/15 to 2018/19

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

| GENDER | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|--------|---------|---------|---------|---------|---------|
| | | | | | |

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

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

| Outcome | Evidence Base | Possible activities/Outputs | PC(s) and general duty | Responsibility |
|---|--|--|--|----------------|
| <p>Equality Outcome 1</p> <p>Ensure that the workforce of the University represents the community it serves</p> <p>We will adopt a broad approach to include non-executive directors on our Governing Body, and those with whom we engage in partnership in the delivery of the student learning experience.</p> | <p>Internal HR management information; HESA Staff return; Capita Staff Survey Output; Outcome Agreement Evaluation; Annual Report and Accounts; Court Annual Review; Externally facilitated Court Review (due 2019).</p> | <p>Promote equality and diversity in recruitment and reward of staff and in consideration of job descriptions.</p> <p>Ensure all committees and decision making bodies of the University are representative of its community.</p> <p>Maintenance of agreed %age Gender Balance on the University Court and its standing committees, and achievement of gender balance on key decision making bodies of the University, including staff recruitment and reward and recognition panels.</p> <p>Development and Publication of a Gender Action plan in line with SFC guidance.</p> <p>Further improvement in the collection of staff data by protected characteristics.</p> <p>An improvement in the percentage of those staff who declare a protected characteristic in the next Staff Survey.</p> <p>We will continue to work with the Equality Challenge Unit on the development of effective policies and interventions to achieve this outcome.</p> <p>We will complete our audit of all formal University policy statements/regulations, with a view to producing a definitive register which sets out: policy owner, date of approval/last review and date of EIA.</p> | <p>Age, Disability, Gender identity, Race, Gender, Sexual orientation, Pregnancy and maternity, Faith and belief.</p> <p>Eliminate unlawful discrimination, foster good relations and advance equality of opportunity.</p> | |

institutional Athena Swan Action Plan.
Raise awareness of issues relating to occupational segregation and gender pay gaps.
Promote E-learning Unconscious Bias training to all managers and recruitment and selection panellists.
Actively seek opportunities for increasing staff diversity through recruitment and selection, for example, by highlighting flexible working at the point of recruitment, reviewing job titles and advert wording to address potential occupational stereotyping.

We will continue to work with the Equality Challenge Unit on the development of effective policies and interventions to achieve this outcome. We will complete our audit of all formal University policy statements/regulations, with a

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|---|-------------|--|--|--|
| | 2018. | <p>satisfaction rates of students with a Specific Learning Difficulty, compared to other students declaring a disability.</p> <p>In implementing the Student Mental Health and Wellbeing Policy, and as per the Equality Act 2010, recognise mental ill health as a disability and provide adequate support to students with declared mental ill health.</p> | | |
| <p>Equality Outcome 6</p> <p>Equality and diversity is embedded fully in the curriculum and in research.</p> | Athena SWAN | | | |

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provided

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

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

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

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

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

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

In terms of our student population, we continue to focus on ensuring that potential students from under-

Encourage participation . we will minimise barriers to applicants and encourage student persistence, progression and retention through our targeted pre-entry and transition support services.

In 2017-

We guarantee to make an offer of admission, or an offer of an interview or audition, to any care leaver who has the potential to meet our entry requirements for their chosen programme of study. Offers for care experienced students are made at the level of minimum

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Full information is publicised through our website and in leaflets:
<https://www.qmu.ac.uk/study-here/student-services/support-for-care-leavers/>

We are committed to ensuring that students with caring responsibilities are given the support they need to reach their potential. We recognise that students with caring responsibilities may be disadvantaged in terms of being able to devote the necessary time to study for qualifications for degree level study entry and whilst at University. Student carers are provided with support and advice that recognises that they may have limited opportunities for paid part-time employment whilst studying, as well as more limited opportunities for social engagement and integration with other students. We are engaging with the outputs from the Ú& [ccá•@ÁÔ [ç^!} { ^}cq•ÁÔæ!^!•ÁÚc!æc^*á&ÁÚ [!á&^ÁÚæc^ { ^}cÁçÔÚÚÚDA , @á&@Áá•Áá}c^}á^áÁc [Á•^cÁ [~cÁc@^ÁÚ& [ccá•@ÁÔ [ç^!} { ^}cq•Á [ç^!æ|Áæ { àáçá [}•Á- [!Á&æ!^!•Áæ}áÁ&æ!^!Á•~]]ort.

We continue to work with the Carers Trust Scotland to ensure that we are adopting very best practice in this area. Our OCE team has recently devised a 12-month action plan with Carers Trust, aimed at achieving its Going Higher for Student Carers Rec

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

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

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

<https://www.qmu.ac.uk/study-here/continuing-professional-development-cpd-courses/cpd-courses->

The key features of our model are:

- “ Mental Health and Wellbeing Policy: we developed a comprehensive Policy in 2016 that focuses on the key principles of promotion, prevention and support.
- “ Investment in Wellbeing and Mental Health Mentoring through our Wellbeing Service. Our resident life team (ResLife) has been expanded to offer support to students living in

We have established a Working Group to progress our approach to the prevention and

Our research helps provide evidence of impact from initiatives. We consider retention of all students including postgraduate taught

Figure 1: Total number of Disabled Students

- “ sufficient evidence of curriculum innovation and development to enhance equality and diversity, as well as to address potential exclusionary aspects of the programme and to encourage students to think globally and locally
- “ evidence of inclusive teaching practices.

SECTION 3: EMPLOYMENT INFORMATION

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

SECTION 4: RESOURCES

Evidence Base

Management Information and Analytical Reports considered by the Equality and Diversity Committee during the period 2017-19.

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HESA Staff return 2017-18.

HESA Student return 2017-18

Internal Management Information drawn from the Tribal Student Records system (April 2019).

Internal Management Information drawn from the i-Trent HR Records system (April 2019).

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

GENDER

2014/5

2015/6

| DISABILITY | 2014/5 | | 2015/6 | | 2016/7 | | 2017/8 | | 2018/9 | |
|---------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| DISABILITY DECLARED | 832 | 14.4% | 797 | 13.7% | 841 | 14.4% | 886 | 15.2% | 886 | 16.1% |
| NO DISABILITY | 4931 | 85.3% | 5007 | | | | | | | |

ETHNICITY

2014/5

2015/6



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| RELIGIOUS BELIEF | 2014/5 | | 2015/6 | | 2016/7 | | 2017/8 | | 2018/9 | |
|------------------------------|--------|------|--------|------|--------|--|--------|--|--------|--|
| Any other religion or belief | 50 | 0.9% | 53 | 0.9% | | | | | | |

APPENDICES