UNIVERSITY EXECUTIVE
Microsoft Teams
Tuesday 23 March 2021, 10.00am
AGENDA

1	**Minute**	**A1**
	To _approve_ the Minute of the previous meeting held on 23 February 2021.	
2	**Matters Arising & Action Log**	**A2**
	To _raise_ any matters arising and note outstanding actions.	
3	**Principal's Communications**	**Verbal**
	To _receive_ an update from the Principal.	

DISCUSSION ITEMS (These papers will not normally be verbally presented)

4	**Finance**	
	• **Director of Finance's Report**	**B**
	To _consider_ an update from Lee Hamill, Director of Finance.	
	• **Planning Round Update**	**Verbal**
	To _receive_ an update from Pauline Manchester, interim Director of Planning.	
5	**Adaptation and Renewal and Reshaping**	
	To _consider_ and _approve_ the following papers from Barry Neilson, Director of Strategic Change.	
	• **Adaption and Renewal Team Report**	**C1**
	• **Operational and Policy Changes**	**C2**
	- **Sustainable Travel Policy**	
	- **Sustainable IT including Personal Computing Devices Policy**	
	• **People and Money System and Finance/HR Transformation Update**	**C3**
	• **Finance Business Partnering Working Group Report**	**C4**
	To _approve_ the paper from Jonathan Seckl, Senior Vice-Principal	
6	**People Report**	**D**
	To _consider_ the paper from James Saville, Director of Human Resources.	
7	**Titles for Colleagues with Teaching-Dominated Roles**	**E**
	To _approve_ the paper from Alan Murray, Assistant Principal, Academic Support	
8	**Equality, Diversity and Inclusion**	
	To _consider_ the papers from Sarah Cunningham-Burley, University Lead on Equality, Diversity and Inclusion.	
	• **Race at Work Charter**	**F1**
	• **EDMARC Student and Staff Reports 2020**	**F2**
	• **Equality Outcomes 2021-25, and Equality Mainstreaming and Outcomes Progress Report 2017-21**	**F3**

9   **Gujarat Biotechnology University – Final Agreement**   **G**
To *approve* the paper from David Gray, Head of School of Biological Sciences.

10   **Establishment of Research Data Scotland**   **H**
To *approve* the paper from Mark Parsons, Associate Dean for e-Research

ITEMS FOR NOTING OR FORMAL APPROVAL

11   **Engagement with the 2021 Scottish Parliamentary Election Campaign**   **I**
To *approve*.

12   **Updates to the Student Contract**   **J**
To *approve*.

13   **Space Strategy Group**   **K**
To *approve*.

14   **Intellectual Property Policy Update**   **L**
To *approve*.

15   **University Executive Communications**   **Verbal**
To *note* the key messages to be communicated.

16   **Any Other Business**   **Verbal**
To *consider* any other matters by UE members.

17   **Date of Next Meeting**
Tuesday 20 April 2021 at 10.00am.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

23 February 2021

[Draft] Minute

Present: Peter Mathieson (Convener)
David Argyle, Leigh Chalmers, Chris Cox, Sarah Cunningham-Burley,
Gavin Douglas, David Gray, Lee Hamill, Gary Jebb, Colm Harmon,
Wendy Loretto, Pauline Manchester, Catherine Martin, Gavin McLachlan,
Ellen MacRae, Dorothy Miell, Theresa Merrick, Barry Neilson,
Dave Robertson, James Saville, Jonathan Seckl, Aziz Sheikh, Sarah Smith,
Sandy Tudhope and Moira Whyte.

Apologies: Andrew Morris and James Smith.

In attendance: Rebecca Gaukroger for item 9, Dave Gorman for item 12, Alan Mackay, Fiona Boyd and Kirstie Graham.

1   Minute   **Papers A1, A2**

The Minutes of the meetings held on 19 January 2021 and 28 January 2021 were approved.

2   Matters Arising & Review of Action Log   **Paper A2**

There were no matters arising and the action log was noted.

3   Principal's Communications   **Verbal**

The Principal reported on:
- The recent coverage of the significant research by Professor Aziz Sheikh and colleagues on the effect of the Pfizer and Oxford-AstraZeneca vaccines, with congratulations to Professor Sheikh and team;
- The Scottish Funding Council announcement of additional funding for research with discussions ongoing on how this may allocated across the sector;
- The recent Westminster Government announcement of the road map out of lockdown with the Scottish Government announcement anticipated shortly.

DISCUSSION ITEMS

4   Curriculum Transformation   **Paper B2**

The Executive noted the paper covered one of the two main strands that would continue after the Adaptation and Renewal work had wound down, alongside Reshaping. The main focus of the paper was the composition of the Curriculum Transformation Board to oversee the programme, reporting to the University Executive. There was discussion on the size of the Board, the competing workload pressures on staff and the importance of inclusivity, in particular including earlier

career staff, perhaps through working or sub groups. Taking these comments into account, the Executive approved the terms of reference and membership of the Curriculum Transformation Board.

## 5	People Report	Paper D

The Executive noted the update on people related matters and were informed that the Staff Experience Committee had considered the focus for the next pulse survey, which would be around hybrid working.

## 6	Director of Finance's Report	Paper E

The Executive noted the latest University management accounts up to the end of December (period five) and the results of the 2019-20 Russell Group financial benchmarking exercise. In discussion, members agreed on the need to ensure a sustainable financial platform to support planned major change programmes such as curriculum transformation. This would be assisted by the savings achieved to date, however more transformative work would be required to achieve the required savings. It was noted that the Senior Management Team had been looking at areas where it was possible to make savings at scale and a paper on this would shortly becoming to the Executive.

There was discussion of the ongoing challenge of relying on year to date progress against budget to make effective financial decisions and it was noted that the work on finance transformation and the People and Money system should assist with this. There was consideration of a more detailed look at financial matters as part of a future Executive away day.

### Planning Round Update	Verbal

It was noted that due to the current uncertainty, the planning round timetable was being pushed back, with the plans now scheduled for the May Executive meeting, to progress through Policy and Resources Committee to Court on 14 June 2021.

## 7	Areas for Further Development from Annual & Periodic Review	Paper F

The Executive noted the areas for further development as identified through annual and periodic review, noting the key themes of staff welfare, communication, equality, diversity, and inclusion, extensions and special circumstances, online learning platforms, on-campus space and resources and assessment and progression tools. Members welcome the paper, noting Senate Quality Assurance Committee was following up with individuals and areas with relevant responsibilities and would consider a progress report on actions later in the academic year.

## 8	Undergraduate admissions update: 2021/22 entry	Paper G

The Executive considered a summary of the status of the 2021/22 undergraduate admissions cycle, noting this was a period of uncertainty and the University needed to remain agile in response to changes. Members noted the concerns regarding staffing of critical activity and approved the recommendations regarding resource

planning and flexibility of staffing in the latter part of the admissions cycle, to ensure processes are resilient.

9   Adaptation and Renewal   Paper B1

The Executive considered the update on the work of the Adaptation and Renewal Team and noted the planned transition back to pre-pandemic decision making processes by standing down Adaptation and Renewal and reverting back to the University Executive. The two strategic priorities of Curriculum Transformation and Reshaping would report via the Senior Leadership Team to the Executive and a Planning Group to respond to Scottish Government Guidelines would report to the Executive on a regular basis.

10   People and Money System and Financial/Transformation Update   Paper C

The Executive had considered a revised plan for implementation of the People and Money system at meetings on 19 and 28 January. Following initial review by Policy & Resources Committee and subsequent review and recommendation for approval by a specially convened Sub-Group of Policy & Resources Committee, Court Exception Committee approved the revised plan and additional financial contingency on 12 February 2021. The Executive noted that as part of this approval, programme controls would be further strengthened by a fortnightly report to Senior Leadership and regular reports to Policy & Resources Committee. The Head of Internal Audit will provide independent oversight and provide assurance to Audit & Risk Committee.

There was discussion of the schedule for benefits realisation and it was noted that a revised benefit forecast was being developed based on the revised plan. Members were reminded that the maximum benefits would be realised by full staff engagement with the new system and the Executive could provide leadership on this.

11   Update on Implementation of the University Brand   Paper H

The Executive considered an update on work to embed a collaborative and integrated approach to the University brand. The work of the Brand Governance Group and was noted and the importance of ensuring broad representation on this. Members were assured that marketing representatives from the Colleges and Schools were included in the membership of this Group.

12   Concentration Risk   Paper I

The Executive considered a paper exploring where the University may be vulnerable to concentration risk, that is, the potential for a particular area of exposure to threaten the overall reputational and financial health of the institution. Work in this area had arisen from Audit & Risk Committee's request for some initial data on concentration risk in March 2020 and desire to see additional work in this area, including further consideration of international partnerships, how these relate to strategy and our risk tolerance in deciding to pursue international relationships.

A version of this paper had been discussed at Risk Management Committee and there had been a recent joint workshop between Risk Management and Audit and Risk Committee considering high level strategic risks. Based on consideration by the Executive, this paper would progress to Audit and Risk Committee.

In discussion, members considered the possible approach to managing and mitigating concentration risk; the need to consider both ethical values based risk alongside financial imperatives; that consideration of the magnitude of the risk if it crystallised needed to be captured; and whether there should be consideration of some measurement in this area in the performance framework for Strategy 2030.

ITEMS FOR FORMAL APPROVAL/NOTING

**13   Revising the Remit, Membership and Ways of Working of the Social   Paper J
         Responsibility and Sustainability (SRS) Committee**

The Executive approved an updated remit, membership and ways of working for the SRS Committee including a change of the committee name to the Sustainability, Civic and Social Responsibility (SCSR) Committee.

**14   Health and Safety Quarterly Report: Quarter 1: 1 September –   Paper K
         30 November 2020**

The Executive noted the summary of health and safety related incidents that took place during the period 1 September to 30 November 2020, as well as relevant health and safety issues and developments.

15   Contract for the Web   Paper L

The Executive noted the University's endorsement of the Contract for the Web: "a global plan of action, created by experts and citizens from across the world to make sure our online world is safe, empowering and genuinely for everyone".

16   University Executive Communications   Verbal

The Executive agreed there would be communication on Professor Aziz Sheikh's research; transitioning out of Adaptation and Renewal; the University brand; the updated SRS Committee and the Contract for the Web.

17   Date of Next Meeting

The next meeting will take place on Tuesday 23 March 2021 at 10.00am.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

23 March 2021

Director of Finance's Report

Description of paper

1. This paper reports the latest[1] University management accounts (excluding Subsidiaries) position up to the end of January (period six) and provides an update on the indicative Quarter Two forecast position for 2020-21. Appendix 2 provides a briefing on the latest developments in the work to manage the USS deficit.

2. This paper supports all of the outcomes set out in Strategy 2030 by supporting the University's continued drive towards financial sustainability.

Action requested/Recommendation

3. The University Executive is asked to review and comment on the latest update.

Background and context

Paragraphs 4 – 17 are closed.

Risk Management

18. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics. The current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable.

Responding to the Climate Emergency & Sustainable Development Goals

19. This Director of Finance and the Finance Team fully supports the outcomes of Strategy 2030 and the UN Sustainable Development Goals by working to secure the ongoing financial sustainability of the University.

Equality & Diversity

20. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations.

Next steps/implications

21. We would welcome feedback as outlined in the discussion above.

Consultation

22. The paper has been reviewed by Lee Hamill, Director of Finance.

Further information

23. *Author*   *Presenter*
     Rachael Robertson   Lee Hamill
     Deputy Director of Finance Director of Finance

     Stuart Graham

Head of FIRST (Financial Information,
Reporting & Strategy Team)

11 March 2021

Freedom of Information
24. This paper should not be included in open business as its disclosure could substantially prejudice the commercial interests of the University.

THE UNIVERSITY *of* EDINBURGH

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23 March 2021

Adaptation and Renewal Team – Report

Description/Summary of the paper
1. This paper provides the University Executive with an update on the work of the Adaptation and Renewal Team. Successful adaption and renewal from the Covid-19 pandemic underpins achievement of Strategy 2030.

2. The Adaptation and Renewal Team has met two times since the Executive last met on 23 February 2021.

Actions requested/recommended
3. The University Executive is asked to:
   - *Consider* the monthly report; and
   - *Consider* and *approve* the recommendation to extend the current approved flexibility approach for study/work abroad implemented in Semester 2 into the 2021/22 academic year.

Background and context
Paragraphs 4 – 31 are closed.

Responding to the Climate Emergency & Sustainable Development Goals
32. There are no direct impacts or considerations.

Equality & Diversity
33. Equality, Diversity & Inclusion will be considered by members of all groups and there is formal representation via a named individual on each work-stream and at the Adaptation and Renewal Team by Sarah Cunningham- Burley.

34. The University needs to ensure each work-stream engaged in Covid-19 mitigation/renewal is equipped to carry out Equality Impact Assessments.

35. A final report will be prepared for the last ART meeting.

Further Information
36. *Author and Presenter*
    Barry Neilson
    Director of Strategic Change

    23 March 2021

Freedom of Information
37. Closed. Our approach to adaptation and renewal planning is commercially sensitive.

UNIVERSITY EXECUTIVE

23 March 2021

Co-ordinating paper – Operational and Policy Changes

Description of paper
1. This paper co-ordinates a number of initiatives that are underway to make changes to our existing operations and policies which support a range of objectives including an impact on our operating costs and organisational sustainability.

2. This paper builds on papers previously presented to the University Executive on the Universities Finances and Planning Round and as part of our cost saving strategy to ensure that the University of Edinburgh emerges from the Covid-19 pandemic as a strong, renewed organisation, with a community of staff, students and friends built on our shared values and able to deliver against strategy 2030 with more user-friendly processes and efficient systems to support our work.

Action requested/Recommendation
3. The University Executive is asked to **approve** the recommended package of costs saving options set out in the paper and for the development of subsequent implementation plans with appropriate guidance and processes.

4. The University Executive is also asked to **approve the two attached papers** – Paper A Sustainable IT Policy and Paper B Sustainable Travel Policy (referred to below).

Background and context
Paragraphs 5 - 27 are closed.

Responding to the Climate Emergency & Sustainable Development Goals
28.   The recommendations in this paper contributes to the outcomes of Strategy 2030 and the UN Sustainable Development Goals.

29. Implementation of the Sustainable IT Policy will have an impact on the Sustainable Development Goal 12, as set out below:

- *SDG 12. Ensure sustainable consumption and production patterns*: Newer computing devices have lower power consumption and our latest procurement contracts have ethical considerations in terms of where device raw materials are sourced from and how devices are disposed of. Therefore there is a slight delay in achieving the benefits that new devices bring with respect to sustainability. Balancing this, however, we are utilising our devices for a longer period of time than previously planned. It will also take slightly longer to reduce the number of devices people have as the work to analyse their devices coincides with the renewal of their device.

- *SDG 12. Ensure sustainable consumption and production patterns*: We will work with the Department for Social Responsibility and Sustainability to minimise the

impact on the PC re-use scheme. These will be significantly less cascade of older machines this year and next year.

- *SDG 12. Ensure sustainable consumption and production patterns*: The Sustainable Printing recommendations have been developed to promote and support the University of Edinburgh's shared sustainability vision and environmental policy, whilst ensuring an accessible, quality, sustainable, secure and cost-effective print service for staff, students and visitors. We will utilise our current fleet by relocating devices from overpopulated areas rather than renewing devices that are out of contract.

30. Implementation of the Sustainable Travel policy is expected to have significant impact across a number of key SDGs.

- *SDG 3. Good health and well-being*: The Sustainable Travel policy aims to reduce the total number of journeys taken at the University. In doing so, it will enhance the health and wellbeing of travellers and their families as they reduce fatigue (e.g. jetlag) and other indirect adverse effects that are often linked to travel such as poor diet and reduction in exercise whilst travelling.

- By improving knowledge of the location of a traveller whilst they are on a trip, the University can improve traveller health and well-being both in advanced of a trip (by ensuring appropriate risk assessments and first aid provision are in place) as well as in the event of an emergency (by providing better support to the traveller - either directly or via the selected Travel Management Company).

- *SDG 5. Gender Equality*: By reducing the number of journeys taken at the University, the Sustainable Travel policy increases equality for those with child-caring responsibilities, which is often considered to be a gendered role.

- *SDG 10. Reduced inequalities*: By reducing the overall number of journeys and by providing suitable alternatives to high-carbon travel, this policy ensures all members of staff, students or visitors are able to travel in a manner that is suitable for each individual. In doing so, the policy supports those that often struggle to travel on behalf of the University due to: health or disability; caring responsibilities; low-income; and where travelling through certain regions or countries may lead to discrimination.

- *SDG 12. Ensure sustainable consumption and production patterns*: By stating that, where possible, accommodation bookings in Edinburgh are to utilise the University's Accommodation, Catering and Events department (ACE), the policy is promoting sustainable consumption and production as ACE continue to work towards sustainable practices across its portfolio.

- *SDG 13. Climate action:* Climate Conscious Travel aligns with University's Zero by 2040 climate strategy. In doing so, the policy reduces carbon emissions by reducing the total number of journeys taken on behalf of the University. Where journeys cannot be removed, the policy focuses on choosing low-carbon modes of transport where available, minimising the carbon impact of a journey.

Equality & Diversity

31. Issues relating to equality, diversity and inclusion have been considered throughout. Failure to consider equality and diversity impacts in the short and longer term is an inherent risk given the need to secure financial sustainability.

32. Equality Impact Assessments will be considered in the implementation phases to ensure the options do not disproportionately impact staff with protected characteristics (age, gender, ethnicity, disability etc.). They also need to be assessed to ensure they do not disadvantage staff who work part-time and/or are employed on fixed-term contracts.

Next steps/Implications

33. Implement and communicate plans for stopping or partially stopping the activities for a period of time or permanently as set out in the paper.

Consultation

34. The package of cost saving options detailed in this paper have been considered by the Senior Leadership Team. This paper has been reviewed by Lee Hamill, Director of Finance, Catherine Martin, Vice-Principal (Interim) Corporate Services and Gavin McLachlan, Vice-Principal and Chief Information Officer and Librarian to the University.

Further Information

35. *Author*   *Presenter*
      Jenny Veitch   Barry Neilson
      Programme Lead   Director of Strategic Change

Freedom of Information

36. Closed Paper.   Our approach to financial planning is commercially sensitive.

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23 March 2021

People and Money, HR/Finance Transformation – Monthly Report

Description of Paper

1. This paper provides the University Executive with the updated position on the revised and recommended plan for implementation of People and Money which underpins our HR and Finance Transformation Programmes. This follows approval by Court Exception Committee to the revised plan and additional financial contingency on 12 February 2021.

2. Our HR and Finance Transformation Programmes, underpinned by People and Money, are designed to support the University in delivering the Strategy 2030 outcome of having more user-friendly processes and efficient systems to support our work.

Action requested

3. University Executive is invited to **note** the paper.

Background and context

Paragraphs 4 - 41 are closed.

Responding to the Climate Emergency & Sustainable Development Goals

42. There are no direct impacts or considerations.

Equality & Diversity

43. This is considered as part of the programme.

Communications

44. A comprehensive communication and engagement plan exist for the People and Money, HR and Finance Transformation programmes.

45. Consideration of the optics of the approval for the programme given the current operating environment, and some of the feedback received on phase 1, is being taken into account when updating colleagues on the revised programme dates.

46. In addition, communications for colleagues who are due to join the new finance and procurement operations teams approximately one month in advance of the system going live are being developed.

Next steps/implications

47. The People and Money Board meets again on 30 March 2021.

Further information

48. *Authors & Presenters*
    Barry Neilson, Director of Strategic Change
    Gavin McLachlan

Vice-Principal, Chief Information Officer and Librarian to the University

Freedom of Information
49. Closed paper – commercially confidential.

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Finance Business Partnering Working Group – Report

Description/Summary of Paper
1. This paper provides the University Executive with a final report from the Finance Business Partnering Working Group. This contributes to delivery of the Strategy 2030 outcome of having more user-friendly processes and efficient systems to support our work.

Actions requested/recommended
2. The University Executive is asked to:
- **Approve** the report and the implementation plan; and
- **Note** the lessons learned highlighted by the report.

Background and context
Paragraphs 3 – 39 are closed.

Responding to the Climate Emergency & Sustainable Development Goals
40. There are no direct impacts or considerations.

Equality & Diversity
41. As with any organisational changes Equality, Diversity & Inclusion impact assessment will be undertaken with colleagues in HR and the outcomes of that assessment considered.

Further information

42. Authors   Presenter
     Joint Paper, The Finance Working Group   Professor Jonathan Seckl
                                                        Senior Vice-Principal

Freedom of Information
43. Closed paper as this contains some commercially sensitive information.

44. Given the nature of the paper it is recommended the paper is circulated to members of the Finance Executive, College Registrars, Heads of School/Deaneries, and Directors of Professional Services.

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People Report

Description of paper/summary
1. This paper is the standing update on people related matters. Please note item 4 on current furlough numbers and item 5 on the launch of the new Discipline and Grievance policies. This report should be read in conjunction with separate updates on ART and on People and Money.

2. The proposals in this paper will contribute to these outcomes set out in Strategy 2030:
   i)   We will be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.
   ii)   We will have more user-friendly processes and efficient systems to support our work.

Action requested/Recommendation
3.   The Executive is requested to note the content of this paper.

Background and context
4.   This paper is an update on the paper presented to University Executive on 23 February 2021.

Paragraphs 5 – 10 are closed.

Responding to the Climate Emergency & Sustainable Development Goals
11. This is a regular report covering a range of staff related activity. In itself it is not designed to contribute to UN SDGs though it all reflects agreed University Executive approved activity.

Equality & Diversity
12. Equality issues will be considered on a case by case basis for each individual project/piece of work.

Next steps & Communications
13. Future reports will be presented to each meeting of University Executive.

Consultation
14. The paper builds on discussion at previous meetings of University Executive and has been reviewed by the Director of HR.

Further information
15. *Authors*   *Presenter*
    Jo Roger   James Saville
    Interim Deputy Director HR Partnering –   Director of Human Resources
    Professional Services   11 March 2020

Linda Criggie
Deputy Director HR – Employee
Relations, Employment Policy, EDI,
Reward & Immigration
Denise Nesbitt
Deputy Director HR – Learning &
Organisational Development & Resourcing

Freedom of Information
16. This paper is **closed.**

Appendix

University Leadership Programmes Cohort 1

Summary March 2021

Delegate Numbers – start and finish

Programme	Started	*Completed	Completion Rate
Aspiring Manager	101	91	90%
Edinburgh Manager	97	79	81.4%
Edinburgh Leader	65	51	78.5%

Completed numbers based on who submitted final presentations

Themes from Final Presentations

Delegates are required to prepare an individual presentation of no more than 5 minutes including:

- Their leadership/management journey and how their perspective of leadership / management has changed
- What they have learned along the way and how they have applied this learning in the workplace
- The challenges they have faced and how they have/are planning to overcome these
- How they will implement the learning going forward and the impact this programme has had on their role at the University
- Successes where leadership/management is making a positive difference already

Presentations are reviewed by a Peer Mentor and the Nominating Manager. Delegates were asked to identify the main theme of their presentation, summarised below.

Edinburgh Manager

Theme	% of presentations with this theme
Flexing my management style through increased self-awareness	53%
Managing and developing my team differently	15%
Increasing my impact through having difficult/meaningful conversations	8%
Changing my approach to delegation	7%
Other theme / multiple themes	7%
Changing my approach to giving and receiving feedback	4%
Supporting resilience and wellbeing	2%
Setting more effective objectives for myself and my team	2%

Reviewing & applying my knowledge of University policies & procedures	2%

Edinburgh Leader

Theme	% of presentations with this theme
Flexing my leadership style through increased self-awareness	35%
Other theme / multiple themes	17%
Improving my impact through quality conversations	15%
Influencing others	15%
Leading change	9%
Supporting resilience & wellbeing	9%

Most Useful Element of the Programme

Delegates have reported that they have appreciated the flexibility of the programmes and have on the whole found all elements included to be useful. On completion we asked them to select the element of the programmes they found the most useful. There will be further evaluation 6 months after completion date.

Edinburgh Manager

Element	% of respondents who identified this as **most** useful element of programme
Discussion Groups & Peer Support	45%
Workshops	26%
Strengths Profile	20%
Self-Directed Learning & Personal Reflections	9%

Edinburgh Leader

Element	% of respondents who identified this as **most** useful element of programme
Leadership Discussion Groups	38%
Modules	32%
Peer Mentor Discussions	19%
Tools and resources	11%

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Titles for Colleagues with Teaching-Dominated Roles

Description of paper
1. This paper recommends the introduction of new, consistent, job titles for academic positions which are primarily of a teaching nature.

2. The move suggested supports the aspiration of *Strategy 2030* that *our teaching will match the excellence of our research* by placing our emerging and established teaching leaders on the same flexible career pathways and level of esteem as our research leaders.

Action requested/Recommendation
3. The Executive is invited to approve the simplification of the titles of all Grade 8-10 academic staff with any significant level of teaching duties to:
- *Lecturer   (Grade 8)*
- *Senior Lecturer/Reader   (Grade 9)*
- *Professor   (Grade 10)*

Colleagues in research-focussed roles will not be affected.

4. The Executive is also invited to note a set of parallel activities to bring our processes into line with this change, including:-
- Management - Annual Appraisal will be reviewed as part of *People and Money*. This timely exercise will allow new guidance and support to be developed for managers of colleagues whose titles and, potentially, career aspirations have been improved by this change.
- Career pathways and reward/promotions documentation
- Recruitment - Including clarity on expectations in teaching and student support.

Background and context
5. Background - To date, the University has not stipulated titles for roles where activities are close to 100% teaching at grade 7 or 8. We therefore have a very mixed set of practices. This has been further exacerbated by the expansion, in 2019, of our *Exemplars of Excellence in Student Education*. These now cover Grade 7→8→9→10 promotions. The standards of achievement/contribution in the *Exemplars* are appropriately high and we therefore experienced only a small increase in the number of teaching-dominated G7-G8 (16 cases) and G8 to G9 (2 cases) in 2019-20. This small set has, however, raised an urgent issue. The individuals moving from G7-8 were all *Teaching Fellows* prior to 2020. We now need to assign an appropriate job title at Grade 8. Clarity is also required urgently for the two *Senior Teaching Fellows* promoted to Grade 9, for whom there is currently no title.

6. Context - Practice amongst our peer institutions in the Russell Group is mixed. Many are grappling with the same set of issues as we are with respect to both routes to promotion and titles. *Lecturer* is the dominant term for G8-equivalent colleagues across the sector and *Senior Lecturer* is the predominant G9 equivalent.

Discussion
7. The simple solution, supported strongly by Senatus on 10th Feb, 2021 after robust and informed debate is that:

- Grade 8 roles that include a significant element of teaching be titled *Lecture*r. Those promoted to a Grade 8 role with a c100% teaching commitment "lecture" more than colleagues whose role is distributed across the dimensions of academia and *Lecturer* is the logical title.
- *Senior Teaching Fellows* who are promoted to Grade 9 become *Senior Lecturers.* The current *Senior Teaching Fellow* (STF) title introduces the word "Senior" at Grade 8, leading to confusion if a STF is promoted to Grade 9 (*Senior Lecturer*).

8. Potentially, the biggest benefit in this is to end the use of different titles for teaching-dominated and more "rounded" roles. This distinction has exacerbated an unnecessary and undesirable disparity of esteem between teachers and researchers. *Chancellors' Fellows* and *Research Assistant/Associate/Fellow* titles are not affected and will remain in use

9. Senate aired the idea of a move to the US terminology (*Assistant Professor, Associate Professor* and *Full Professor*). This needs wider consultation and discussion. The simple move to *Lecturer* and *Senior Lecturer* proposed here does not preclude a future change to US terminology.

Resource implications
10. No significant new resource is required to fund this change of terminology other than a gradual change to web pages and other such documents. The change itself will not increase the salary bill. However some "tidying up" exercises are essential, to support the management of the new terminology, as well as some more substantive work on the Annual Review process.
   a) **Career pathways** – this is simply an improved communications exercise and revision of terminology. There is nothing significantly wrong with the existing grade profiles and associated guidance documents, but this needs to be checked and optimised. We will continue to develop our career pathways and the clarity of their presentation, but this change of titles does not of itself require a material change.
   b) **Role management** - Concerns exist with respect to managing the roles, work patterns and career aspirations of teaching-focussed colleagues whose titles will now match those of more research-active colleagues. It is also clear from discussions that Annual Review, which is the obvious vehicle for this, has not achieved the level of consistency of approach, or even title, that we need. The *People and Money* system and project will address Appraisal/Annual Review in Phase 3, when it covers staff development. *Assistant Principal* Alan Murray will work with the HR team to provide updated guidance and support to reviewers and reviewees, concentrating on the ethos, aims and outcomes of our appraisal system, without micromanaging it.
   c) **Job descriptions, contracts etc** – we should make these maximally consistent with our trajectory, but we are at the mercy of REF rules. Appointment processes should match job descriptions, while job or role descriptions need to be evolvable documents.

Risk Management
11. There have been concerns that this change:
   i. will result in a large number of requests for sudden role changes
   ii. will make it difficult to use *Teaching Fellows* to fulfil normal teaching needs.
Current evidence (see 5 above) suggests that (i) will not happen, whilst (ii) is fundamentally untenable in the long term. There is, however, a risk that the change of title will create disharmony and discontent without the concomitant changes in role management in (10.b).

Responding to the Climate Emergency & Sustainable Development Goals
12. This is not relevant to the changes proposed.

Equality & Diversity

13. This change is consistent with our EDI aspirations.   For example, it is likely that the ratio of those moving into *L/SL/Professor* titles will favour women and minority groups more than the University's overall demographic would suggest.

Next steps/implications

14. Convene a group similar to the *Academic Careers Group*, set up in 2018, to work through (10.a) - (10.c) above with colleagues from HR.

Consultation

15. This went through significant informal consultation in late 2020 and was approved by Senatus on 10 February 2021. Senatus' comments' have all been taken into account in this proposal.

Further information

16. *Author*   *Presenter*
Alan Murray   Alan Murray
Assistant Principal, Academic Support*,*   Assistant Principal, Academic Support
With input from Colm Harmon, James
Savile, Sheila Jardine and Louise Kidd.

Freedom of Information

17. Open paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

23 March 2021

Race at Work Charter

Description/Summary of paper
1. This paper summarises the Business in the Community (BITC) Race at Work Charter, and recommends the University becomes a signatory to the Charter.

Action requested/Recommendation
2. University Executive are asked to approve the University become a signatory to the Race at Work Charter.

Background and context
3. After 25 years of campaigning for Race Equality in the UK, BITC believes every employer must prioritise action on race. They have two key actions that organisations can take to amplify their commitment to improving equality of opportunity in the workplace; signing the Race at Work Charter and capturing and publishing ethnicity pay gap data.

4. BITC's Race at Work Charter provides a framework for employers to take practical steps to ensure their workplaces are tackling barriers that ethnic minority people face in the workplace. It asks employers to commit to five calls to action to ensure that ethnic minority employees are represented at all levels and that their organisations reflect British society today. Over 600 organisations are currently signed up to the Charter.

Discussion
5. The Race at Work campaign was established by HRH the Prince of Wales in 1995 with the support of key business leaders who recognised the demographic shift in existing and future populations. In 2017, the McGregor-Smith review found that action by employers to promote racial equality could boost the UK economy by £24 billion annually. Businesses with ethnically diverse leadership teams have also been shown to financially outperform competitors by 36% (McKinsey, May 2020). However, these potential gains are being stifled by the unequal barriers faced by ethnic minorities in the workplace.

6. BITC are committed to empowering employers to tap into this economic potential by accelerating change for Black, Asian and Minority Ethnic (BAME) employees. They work with their network of partners from private and public sectors to offer tailored practical advice and share new insights to drive long-term change.

7. The Race at Work Charter was launched by the Prime Minister in October 2018, and is designed to foster a public commitment to improving the outcomes of BAME employees in the workplace. Signing the Charter means taking practical steps to ensure organisations tackle barriers that ethnic minority people face in recruitment and progression and that the organisation is representative of communities, customers, clients and British society today.

8. BITC research has identified five key areas which now comprise their Race at Work Charter principles:

- Appoint an Executive Sponsor for race
- Capture ethnicity data and publicise progress
- Commit at board level to zero tolerance of harassment and bullying
- Supporting equality in the workplace is the responsibility of all leaders and managers
- Take action that supports ethnic minority career progression

9. As the University meets all the above criteria, it is recommended we become a signatory to the Charter and that the University Lead for Equality, Diversity and Inclusion becomes the Executive Sponsor.

10. By becoming a signatory, the University will have access to free online materials including:

- Factsheets, toolkits and insights to support delivering the Charter principles.
- Information on ethnicity and pay consultation.
- Invitation to attend workshops, webinars and events with the opportunity to share best practice and network with other employers.
- Information on collaborative projects and actions to support actions and principles of the Charter.

Resource implications
11. BITC will ask employers to report using the BITC Race at Work Charter tracker survey, which will ask signatories questions about their progress and encourages them to share examples of improved outcomes for BAME employees and stakeholders within their organisation against one or more of the five charter themes.

Risk Management
12. No risk issues have been identified.

Equality & Diversity
13. By signing the Charter, this will help address actions in the University's Race Equality and Anti-Racist Action Plan.

Next steps & Communications
14. If University Executive approves signing up to the Charter, details will be provided to BITC and the University's signature will be added to the Race at Work Charter within 14 days.

Consultation
15. Vice-Principal Strategic Change and Governance, University Lead for Equality, Diversity and Inclusion and Convenor, Race Equality and Anti-Racism Subcommittee.

Further information

16. *Author*   *Presenter*
    Jamie Tait   Professor Sarah Cunningham-Burley
    Projects Officer and Policy Advisor to the   University Lead for Equality, Diversity
    University Secretary   and Inclusion

Freedom of Information
17. This paper is open.

UNIVERSITY EXECUTIVE

23 March 2021

EDMARC Student and Staff Reports 2020

Description of paper
1. This paper presents the 12th Equality, Diversity and Research Committee (EDMARC) reports on student and staff data for the University of Edinburgh.

2. Equality, diversity and inclusion are fundamental to our values and vision in Strategy 2030.

Action requested/Recommendation
3. The University Executive is invited to comment on the EDMARC report prior to submission to Court and publication.

Background and context
4. This report focusses on student and staff EDI data for 2018/19 and looks at the demographics by protected equality characteristics for undergraduate, taught postgraduate and research postgraduate students and for academic and professional services staff.

5. The EDMARC reports enable us to meet our reporting obligations and support the development of our EDI strategy by identifying key areas that require intervention in order to ensure we are diverse, inclusive and accessible.

Discussion
6. The Executive Summary identifies the main points from the staff and student reports. This, along with the main reports are included as Appendices 1, 2 and 3.

7. We have seen an increase in diversity within our staff and student community with respect to ethnicity; however stubborn inequalities remain. UK-domiciled BME students achieving a 1st or 2.1 honours degree has been lower than white students for the past five years. For academic staff, non-UKK BME staff are more likely to be employed on fixed term contracts than white staff, a persistent pattern.

8. Students declaring a disability are less likely to exit with a 1st or 2.1 degree than students with no declared disability. At PGT level, students with no declared disability are more likely to have a successful outcome. We continue to have a low proportion of staff declaring a disability.

9. Female PGT students are now in the majority at PGT level, as they are at UG level. At PGR level, 51.6% are female, with marked gender differences by subject. Females are more likely to achieve a 1st or 2.1 honours degree than males and are more likely to have a successful outcome at PGT level.

10. Women make up 27% of academic staff at Grade 10 and 37% at Grade 9 yet 44.4% of all academic staff.

11. All data from both the student and staff report will be made available to Heads of School and Professional Services Groups. Heads of School and Professional Services Groups will be invited to respond to the University EDI lead, identifying the equality and diversity priorities for their area, key actions they will take, and what support they require at College or University-level to assist in addressing their priorities. Any actions identified will be monitored by EDMARC, EDIC and the University Executive as appropriate.

Resource implications
12. EDI actions in response to the reports will have resource implications for the relevant budget holders.

Risk Management
13. Failure to comply with our reporting duties has legal implications.

Responding to the Climate Emergency & Sustainable Development Goals
14. In seeking to support the advancement of equality, actions arising from this work contribute to Sustainable Development Goals 5 (Gender Equality) and 10 (Reducing Inequalities).

Equality & Diversity
15. In seeking to support the advancement of equality, this paper has positive implications for equality, diversity and inclusion matters: it identifies areas where we need to concentrate actions in order to ensure equity, increase diversity and ensure all staff and students can flourish.

Next steps/implications
16. The Committee is asked to remit authority to the University Executive Lead for Equality, Diversity and Inclusion to further refine the reports if necessary, for approval by University Court at its meeting 26th April, and subsequent publication on the EDI website. The reports will inform EDI related actions at School, College and University level, including through the Curriculum Transformation Board, the Reshaping Board and the Equality, Diversity and Inclusion Committee.

Consultation
17. Drafts of the EDMARC reports were discussed at the Equality, Diversity and Inclusion Committee.

Further information
18. *Authors*   *Presenter*
    Denise Boyle   Sarah Cunningham-Burley
    HR, Equality, Diversity and Inclusion
    Jim Galbraith,
    Strategic Planning
    Sarah Cunningham-Burley
    University Lead, Equality, Diversity and Inclusion

Freedom of Information
19. Open paper

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

2020
TWELFTH REPORT
EXECUTIVE SUMMARY

1. Introduction

The twelfth EDMARC report provides analyses of student and staff data by the key equality dimensions of gender, age, disability, and ethnicity. The report supports the monitoring of equality and diversity within the University of Edinburgh.

This summary identifies the main points from the staff and student reports. The full reports can be obtained from the following weblink, https://www.ed.ac.uk/equality-diversity/about/reports/edmarc or by contacting Jim Galbraith in Strategic Planning, telephone: 0131 650 2088 or email: Jim.Galbraith@ed.ac.uk.

2. Students

2.1 Ethnicity
The overall proportion of black and ethnic minority (BME) UK UG entrants is at the second highest level recorded by EDMARC. The most recent five years has seen the proportion of UK-domiciled BME entrants rise from 9.6% to 12.7% in 2018/19, followed by 11.4% in 2019/20. Similarly, the overall proportion of non-UK domiciled, UG BME entrants is the second highest recorded, at 50.9% (59.8% if visiting and non-graduating students are excluded).

The proportion of UK-domiciled PGT entrants from a black and ethnic minority background has varied between 11.6% and 14.6% over the last five years and is 12.8% for 2019/20. The proportion of UK-domiciled PGT BME entrants is higher in MVM than the other two Colleges. The proportion of non-UK PGT BME entrants has increased from 59.2% to 72.7% over the same period, mainly due to recruitment from China.

The proportion of UK-domiciled PGR entrants from an ethnic minority background has risen over the last five years from 10.5% to 13.0%. For non-UK domiciled entrants the BME proportion has risen from 42.7% to 52.6%.

Analysis of ethnicity data from peer groups shows that in 2018/19 we have a higher proportion of BME amongst UK entrants at UG and PGT levels of study in comparison to other

institutions in Scotland although is some way off the proportion of UK BME entrants to Russell Group institutions at UG, PGT, and PGR level.

For the analysis of undergraduate outcomes, we use the proportion of entrants who exit with an award as a measure, along with the proportion of students that achieve a First or Upper Second Class Honours degree. While there is little difference between the proportion of white and BME UG students that leave with an exit qualification, there is a divergence of achievement for UK-domiciled BME students where the proportion of students achieving a 1st or 2.1 honours degree has been lower than white students for each of the last five years (range 2.6%-points to 10.1%-points) and for non-UK BME UG students (range 4.0%-points to 11.4%-points). Over a five year average, a lower proportion of BME students achieved a 1st or 2.1 honours degree in almost all Schools and Centres (range -0.9%-points to -18.1%-points).

The latest sector data (AdvanceHE report) for UK domiciled students shows that a greater proportion white students obtain a First or 2.1 Honours for their first degree than BME students in all subject areas, and that the disparity is greater in non-SET subjects (17.5%-points) than SET subjects (7.2%-points).

Over the cohorts examined for PGT a higher proportion of white UK-domiciled entrants exited with a qualification than did BME entrants until the entry session 2016/17 cohort which sees a convergence. For non UK-domiciled entrants the proportion of BME students exiting with a qualification remains very similar to that of white students.

The proportion of UK-domiciled PGR BME students with an exit qualification is lower than that of white students in the 2014/15 cohort, after a convergence of the proportions for two years, however the relatively small numbers of UK BME PGR entrants will lead to statistical fluctuations. For non UK-domiciled PGR entrants the proportion of BME entrants achieving an exit qualification is generally very close to that for white students.

2.2 Gender
Since 2010/11 the proportion of female UG entrants has consistently exceeded 60% (range 60.3% - 65.1%), and places us second highest in the Russell Group universities for this measure in the latest available HESA data. While overall 63.5% of undergraduate (UG) entrants were female in 2019/20, a decrease, the proportion amongst UK entrants rose (to 63.2%) whilst the proportion amongst non-UK entrants fell (to 63.8%). Whilst overall these percentages are consistently over 60%, there remain marked differences between SCE and the other two Colleges (linked to subject differences seen across the sector).

The overall proportion of female postgraduate taught (PGT) entrants in 2019/20 was 67.7%, an increase due to non-UK students (from 68.1% to 71.7% female) rather than UK students (64.9% female, unchanged). Noticeable subject differences remain at postgraduate taught level, with CAHSS attracting the highest proportion of female entrants, but female PGT entrants being the majority in all Colleges for the first time in 2019/20. For 2018/19 HESA data we have the second highest proportion of female PGT entrants in the Russell Group.

For Postgraduate Research (PGR) entrants the proportion of female entrants in 2019/20 is lower than for UG or PGT, at 51.6% and there remain marked subject gender differences between the Colleges with CAHSS and CMVM having a majority intake of female students and SCE consistently less than 40%. Our proportion of female entrants in the 2018/19 HESA data for PGR entrants is the 7th highest in the Russell Group.

Overall, and consistently over the last ten years, females are more likely to exit with a qualification and to achieve a First or Upper Second Class Honours degree than males. Using the most recent five year average, almost all Schools and Centres have a higher proportion of female students graduating with a first class or upper second degree (difference ranging between 0.5% and 16.3%).

Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study than male students. There is no consistent difference between the successful outcomes of women and men on Postgraduate Research programmes.

2.3 Age
The large majority of our UG entrants continue to be 21 or under on entry, with a general pattern of decrease seen over the period from 85% in 2010/11 to 81% in 2019/20. For PGT entrants, the long term trend is towards younger entrants, with 65% of 2019/20 entrants aged 25 and under, compared to 59% in 2010/11.

As reflected in the sector as a whole, students aged 21 or under are markedly more likely to achieve a First or Upper Second Class Honours degree than other age groups. For both PGT and PGR the proportion of students that exit with a qualification decreases for the older age groups.

2.4 Disability
The proportion of UG students disclosing a disability continues to rise year on year and is 12.7% in 2019/20, with variations by College. The proportion of PGT entrants declaring a disability has increased less steadily, from 4.9% in 2010/11 to 6.9% in 2019/20 and that of PGR entrants has increased from 5.8% in 2010/11 to 9.4% in 2019/20. The University of Edinburgh has one of the lowest proportion of students declaring a disability in the Russell Group at PGR level, but is close to the median within the Group at UG and PGT level.

There tends to be little difference between the proportions of UG students declaring a disability exiting with a qualification compared to UG students with no declared disability. However, the proportion of students who disclosed a disability exiting with a First or Upper Second Class Honours degree is lower in each of the last five years shown (difference in range 0.3%-points to 5.6%-points lower) than students with no declared disability.

Students with no declared disability at PGT level are more likely to have a successful outcome from their programme of study than students declaring a disability (range 1.7% to 6.5%). For PGR students, there is more variability in outcomes for students with a declared disability

which is partly influenced by the low numbers compared to students with no declared disability.

3. Staff

3.1 Ethnicity

Staff data is a snapshot of the staff database, as at 31 July 2020. The proportion of UK-nationality academic BME staff is 6.7% and for those staff from outside the UK it is 33.7%, with the proportion non-UK BME staff showing an upward trend over the last six years (increasing year on year from 25.4% to 33.7%) than UK staff (increase from 6.3% in 2014/15 to 6.7% in 2019/20). The proportion of UK BME professional services staff is 3.6% and for non-UK staff is 24.9% with the trend showing small increases over the six year period for UK BME staff, and 0.5% for non-UK staff. The University of Edinburgh has a higher proportion of both UK-nationality BME academic staff and BME professional services staff than the average for other institutions in Scotland but a lower proportion than that for Russell Group institutions.

There is a tendency for UK staff overall to be on higher grades than non-UK staff, and that within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white staff than BME staff on higher grades for both academic and professional services staff.

For academic staff, non-UK nationality BME staff are most likely to be employed on a fixed-term contract and white UK staff the least likely, a pattern has not changed significantly over the last six years. However, the proportion of UK BME academic staff on fixed-term contracts has fallen from 52% in 2014/15 to 34% in 2019/20, and is now a lower proportion than white non-UK academic staff (41% in 2019/20) and is reducing the gap with white UK staff (7% points higher in 2019/20 compared to 21.0% points in 2014/15). For professional services staff, non-UK BME staff overall are more likely to be on a fixed term contract than their UK counterparts over the last six years, with BME staff being more likely to be on fixed-term contracts than white staff for both UK and non-UK staff.

3.2 Gender

For 2019/20, 44.4% of academic staff and 61.4% of professional services staff are women. There remains an under-representation of women in senior academic posts as women make up 37% of academic staff at grade UE09 and 27% of academic staff at UE10. For professional services staff women make up 50% of grade UE09 staff and 48% of UE10 staff. Women are more likely to be employed on a fixed-term contract (slightly more pronounced for academic staff than professional services staff) and this pattern has not changed significantly over the last six years.

3.3 Age

Since the removal of the default retirement age the proportion of all staff age 66 & over has increased slightly year-on-year but there remains a consistent spread of staff across all age groups.

3.4 Disability

Staff declaring a disability are presented at an aggregated University level as the figures are too small to by split by staff type and college and support group. The overall headcount of staff declaring a disability has risen from 397 in 2014/15 to 495 in 2019/20. The proportion of staff disclosing a disability (3.1%) is slightly lower than the benchmarking data for higher education in Scotland (3.8%, AdvanceHE statistical report 2020).

3.5 Specific Duties from the Equality Act

To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report. In 2019/20, 8223 staff (48% of all staff) disclosed their religion or belief. Of those declared, 59% were of no religion. The proportion of staff declaring their religion as Christian (26%) is lower than the Scottish (57.9%) and City of Edinburgh (46.7%) 2011 census proportions, and lower than the AdvanceHE 2019 statistical report data for staff across the UK (31.9%). Those who declared as Muslim, Spiritual, Buddhist, Jewish, Sikh are broadly in line with the census and HESA, data making allowances for variability given the small numbers in each of these categories.

In 2019/20 51.9% of our staff declared their sexual orientation. Of those declared, 83% were heterosexual.

4. **EDMARC actions**

Following the publication of this EDMARC report, student and staff data broken down by School will be made available to all Colleges and Schools within the University. The EDMARC Staff and Student Reports, alongside the Executive Summary will be made public on the Equality and Diversity website to create greater transparency. By providing a greater granularity of data on entry profiles, the information will be used to inform any further analysis Schools may wish to take forward and inform EDI strategy across the University.

Professor Sarah Cunningham Burley, University Lead, Equality, Diversity and Inclusion
Jim Galbraith, Strategic Planning
Denise Boyle, Equality, Diversity & Inclusion
15 March 2021

Equality and Diversity Monitoring and Research Committee (EDMARC)

STUDENT REPORT

2020

TWELFTH REPORT

CONTENTS

1. Introduction

The twelfth report from the Equality and Diversity Monitoring and Research Committee (EDMARC) reports on student and staff data for the University of Edinburgh. The remit of the committee is to report and monitor equality and diversity issues and to carry out further research where appropriate. EDMARC also provides advice and technical expertise to make policy and research recommendations.

In this unusual year, EDMARC was not able to meet, and instead, the Equality, Diversity and Inclusion Committee discussed and approved the reports.

Equality and Diversity Monitoring and Research Committee

Student Report 2019/20

This report focuses on student data for 2019/20 and looks at the equality dimensions of gender, disability and ethnicity for undergraduate, postgraduate taught and postgraduate research entrants.

EDMARC is composed of senior staff with interest in equality and diversity issues and expertise in the area of analysis and management of data with support from the University's professional services. EDMARC is chaired by the University lead for Equality, Diversity & Inclusion, Professor Sarah Cunningham-Burley.

The current members of the EDMARC committee are:

Professor Sarah Cunningham-Burley, University Lead, Equality, Diversity & Inclusion

Denise Boyle, Human Resources

EUSA Vice President Welfare

Rebecca Gaukroger, Student Recruitment and Admissions

Joint Unions Representative

Pauline Manchester, Interim Director of Planning

Dr Caroline Wallace, Human Resources

The reports will be published on the EDMARC website
http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc

Further information on equality and diversity in the university can be found at
http://www.ed.ac.uk/schools-departments/equality-diversity

2. Notes and Definitions

Entrant student data is presented for intake years 2010/11 to 2019/20 for gender, disability and age and for intake years 2015/16 to 2019/20 for ethnicity. Outcome data (exit qualification) is presented for students entering the University from 2009/10 to 2015/16 for undergraduate students, 2010/11 to 2016/17 for postgraduate taught students and 2009/10 to 2014/15 for postgraduate research students. 1st/2.1 data is given for exit years 2015/16 to 2019/20 for disability and ethnicity and exit years 2010/11 to 2019/20 for gender. All fully matriculated University of Edinburgh students are included in this report, including those studying on distance learning programmes and all visiting students. Credit bearing Continuing Professional Development programmes are also included. Both Home and International students are included. Where unknown-values are present in the data, these have been excluded.

'UK' domicile for this report has been defined as Scotland, England, Wales and Northern Ireland, ie not including UK overseas territories and Channel Islands/IoM.

Equality and Diversity Monitoring and Research Committee

Student Report 2019/20

Intake figures are based on undergraduate, taught postgraduate and research postgraduate populations. All figures are headcounts and represent all students studying at the University, including part-time, visiting and distance learning students. Figures are primarily presented at University level but where appropriate, a breakdown by college has been given. All entrants who became fully matriculated are included in the data, including those who subsequently withdrew in the initial weeks of the programme.

The data were extracted as at 1 December 2020; given Covid disruption a later than usual extract was used in order to minimise the number of students of unresolved status.

Outcomes are presented in terms of the summary status of the population at the snapshot date by various categories and degree classification or degree type achieved by those who have completed. The measure used in this report for achievement and completion is 'the proportion of students with an exit qualification' and includes those students who have successfully completed an award, and the small minority currently interrupted or still matriculated on programme. Those students who exit with an intermediate award e.g. Cert. HE are deemed to have successfully completed, as are visiting and non-graduating students who completed their studies. This measure is consistent with the definition used in the University's Strategic Plan to measure achievement and completion. When examining the proportion who exit with a 1st or 2.1 honours degree, we compare this to the number who exit with a qualification, whether Certificate, Diploma or degree, who commenced a programme that leads to a classified Honours degree.

Comparisons to other institutions in the UK are provided. These data are sourced from the Higher Education Statistics Agency (HESA) using the online Higher Education Information Database for Institutions (HEIDI plus) database and use the 'standard registration population' from the HESA student record. It includes all students who were active at a reporting institution between 1 August and 31 July of the particular year. HESA figures exclude students who are classified as Dormant, Incoming/Outgoing exchange, students where the whole of the programme of study is outside of the UK, writing-up students and students on sabbatical. A comparison of the proportion of entrants is given for the equality dimensions of gender and ethnicity while all students is used for the comparison of disabled students. The HESA data are headcounts for session 2018/19, the most recent available at the time of writing.

The HEFCE report 'Difference in degree outcomes: Equality and diversity characteristics' published on 1st October 2015' and the Advance HE report 'Equality + higher education: students statistical report 2020' have been used to provide context within the report.

Key Abbreviations

AHSS   College of Arts, Humanities and Social Sciences
MVM   College of Medicine & Veterinary Medicine
SCE   College of Science & Engineering
UG   Undergraduate
PGT   Taught postgraduate
PGR   Research postgraduate

3. Ethnicity

3.1. Approach

When analysing the ethnicity data, we have separately considered the UK-domiciled and non UK-domiciled student populations. This approach is in line with the Equality Challenge Unit guidance for the Race Charter, and recognises the different life experiences between the two sets of students.

3.2. Proportions Ethnicity - % BME+

Figure 1 shows the proportion of **UK domiciled Undergraduate entrants** who are black and minority ethnic (BME). The most recent five years has seen an increase in the proportion of BME students (increasing from 9.6% in 2015/16 to 11.4% in 2019/20). The greatest proportion of BME students enter MVM and the least in AHSS, which reflects the UK wide pattern of higher BME participation in SET[1] subjects than non-SET subjects overall.

For context, the 2011 UK Census reports 12.9% of the UK population to be of ethnic minority and 4.1% in Scotland. These figures rise to 20.0% in the UK and 6.2% in Scotland when looking solely at under 25s, who make up over 90% of our undergraduate entrants (see Figure 23).

Figure 1: The proportion of UK domiciled undergraduate entrants who declare themselves black and minority ethnic 2015/16 to 2019/20. (Total population (except unknown ethnicity) for 2019/20 – 2,598 (AHSS), 408 (MVM), 897 (CSE), 3,903 (UoE)
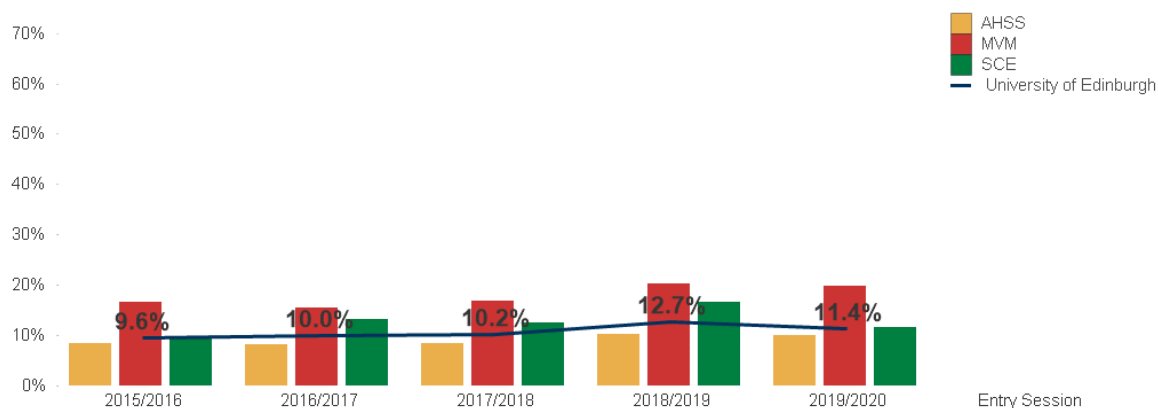
Figure 2a shows the proportion of **non UK-domiciled undergraduate entrants** who are of BME origin. Over the last five years there has been an increase in the overall proportion of BME students rising from 46.6% in 2015/16 to 50.9% in 2019/20. This is a much higher proportion than that seen for UK-domiciled students, a pattern seen across all Colleges.

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[1] Science Engineering and Technology, which includes Medicine and Veterinary science.

Figure 2a: The proportion of non-UK domiciled undergraduate entrants who declare themselves black and minority ethnic 2015/16 to 2019/20. (Total Population (except unknown ethnicity) for 2019/20 – 3,146 (AHSS), 407 (MVM), 1,280 (CSE), 4,833 (UoE)
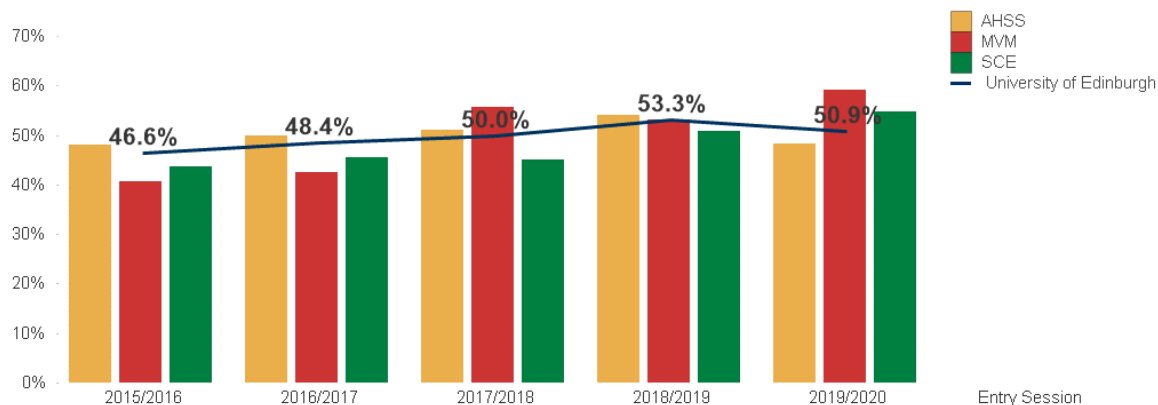
Whilst the proportion for 2019/20 is reduced compared to the year before, that is Covid related; these figures include visiting students and non-graduating (credit bearing) students. In particular, many pre-sessional English language students who are mostly BME join us in June/July each year; in 2018/19 there were 742 June/July starts, whereas in 2019/20 there were 267, a much lower figure reflecting the disruption caused by Covid. Figure 2b shows the trend excluding all visiting and non-graduating students. By this measure the increase in the proportion of BME entrants has continued year on year.

Figure 2b: The proportion of non-UK domiciled undergraduate entrants – excluding visiting and non-graduating - who declare themselves black and minority ethnic 2015/16 to 2019/20. (Total Population (except unknown ethnicity) for 2019/20 – 1,139 (AHSS), 318 (MVM), 836 (CSE), 2,293 (UoE)
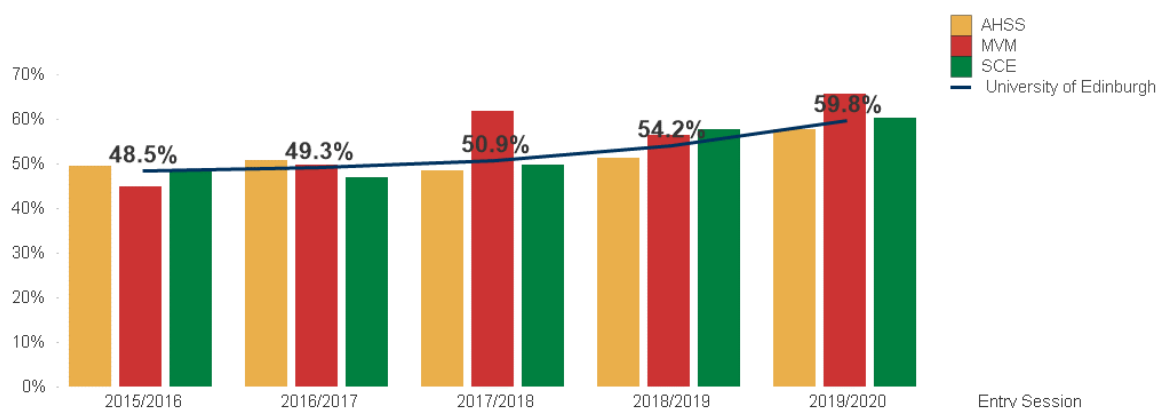
Figures 3 and 4 show the proportion of **Postgraduate Taught entrants** who are Black and Minority Ethnic origin for UK-domiciled and non UK-domiciled students respectively. The proportion for UK-domiciled entrants is much lower than that for non UK-domiciled entrants, and does not show the same upward trend over the five years (non UK-domiciled rising from 59.2% to 72.7%). The absolute number of non-UK PGT entrants has increased by

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more than 50% over those five years and students from China represent the majority of that increase. The proportion of UK-domiciled BME entrants is much higher in MVM than the other two Colleges (which is the case for both distance learning and campus based programmes) whereas all three Colleges have a similar proportion of non UK-domiciled entrants. The overall proportion of UK-domiciled BME entrants and non UK-domiciled entrants are both higher at PGT than for UG level.

Figure 3: Proportion of UK-domiciled postgraduate taught entrants who are black and minority ethnic, 2015/16 to 2019/20. Total Population (except unknown) for 2019/20 – 1,536 (AHSS), 446 (MVM), 355 (SCE), 2,337 (UoE)
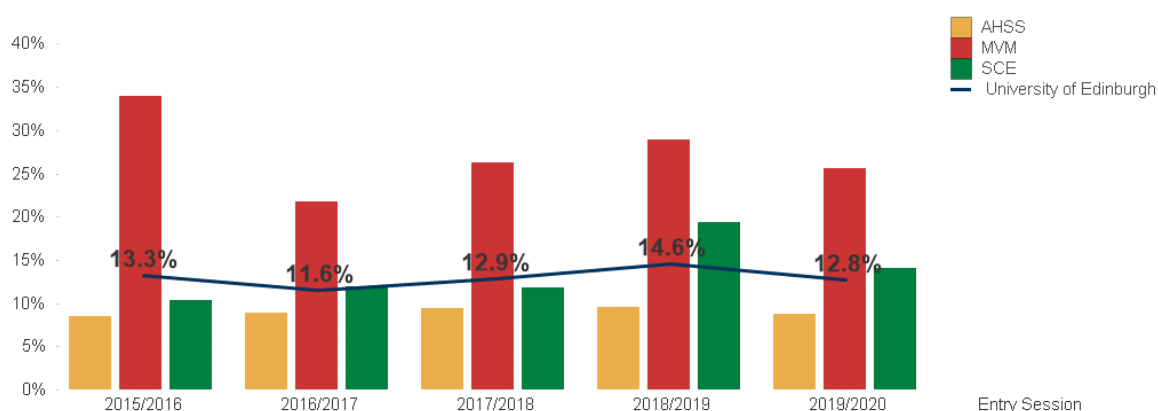
Figure 4: Proportion of non-UK-domiciled postgraduate taught entrants who are black and minority ethnic, 2015/16 to 2019/20. Total Population (except unknown) for 2019/20 – 3,808 (AHSS), 718 (MVM), 1,359 (SCE), 5,885 (UoE)
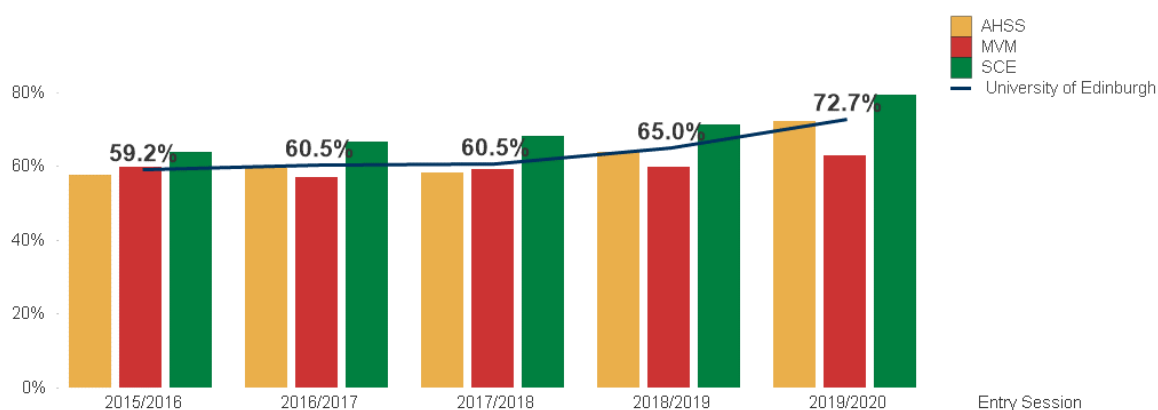
Figures 5 and 6 show the proportion of **Postgraduate Research** who are black and minority ethnic for UK-domiciled entrants and non UK-domiciled entrants respectively. The five year trend broadly shows an increase in the proportion of BME students for UK domiciled entrants (from 10.5% in 2015/16 to 13.0% in 2019/20). The proportion of BME students amongst non UK-domiciled entrants is higher than for UK-domiciled students, rising from 42.7% in 2015/16 to 52.6% in 2019/20.

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Figure 5: Proportion of UK-domiciled postgraduate research entrants who are black and minority ethnic, 2015/16 to 2019/20 – Total Population (except unknown) for 2019/20 - 209 (AHSS), 197 (MVM), 241 (SCE), 647 (UoE)
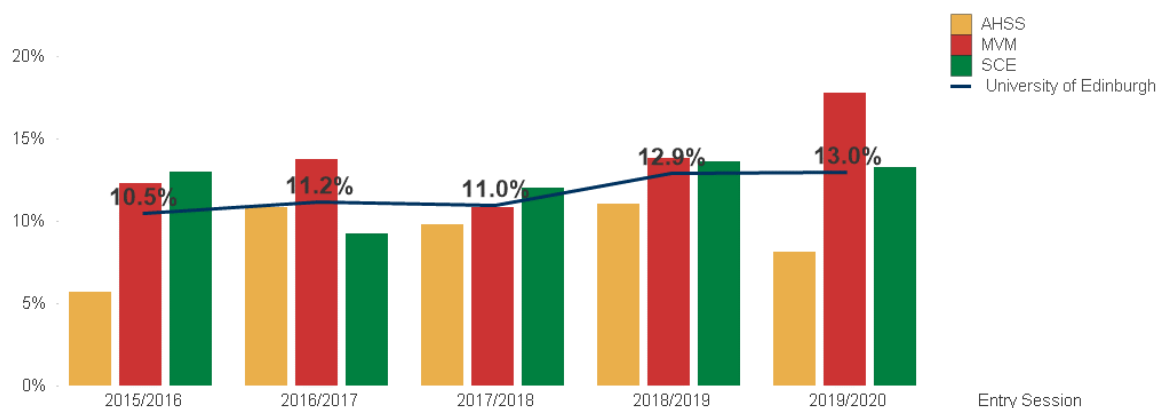
Figure 6: Proportion of non-UK-domiciled postgraduate research entrants who are black and minority ethnic, 2015/16 to 2019/20 – Total Population (except unknown) for 2018/19 - 373 (AHSS), 168 (MVM), 348 (SCE), 889 (UoE)
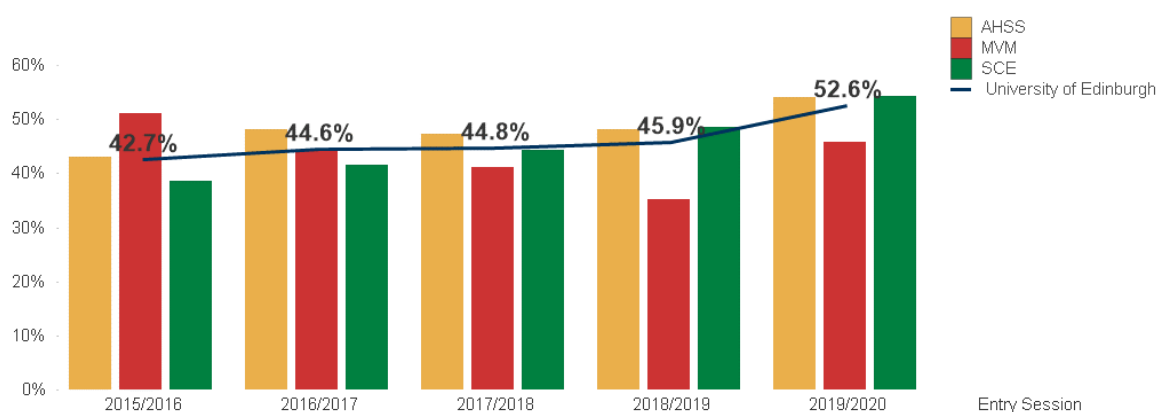
Figure 7 shows the University of Edinburgh and aggregated peer comparison institutions; those in Scotland (excluding UoE) and those in the Russell Group (excluding UoE) for UK BME entrants.

In 2018/19 the overall proportion of UK domiciled BME students in Scottish institutions was 9.3%, accounting for 3.9% of the UK domiciled BME population in the UK sector. For all institutions, the BME proportion of the UK domiciled students is 24.3% which is heavily influenced by London institutions with 50.2% BME (and 27.6% of the UK domiciled BME population) and England without London at 23.3% (with 65.1% of the UK domiciled BME population). – England overall had 92.7% of the UK domiciled BME population compared with 77.6% of the White UK domiciled population)[2].

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[2] AdvanceHE students statistical report 2020

Figure 7: Proportion of UK domiciled BME entrants, Russell Group 2018/19
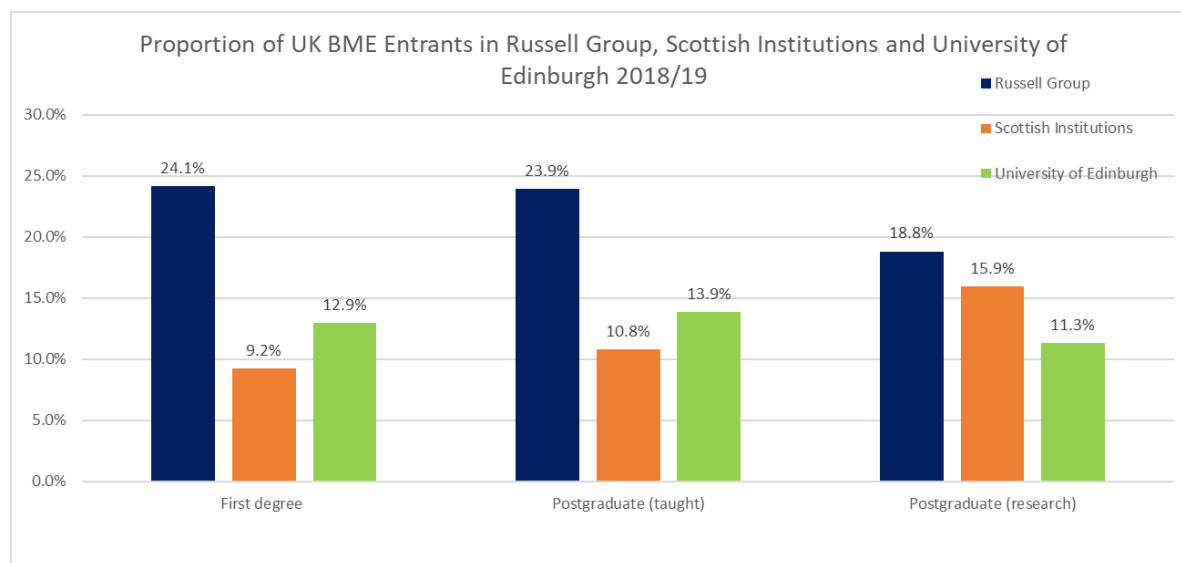
As set out in Figure 7, for first degree entrants and for taught postgraduate UK entrants, the proportion of BME students amongst our UK entrants is higher than that of Scottish institutions but markedly lower than the Russell Group average; at least 10 percentage points lower. At research postgraduate level our BME entrant proportion is lower than both the Scottish sector average and the Russell Group average but the difference is less marked.

This pattern is influenced by a complex mix of factors including the widely different ethnic mix of local populations and the different geographic range that individual institutions recruit from across the UK at UG, PGT and PGR levels of study.

3.3. Outcomes – ethnicity % BME

Figures 8 to 11 show the proportion of UK-domiciled and non UK domiciled **Undergraduate entrants** with an exit qualification[3] and the proportion achieving a 1st Class or 2.1 Honours degree. Over the period shown there is little difference in the proportion of BME and white students who leave with an exit qualification in either case (UK and non UK).

However, in contrast, the proportion of BME students achieving a 1st Class or 2.1 Honours degree is lower than that for white students in each year of the five year period for UK-domiciled students (difference in range 2.6%-points to 10.1%-points) and for non UK-domiciled students (difference in range 4.0%-points to 11.4%-points). The difference in proportions of UK-domiciled white and BME students[4] attainment in achieving a 1st or 2.1 Honours degree is reported across the sector in both the HEFCE study (a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points.), and in each country in the UK in the latest AdvanceHE student report (England 13.7%-points; Northern Ireland 14.2%-points;

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[3] In the case of visiting and non-graduating students, successful completion.
[4] Data on non-UK domiciled BME outcomes are not available in these reports.

Scotland 9.7%-points; and Wales 10.4%-points). Overall for UK institutions, within the BME group, the gap in the proportion receiving a First or 2.1 Honours degree compared with white students was widest for black students, and much narrower for Chinese, mixed heritage and Asian Indian students. The difference in outcomes UK-wide between white and BME students is greater in non-SET than SET[5] subjects.

Figure 8: Proportion of UK-domiciled undergraduate entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 423 (BME), 3,971 (white))
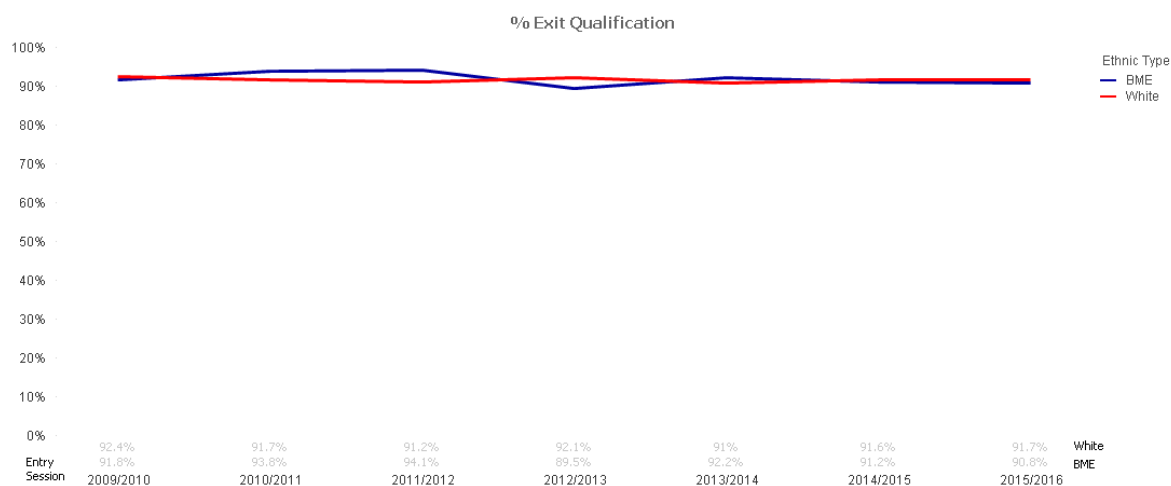
Figure 9: Proportion of UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, exit sessions 2015/16 to 2019/20 (counts in 2018/19 are 354 (BME) and 3,083 (White)

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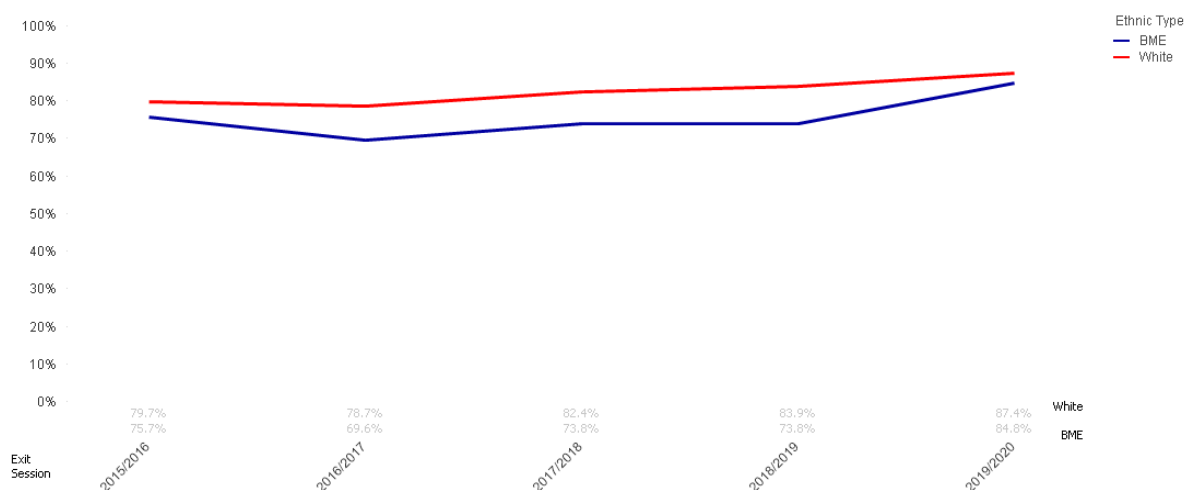
[5] Science, Engineering and Technology (includes Medicine and Veterinary Science)

Figure 10: Proportion of non-UK-domiciled undergraduate entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2015/16 are 1,998 (BME), 2,294 (white))

Figure 11: Proportion of non UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2015/16 to 2019/20 (counts in 2019/20 are 689 (BME) and 692 (White)
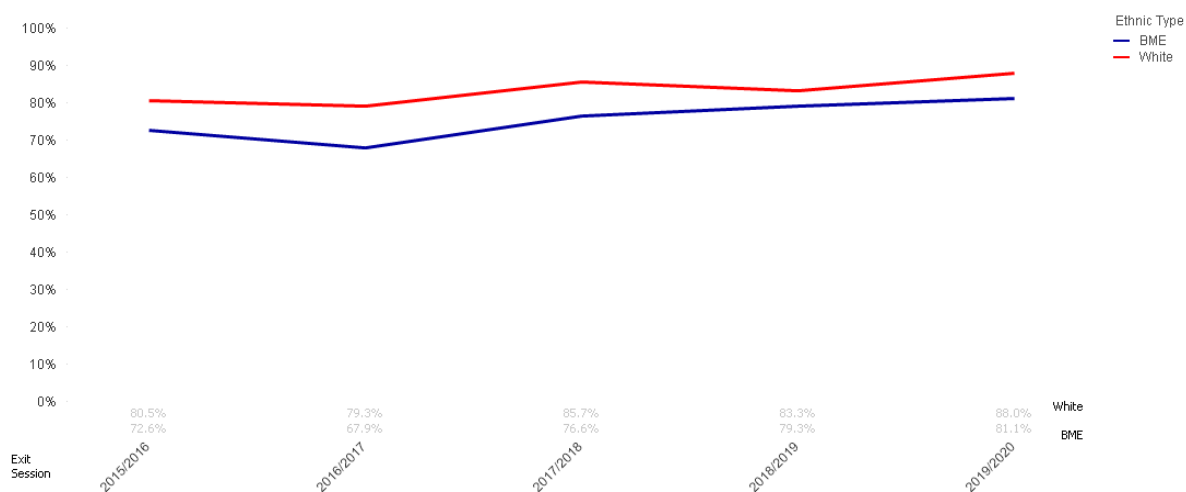
Table 1 shows the five year average 2015/16 to 2019/20 proportion of students achieving a 1st class or 2.1 honours degree, by ethnicity, School and Centres and shows white students outperforming BME students in the majority of Schools and Centres (range 0.9%-points to 18.1%-points). The latest sector data for UK domiciled students shows that a greater proportion of first degree white students obtain a First or 2.1 Honours degree than BME students in all subject areas, and that the disparity is greater in non-SET subjects (17.5%-points) than SET subjects (7.2%-points).

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Table 1: Proportion of students achieving a 1ˢᵗ class or 2.1 honours degree, by ethnicity and School, five year average 2015/16 to 2019/20

School	BME		White		BME - White Difference in 1st/2.1 Outcome 2015/16 - 2019/20
	%	Number	%	Number	% - Points
Moray House School of Education and Sport	77.1%	35	70.4%	1317	6.7%
School of Health in Social Science	93.8%	16	89.0%	164	4.8%
School of Divinity	91.3%	23	92.2%	283	-0.9%
School of Social and Political Science	84.7%	242	86.5%	1232	-1.8%
School of History, Classics and Archaeology	86.1%	108	88.3%	1447	-2.2%
School of Chemistry	75.6%	90	78.5%	404	-2.9%
School of Literatures, Languages and Cultures	87.5%	200	91.4%	1874	-3.9%
School of Philosophy, Psychology and Language Sciences	85.0%	226	88.9%	1185	-3.9%
School of Informatics	77.1%	166	81.1%	509	-4.0%
School of Mathematics	78.5%	149	83.3%	450	-4.8%
School of Engineering	73.4%	482	79.2%	956	-5.8%
Business School	84.1%	283	90.9%	755	-6.8%
School of Law	80.9%	152	89.4%	648	-8.5%
Deanery of Biomedical Sciences	82.8%	209	91.5%	681	-8.7%
School of Physics and Astronomy	63.7%	80	72.5%	466	-8.8%
Edinburgh College of Art	70.4%	419	80.8%	1841	-10.4%
School of Economics	79.5%	297	91.8%	537	-12.3%
School of Biological Sciences	67.8%	177	81.4%	587	-13.6%
School of Geosciences	68.9%	119	87.0%	938	-18.1%

A positive difference in the table represents a greater proportion of BME students achieving a 1ˢᵗ class or 2:1 honours degree than white students. We have not reported on any Schools where there are five or less BME or white students.

Figures 12 and 13 show the proportion of **Postgraduate Taught** UK-domiciled entrants and non UK-domiciled entrants respectively with an exit qualification for BME and white students. Up to 2015/16 entry session, a higher proportion of white entrants exited with a qualification than did BME entrants (range 2.4%-points to 8.4%-points difference) for UK-domiciled entrants, whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification is consistently very similar to that of white students (range 0.9%-points to -0.5%-point).

Figure 12: Proportion of UK-domiciled postgraduate taught entrants with an exit qualification, 2010/11 to 2016/17 (counts for 2016/17 are 275 (BME) and 2,102 (white)
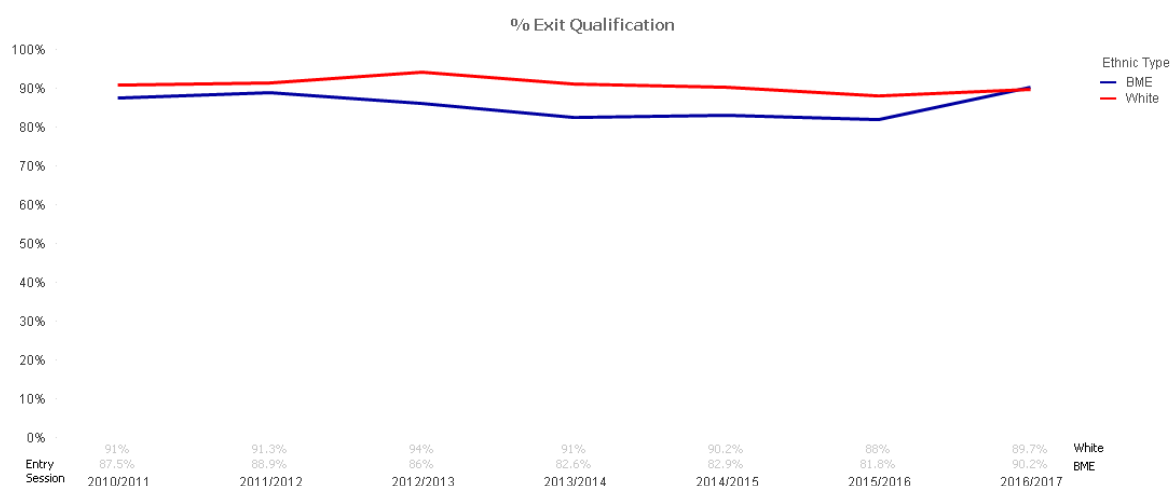
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Figure 13: Proportion of non-UK-domiciled postgraduate taught entrants with an exit qualification, 2010/11 to 2016/17 (counts for 2016/17 are 2,542 (BME) and 1,659 (white)
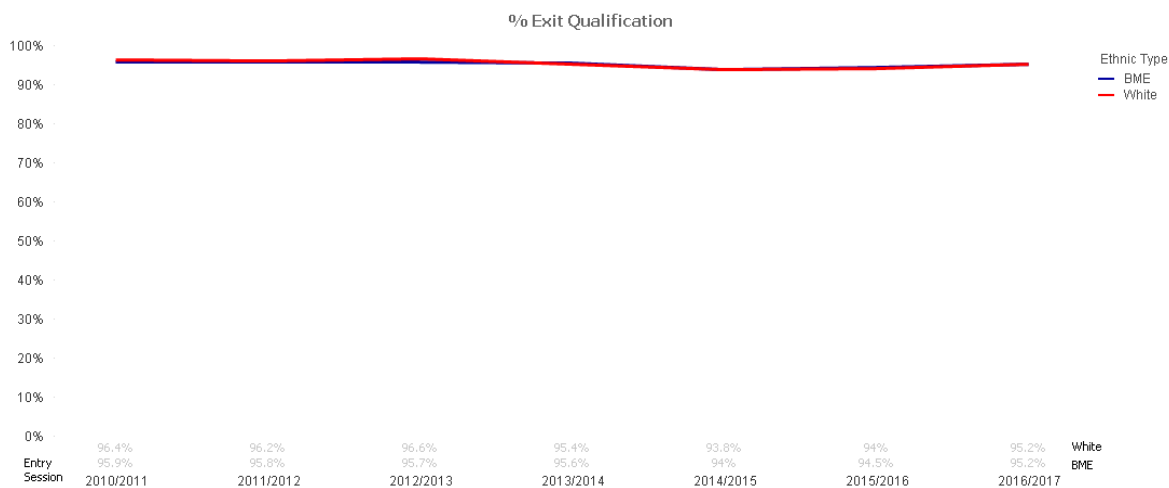
Figures 14 and 15 show the proportion of UK-domiciled **Postgraduate Research** entrants and non UK-domiciled entrants with an exit qualification by ethnicity. For UK-domiciled entrants the small denominators for BME entrants would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 14: Proportion of UK-domiciled postgraduate research entrants with an exit qualification, 2009/10 to 2014/15, separately for BME and white (counts for 2014/15 are 63 (BME) and 538 (white).
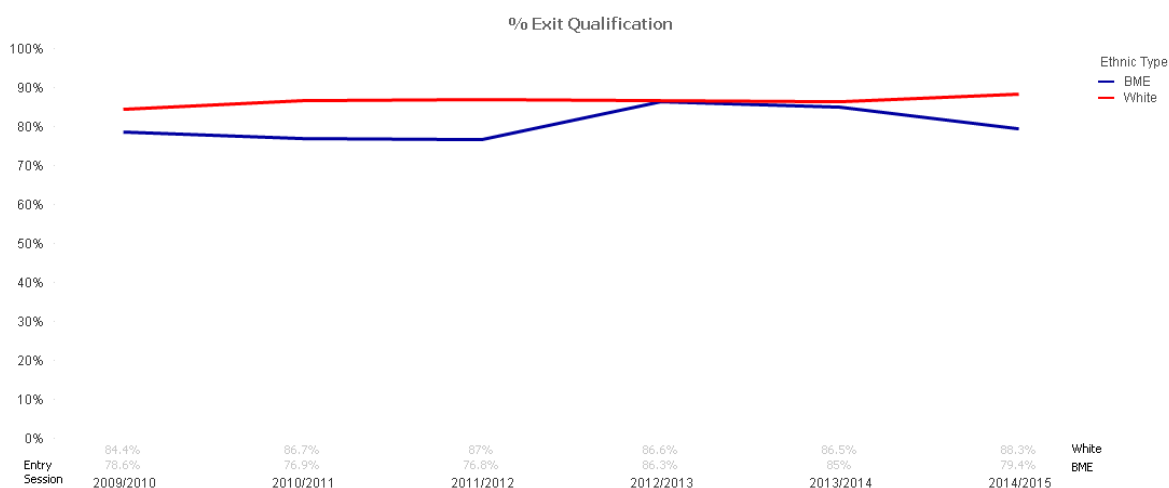
Figure 15: Proportion of non-UK-domiciled postgraduate research entrants with an exit qualification, 2009/10 to 2014/15, separately for BME and white (counts for 2014/15 are 298 (BME) and 411 (white).
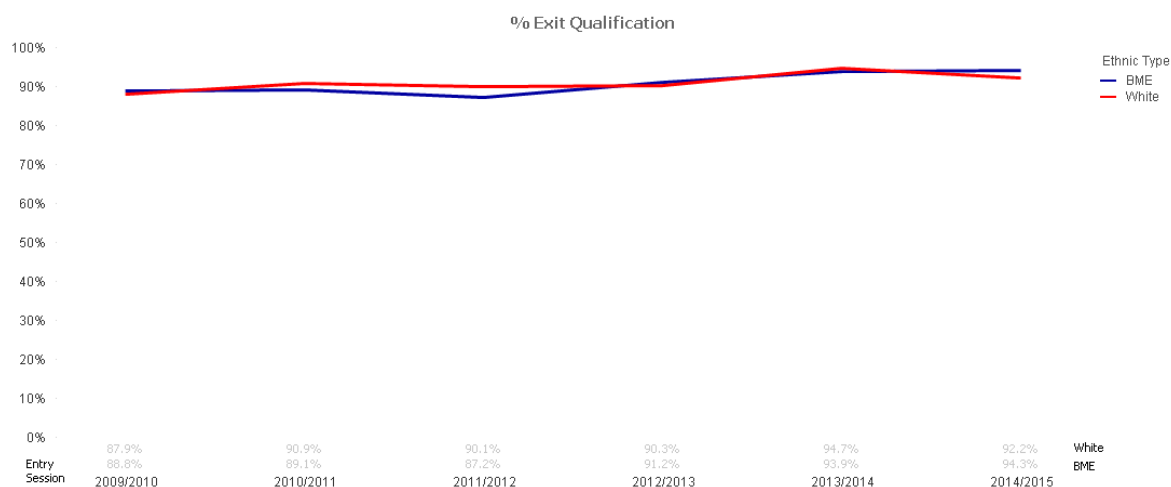
4. <u>Gender</u>

4.1. Proportions- gender

Figure 16a shows the proportion of **Undergraduate entrants** who are female. Since 2010/11 the proportion of female entrants has consistently exceeded 60% (range 60.3% - 65.1%), and places us second in the Russell Group universities for this measure (Figure 16b).

Figure 16a shows that the proportion of female entrants has decreased for 2019/20 compared to 2018/19. It includes both first degree undergraduates and visiting/non-graduating; both groups show a decreased proportion for 2019/20 compared to 2018/19. It also includes both UK and non UK entrants; the proportion of UK entrants who are female has increased (from 62.7% to 63.2%) whist the proportion of females amongst non UK entrants, many of whom are visiting students, has decreased markedly from a high of 66.9% in 2018/19 to 63.8% in 2019/20.

Figure 16a: Proportion of undergraduate entrants who are female 2010/11 to 2019/20 (counts for 2019/20 – 6,656 (AHSS), 863 (MVM), 2,266 (SCE), 9,785 (UoE))
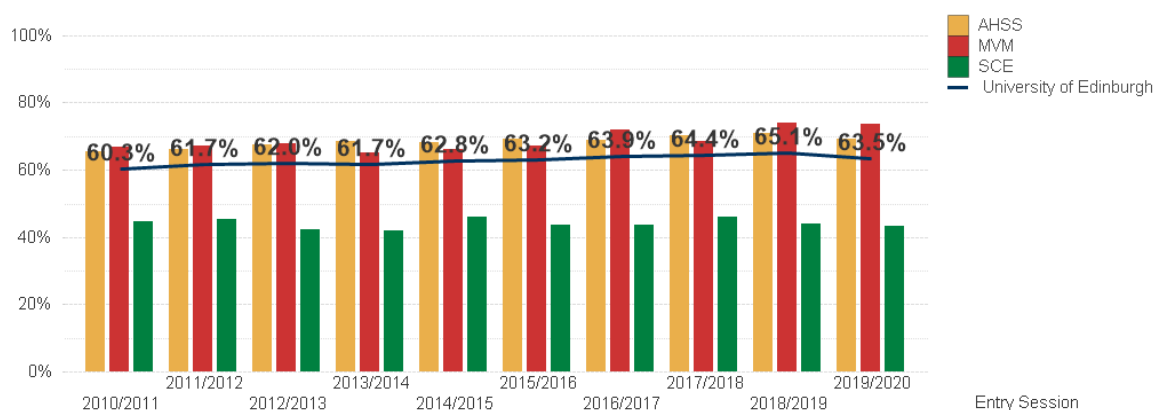
The University of Edinburgh had the second highest proportion of female UG students in the Russell Group in 2018/19. In each of the previous five years we had the 2nd or 3rd highest proportion. The proportion of female first degree UG students in 2018/19 was also higher than that for first degree UG students in the UK overall in 2018/19 (56.3%).

The proportion of female UG students in each College reflects the UK wide pattern of high female participation in Medicine and Veterinary science (CMVM) and non-SET subjects and nursing (CAHSS), and a lower participation in SET subjects (CSE).

Figure 16b: Proportion of undergraduate students who are female – Russell Group 2018/19
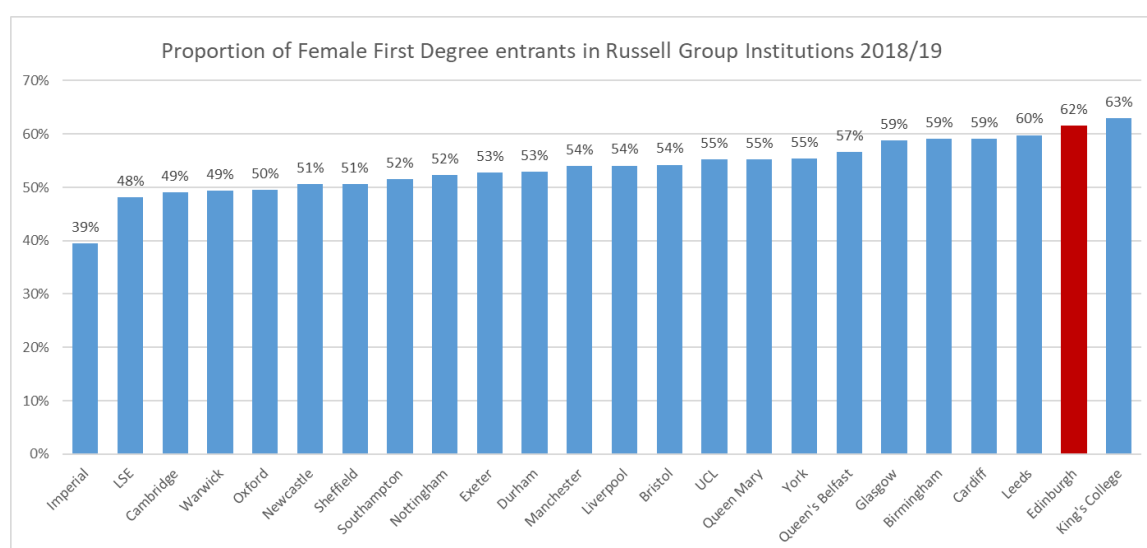
The Scottish Funding Council (SFC) has developed a Gender Action Plan (Ref: SFC/CP/05/2016)[6] to address gender imbalances at the subject level within Colleges and Universities, focussing on subject areas with severe imbalances (greater than 75% one gender). The University has generated its own gender action plan to reflect the SFC priorities that initially focusses on Architecture, Engineering, Computer Sciences and Nursing[7] with Education and teacher training to follow.

Analysis of 2019/20 undergraduate entrant gender balance by subjects initially included in the gender action plan are:
- Nursing (93.8% female – intake 48; 2018/19 intake was 90.5% female)
- Architecture (64.5% female – intake 121; 2018/19 intake was 67.8% female)
- Engineering (32.3% female – intake 597; 2018/19 was 29.2% female)
- Informatics (29.0% female – intake 421; 2018/19 intake was 31% female)

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http://www.sfc.ac.uk/web/FILES/Corporate_publications_SFCCP052016_GenderActionPlan/SFCCP052016_Gender_Action_Plan.pdf

7 https://www.ed.ac.uk/files/atoms/files/gender_action_planuoe2017.pdf

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Figure 17a shows the proportion of **Postgraduate Taught entrants** who are female. Female entrants have been in the majority (range 58.8% - 67.7%) for the last ten years and have been 60% or above for the eight most recent years. These figures include some visiting students, online learning programmes, and both UK and non UK entrants. The most marked increase in the proportion of female entrants is amongst campus based non-UK students; from 68.1% in 2018/19 to 71.7% in 2019/20. The proportion of female entrants amongst UK domiciled campus based entrants is unchanged at 64.9%.

Figure 17a: Proportion of postgraduate taught entrants who are female, 2010/11 to 2019/20 (counts for 2019/20 – 5,506 (AHSS), 1,186 (MVM), 1,779 (SCE), 8,471 (UoE))

The University of Edinburgh had the second highest proportion of female postgraduate taught students in the Russell Group in 2018/19 (Fig 17b). In the previous five years we had the 3rd, 3rd, 4th, 3rd and 5th highest proportion. The overall proportion of female PGT in the UK for 2018/19 was 61.5%.

Figure 17b: Proportion of taught postgraduate students who are female – Russell Group 2018/19

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Figure 18a shows the proportion of **Postgraduate Research** entrants who are female. Over the ten-year period the proportion of female students (range 48.0% to 52.1%) is lower than the proportion of female students at undergraduate and taught postgraduate level.

Figure 18a: Proportion of postgraduate research entrants who are female, 2010/11 to 2019/20 (counts for 2019/20 - 633 (AHSS), 376 (MVM), 636 (SCE), 1,645 (UoE))
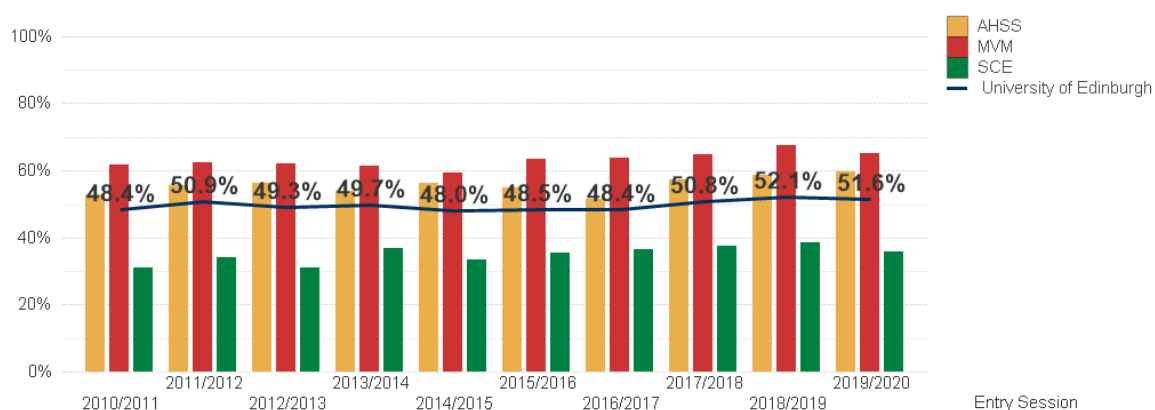
The University of Edinburgh had the 7th highest proportion of female postgraduate research students in the Russell Group in 2018/19 (Figure 18b). In the previous five years we had the 7th, 9th, 7th, 9th and 8th highest proportion. In 2018/19 the proportion of female PGR students in the UK was 48.9%.

Figure 18b: Proportion of research postgraduate students who are female – Russell Group 2018/19
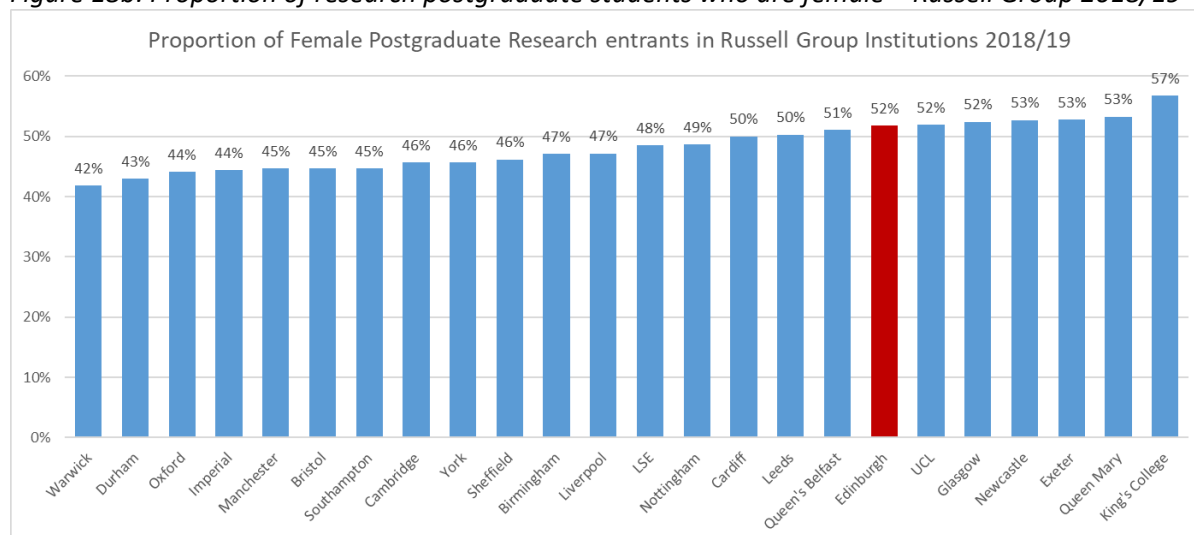
Until 2019/20, at all levels of study female students were in the minority in SCE amongst entrants; undergraduate and research postgraduate female entrants are still in the minority but female taught postgraduates are narrowly in the majority in 2019/20 (at 52.3%), due to non-UK entrants (54.4%) rather than UK entrants (44.2%). In CAHSS females are in the majority amongst entrants at all levels of study, in each of the last ten years. In MVM female

students are in the majority at both undergraduate and research postgraduate level (mainly on-campus delivery) throughout the ten-year period, with the proportion of female undergraduate entrants exceeding 70%. Female MVM entrants are in the majority for eight of the last ten years at taught postgraduate level, the majority of which consists of Online Learning programmes.

For all levels of study we had 74 entrants who disclosed (or have since disclosed) their gender as 'Other' from the options available, compared to 55 in the previous year. The Equality Challenge Unit recommends the use of the terms 'other' and 'prefer not to say' for people who associate with the terms intersex, androgyne, intergender, ambigender, gender fluid, polygender and genderqueer. HESA do not include a 'prefer not to say' option, instead specifying 'male', 'female', and 'other' as the categories; our data reflect this approach.

4.2. Outcomes - gender

Figures 19 and 20 show the proportion of **Undergraduate entrants** with an exit qualification (fig 19) and the proportion achieving a 1St Class or 2.1 Honours degree (fig 20) for male and female students in each case. Over the period shown, females consistently outperform males in both the proportion who leave with an exit qualification (difference in range 0.3%-points to 3.6%- points) and more markedly in the proportion achieving a 1st or 2.1 Honours degree (difference in range 4.3%-points to 9.7%-points).

This observation is in line with that seen overall throughout the sector. In 2013/14 74% of UK-domiciled female graduates obtained a first of upper second class degree compared to 70% of male graduates in English institutions[8]. Furthermore the difference persists across a wide range of entry qualifications and male students achieve a lower actual percentage than predicted after other factors (eg age on entry, ethnicity) had been modelled. The 2020 AdvanceHE student statistical report shows that a higher proportion of female first degree graduates across the UK HEI achieved a 1St Class or 2.1 Honours degree in 2018/19 (78.9%) than male graduates (73.8%), with little difference overall between SET and non-SET subjects, with only Social studies (1.5%-points difference) having a lower proportion of females achieving these classifications. Within Scotland, 82.2% of female graduates and 77.7% of male graduates achieved a 1St Class or 2.1 Honours degree in 2018/19 (4.5%-points difference).

The proportion of female graduates exiting with a First or 2.1 Honours degree in Russell group universities over the last five years (2014/15 to 2018/19) has averaged 5.3%-points higher than for male graduates, compared to an average difference over the same period of 4.1% for the University of Edinburgh.

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[8] Differences in degree outcomes: The effect of subject and student characteristics. HEFCE 2015/21

Figure 19: Proportion of undergraduate entrants with an exit qualification, entry sessions 2009/10 to 2015/16 (counts for 2015/16 are 5,357 (Female), 3,172 (Male))
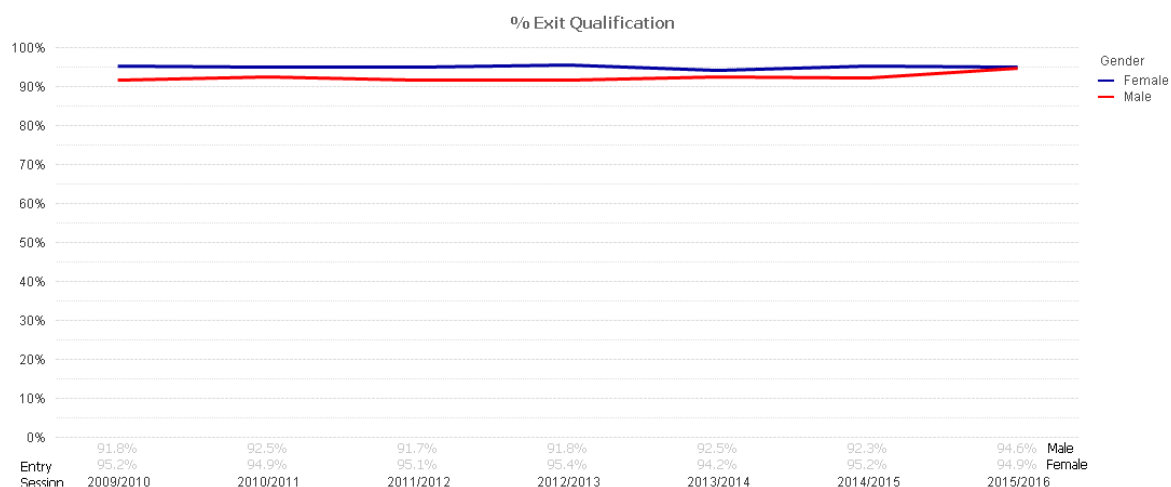

Figure 20: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2010/11 to 2019/20 (counts for 2019/20 are 2,709 (Female), 1,768 (Male))
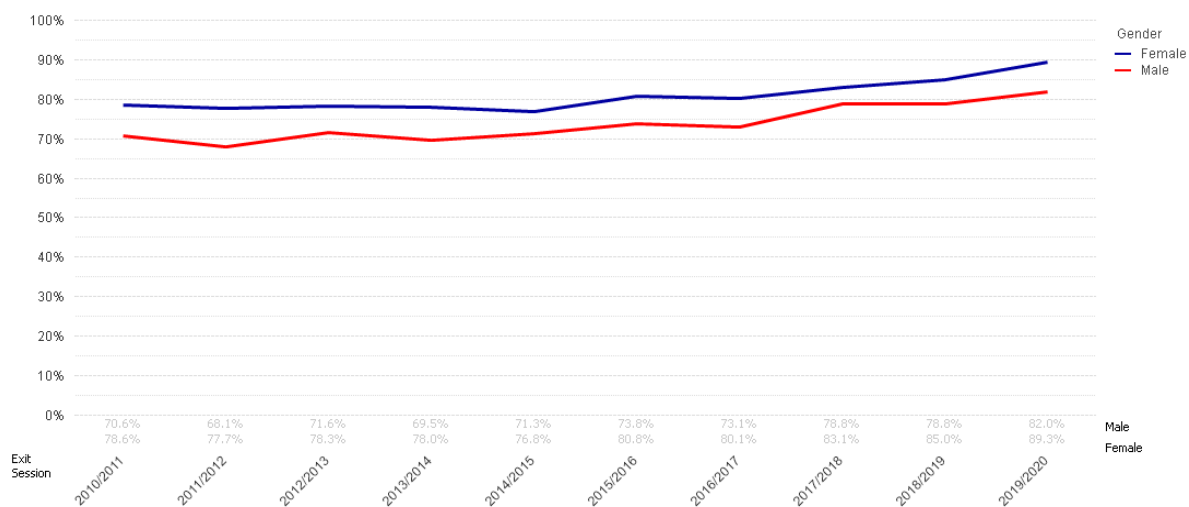

Table 2 shows the five year average 2015/16 to 2019/20 proportion of students achieving a 1st class or 2.1 honours degree, by Gender, School and Centres. It shows females outperforming males in the majority of Schools and Centres. Only the Schools of Divinity (0.8%-points), Informatics (8.1%-points) and Health in Social Science (0.6%-points, albeit based on only 10 graduating males) had a higher proportion of male students achieving a First or 2.1 Honours degree. For all other Schools the proportion of female students awarded a First/2:1 was higher than males (range 0.5%-points to 16.3%-points). For the UK, in 2018/19 a greater proportion of female students achieved a First or 2.1 Honours degree in all subject groups apart from Social Studies (1.5%-points).

Table 2: Proportion of students achieving a 1st class or 2.1 honours degree, by Gender and School, five year average 2015/16 to 2019/20

School	Female		Male		Female - Male Difference in 1st/2.1 Outcome 2015/16 - 2019/20
	%	Number	%	Number	% - Points
School of Informatics	73.9%	180	82.0%	606	-8.1%
School of Divinity	91.7%	204	92.5%	107	-0.8%
School of Health in Social Science	89.4%	170	90.0%	10	-0.6%
School of Economics	86.7%	375	86.2%	600	0.5%
School of Engineering	76.7%	417	76.1%	1192	0.6%
Moray House School of Education and Sport	71.7%	888	68.4%	472	3.3%
School of Mathematics	83.0%	300	79.7%	335	3.3%
School of Literatures, Languages and Cultures	91.8%	1639	88.5%	537	3.3%
School of History, Classics and Archaeology	89.1%	1019	85.5%	600	3.6%
School of Social and Political Science	87.6%	1144	82.8%	470	4.8%
School of Biological Sciences	80.2%	536	75.1%	305	5.1%
School of Chemistry	80.5%	282	75.4%	248	5.1%
Edinburgh College of Art	79.9%	1753	74.5%	603	5.4%
School of Physics and Astronomy	76.0%	154	70.1%	432	5.9%
School of Philosophy, Psychology and Language Sciences	90.2%	1070	83.1%	432	7.1%
Business School	90.7%	636	83.5%	510	7.2%
School of Geosciences	87.9%	626	80.4%	479	7.5%
School of Law	89.6%	586	80.8%	261	8.8%
Deanery of Biomedical Sciences	91.9%	704	81.3%	256	10.6%
College of Science and Engineering	33.1%	124	16.8%	196	16.3%

A positive difference in the table represents a greater proportion of female students achieving a 1st class or 2:1 honours degree than male students. We have not reported on any Schools where there are five or less male or female students.

As seen at undergraduate level, the proportion of female entrants with an exit qualification is consistently higher than male entrants at **Taught Postgraduate level** (range -0.8 – 5.1%-points, Figure 21) and at research postgraduate levels the proportion of female and male entrants who leave with a qualification are similar (Figure 22).

Figure 21: Proportion of postgraduate taught entrants with an exit qualification, 2010/11 to 2016/17 (counts for 2016/17 are 3,687 (Female) and 2,198 (Male).

% Exit Qualification							
Entry Session	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
	92.9%	92.1%	93%	90.3%	89.5%	89.4%	92.2% Male
	93.7%	94.5%	96%	95.4%	93.7%	93.3%	93.7% Female
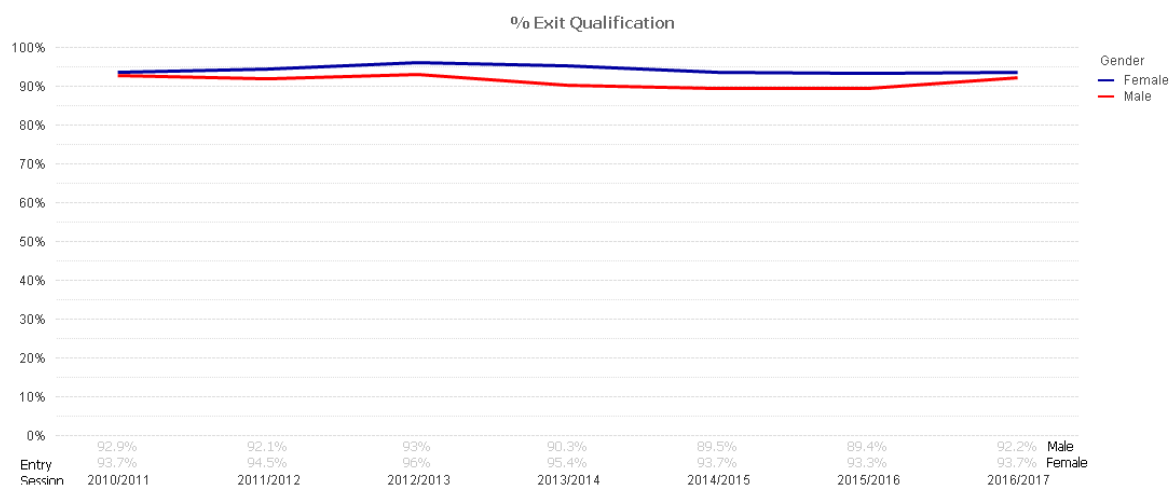
Figure 22: Proportion of postgraduate research entrants with an exit qualification, 2009/10 to 2014/15 (counts for 2014/15 are 626 (Female) and 637 (Male).

% Exit Qualification					
Entry Session	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
	85.7%	88.3%	86.7%	88.7%	91.2%	89.9% Male
	86.2%	87.5%	88.9%	86.7%	89.7%	91.3% Female
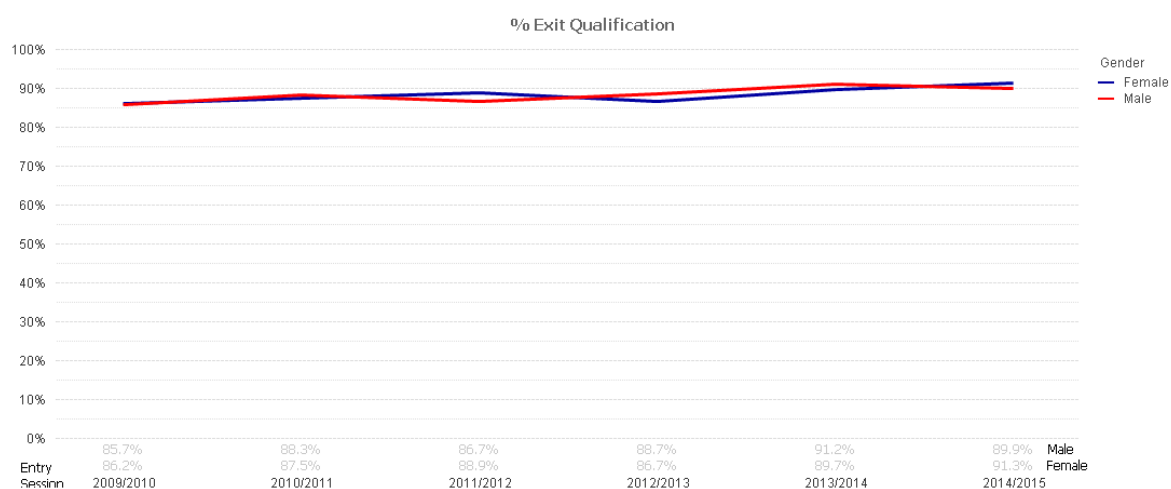
5. Age on Entry

5.1. Proportions – age on entry

Figure 23 shows **Undergraduate entrants** by age grouping on entry over a ten-year period. The University's undergraduate intake is dominated by young entrants (ie <17 to 21 years old on entry) with the increase in the proportion of students aged 22 to 25 first seen in 2011/12 being largely due to the introduction of COL/pre-sessional English Language students into the student data.

Visiting and non-graduating students tend to be older than first degree undergraduate entrants. Excluding visiting and non-graduating, 10% of 2019/20 entrants were age 17 or under, and 83% were age 18-21; the same proportions as for 2018/19 and 2017/18 entrants.

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Figure 23: Undergraduate entrants by age grouping on programme entry, 2010/11 to 2019/20
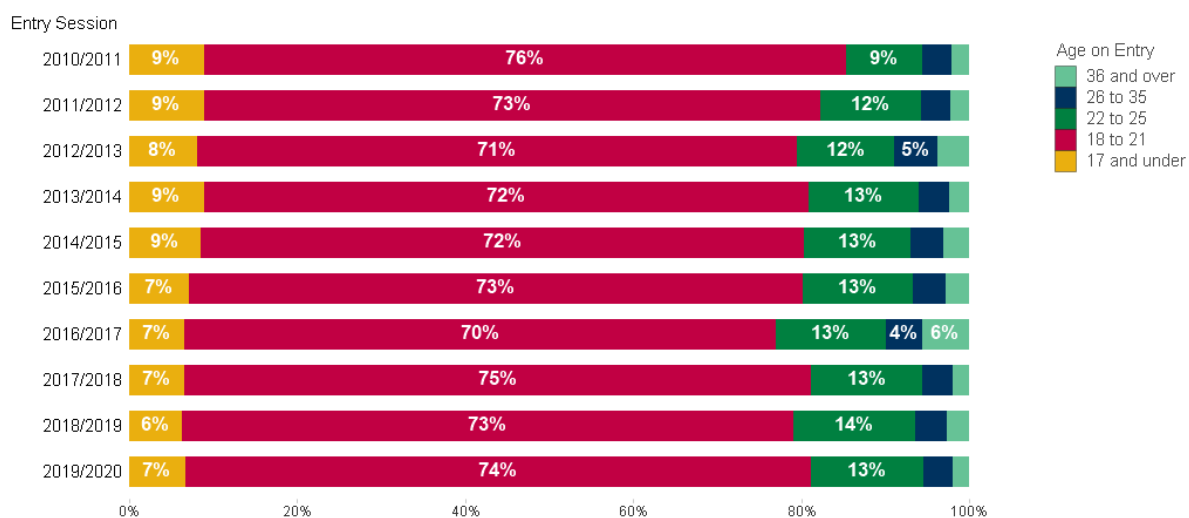
Figure 24 shows the proportion of **Postgraduate Taught** entrants, by age on entry grouping. The proportion of entrants aged 25 or under has increased in percentage terms over the period, with an increase for 2019/20 bringing that combined group to 65% of the cohort. The figures include distance learning programmes which have an older demographic; for 2019/20 36% of such entrants were age 36 or over and 48% were age 26-35.

Figure 24: Proportion of postgraduate taught entrants, by age on entry, 2010/11 to 2019/20
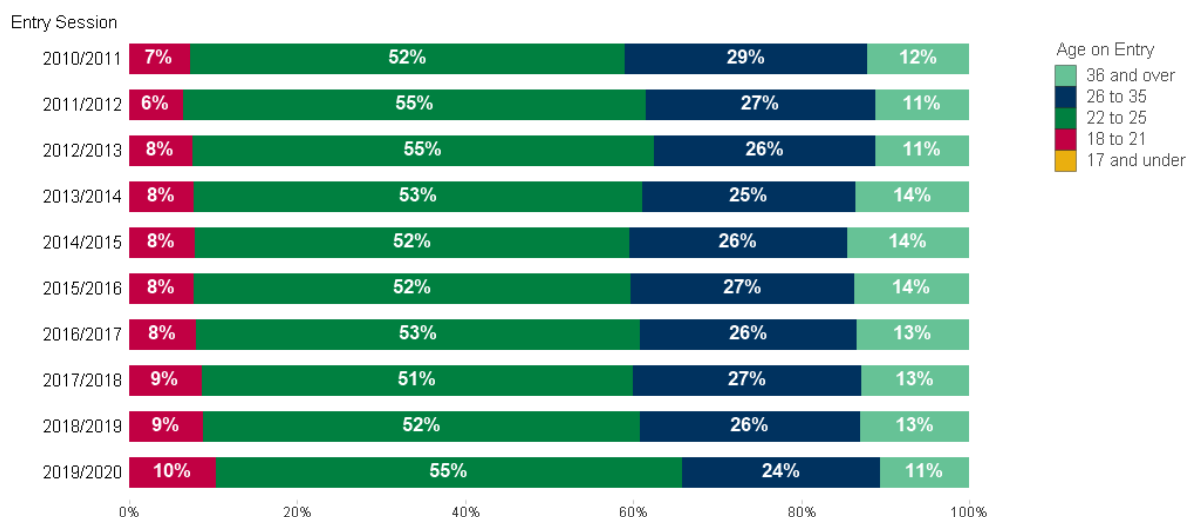
Figure 25 shows **Postgraduate Research** entrants by age on entry grouping. Over the ten year period just over half of our entrants are 25 or under.

Figure 25: Postgraduate research entrants by age on entry grouping, 2010/11 to 2019/20.
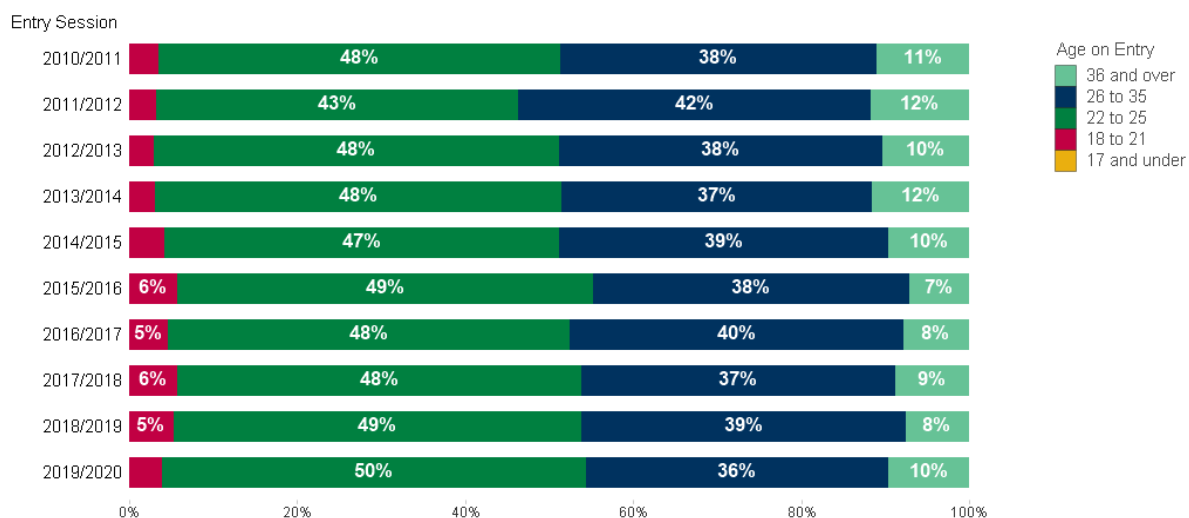
5.2. Outcomes– age on entry

Figure 26 shows the proportion of **Undergraduate entrants** with an exit qualification, by age on entry grouping. The proportions of the two youngest age groups who exit with a qualification are very similar and are consistently higher than those of the older age groups, with the spread between age groups varying from between 6.7%-points to 20.3%-points.

Figure 26: Proportion of undergraduate entrants with an exit qualification, 2009/10 to 2015/16 (count for 2015/16 – 7,295 (21 and under) 1,188 (22-25) 356 (26-35) 257 (36 and over))
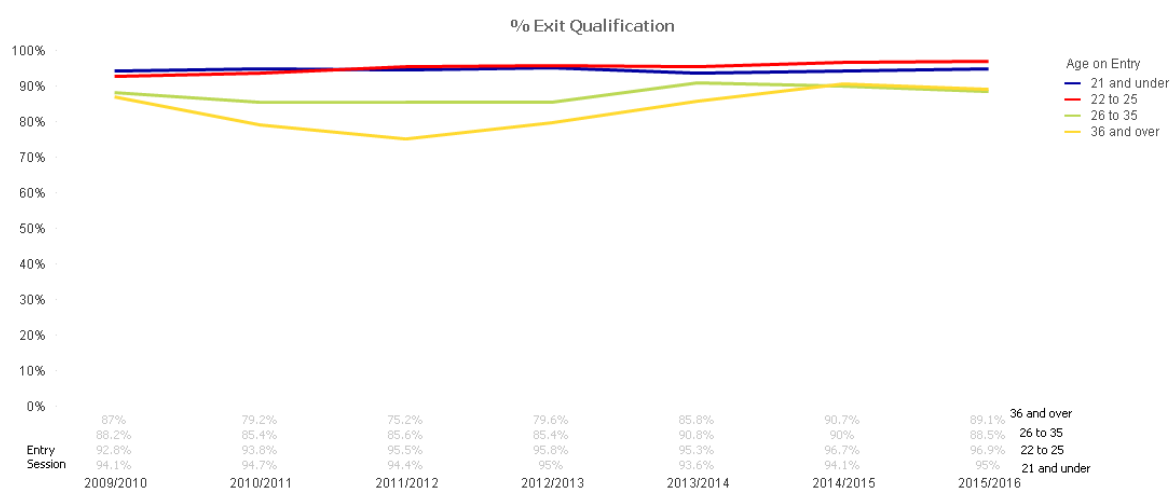
Figure 27 shows the proportion of students achieving a 1st class or 2.1 honours degree, by exit award session, by age on entry grouping. The pattern we see for the University, with 21 and under at age of entry outperforming all other age groups with the spread varying between 13.6%-points and 28.3%-points, however the relatively small population size of the older student groups means greater variability. This is similar in pattern and scale to the Russell Group universities. The AdvanceHE student report 2020 showed that overall, the proportion of full-time first degree undergraduate qualifiers (in 2018/19) receiving a

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first/2:1 declined as age increased. 80.8% of those aged 21 and under and 77.6% of those aged 22–25 received a first/2:1, compared with 72.4% of those aged 26–35 and 68.0% aged 36 and over (a spread of 12.8%-points between the highest and lowest proportion). In England the attainment gap for first degree proportion of First/2:1 was 15.5%-points between qualifiers aged 21 and under and qualifiers aged 36 and over. In Scotland the difference was 13.5%-points and Northern Ireland and Wales the gaps were smaller (8.1 and 7.7%-points respectively).

Figure 27: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2010/11 to 2019/20 (count for 2019/20 – 4,200 (21 and under) 72 (22-25) 56 (26-35) 25 (36 and over))
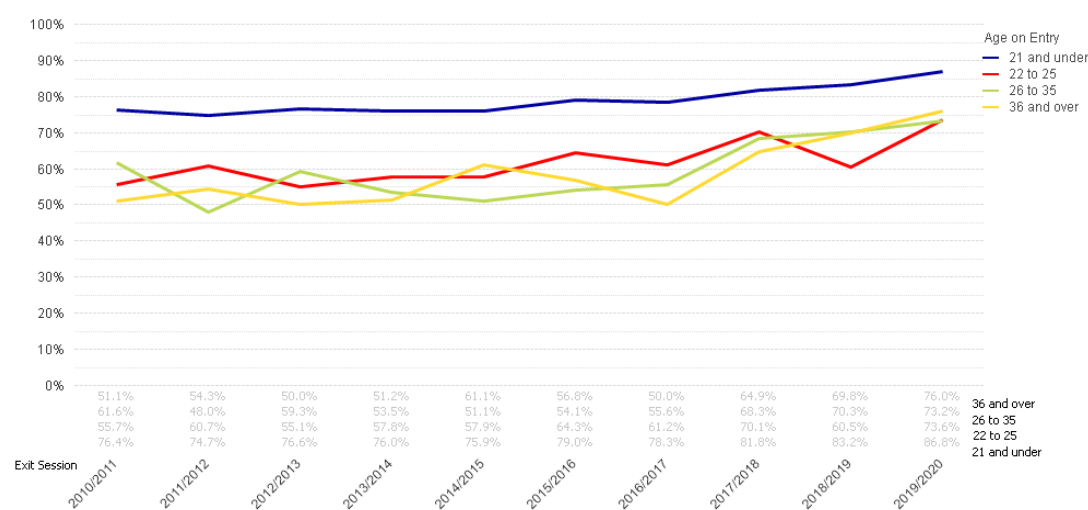
The proportions of the two youngest age groups on entry with an exit qualification at **Taught Postgraduate level** (Figure 28) are very similar and is consistently higher than the older age groups, mirroring the pattern seen at undergraduate level.

Figure 28: Proportion of postgraduate taught entrants with an exit qualification, 2010/11 to 2016/17 (counts for 2016/17 are 528 (21 and under), 3,543 (22 to 25), 1,723 (26 to 35) and 900 (36 and over)

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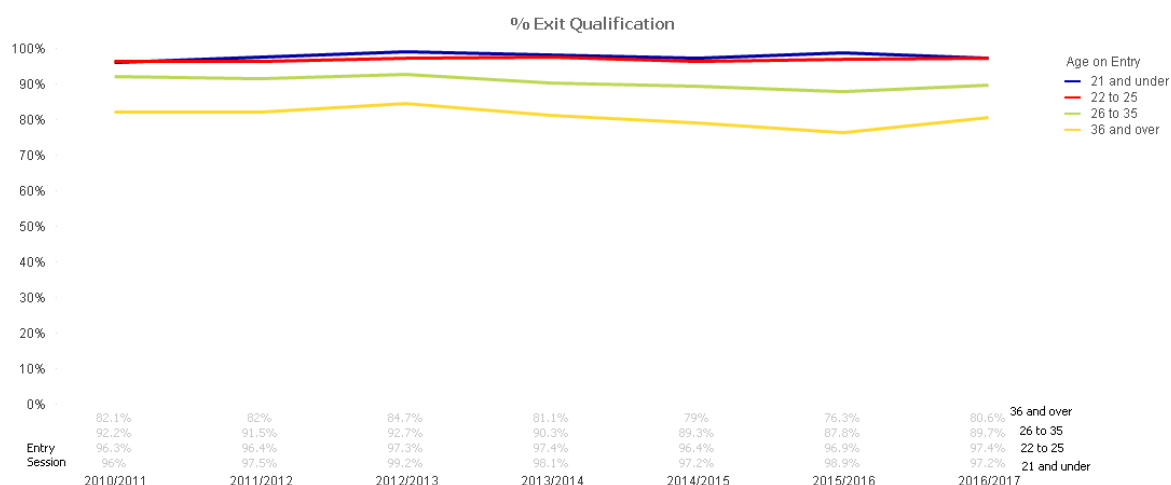
Figure 29 shows the proportion of **Postgraduate Research** entrants that achieved an exit qualification broken down by age groups. Consistently over the five year period the proportion of entrants achieving an exit qualification was higher in the two younger age groups on entry, with the oldest age group having the lowest proportion of entrants achieving an exit qualification. The small denominators for entrants under 21 would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 29: Proportion of postgraduate research entrants with an exit qualification, 2009/10 to 2014/15 (counts for 2014/15 are 56 (21 and under), 637 (22 to 25), 530 (26 to 35) and 130 (36 and over).
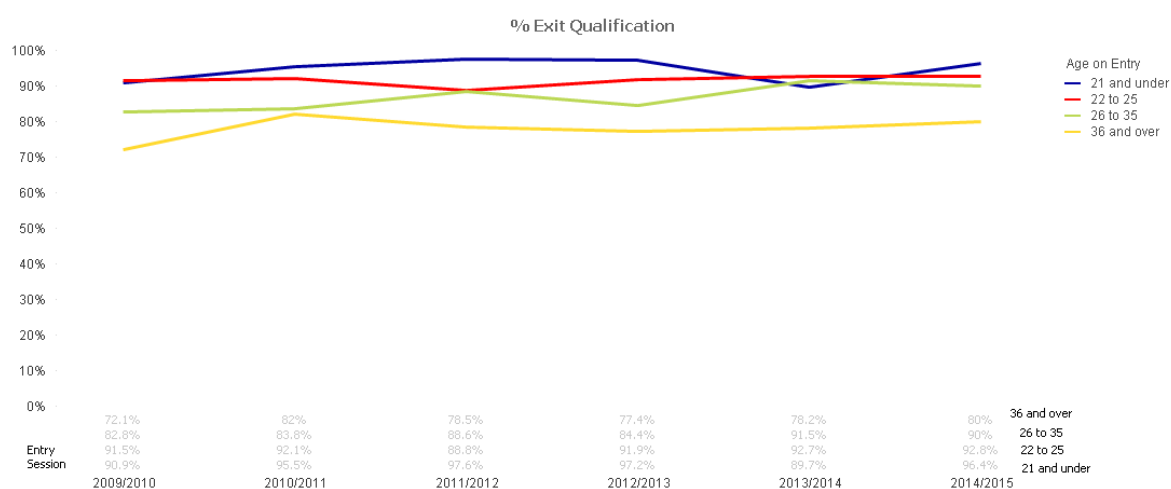
6. Disability

6.1. Proportions- Disability

Figure 30a shows the proportion of **Undergraduate Students** disclosing a disability. The proportion of students disclosing a disability has increased overall year-on-year over the last ten years with some variation between Colleges. Note that this chart is for all undergraduate students (population), not just entrants – to capture students that disclose a disability later in their university career. The 2020 Advance HE report shows the proportion of students disclosing a disability at UG first degree level in the UK in 2018/19 was 17.2%.

Figure 30b shows that for 2018/19, the proportion of all first degree undergraduate students reporting a disability at the University of Edinburgh (16%) was 10th highest of the Russell Group Universities (range 6% to 21%).

Figure 30a: Proportion of undergraduate students disclosing a disability, 2010/11 to 2019/20 (Total Population for 2019/20 – 17,706 (AHSS), 3,293 (MVM), 7,247 (SCE), 28,246 (UoE))
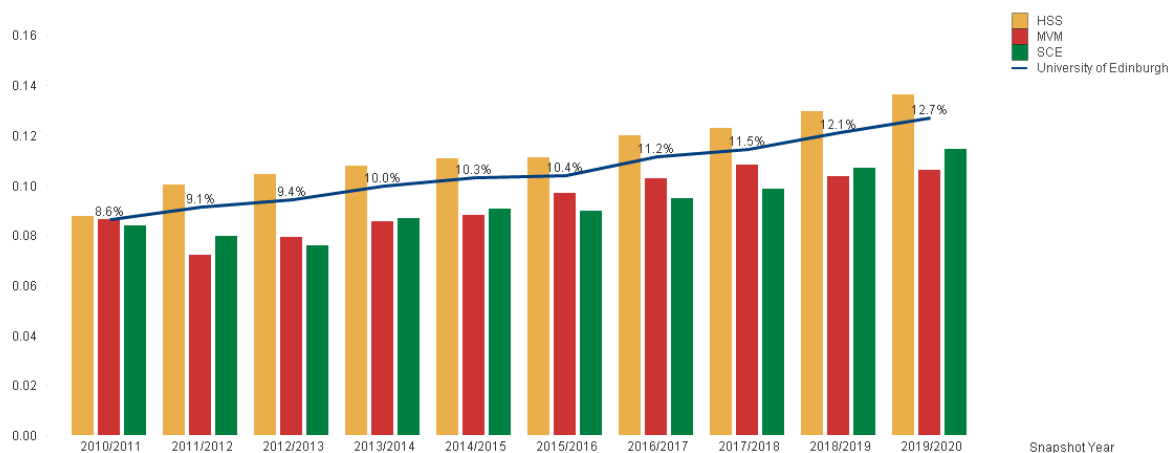
Figure 30b: Proportion of undergraduate students disclosing a disability, Russell Group 2018/19
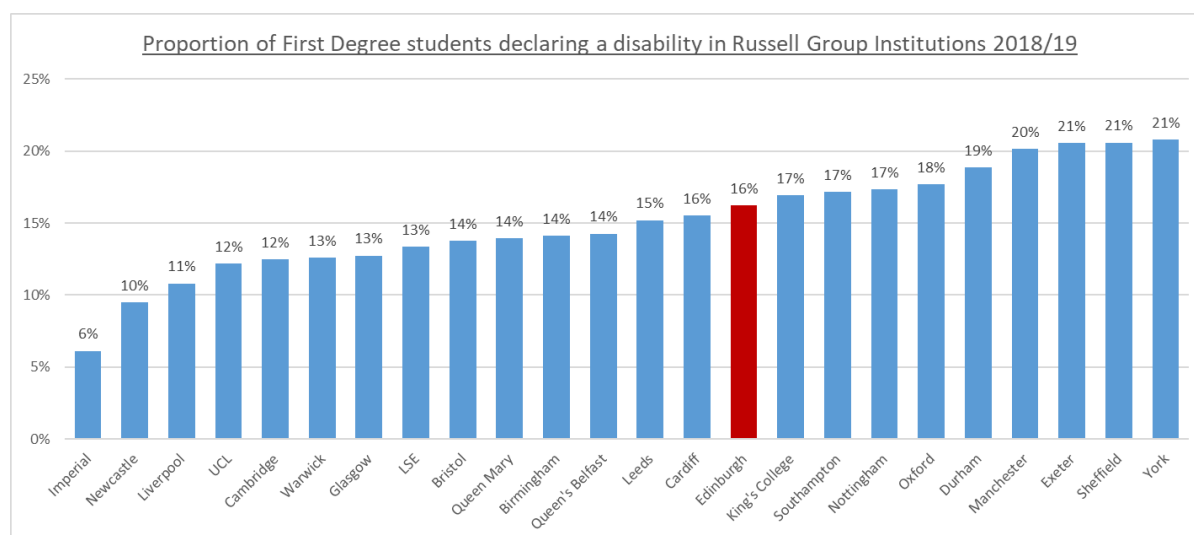
The proportions of students declaring a disability at taught postgraduate level (Figure 31a) and research postgraduate (Figure 32a) level at 6.9% and 9.4% respectively for 2019/20 are lower than at undergraduate level but show broadly similar proportional increases over the ten year period of 41% (PGT) and 62% (PGR) compared to that seen at undergraduate level of study (48%). The proportion of students disclosing a disability in the UK in 2018/19 was 8.6% for PGT and 8.5% for PGR.

Figure 31a: Proportion of all postgraduate taught students declaring a disability, 20010/11 to 2019/20 (counts for 2019/20 – 10,877 (AHSS), 3,407 (MVM), 3,364 (SCE), 17,643 (UoE))
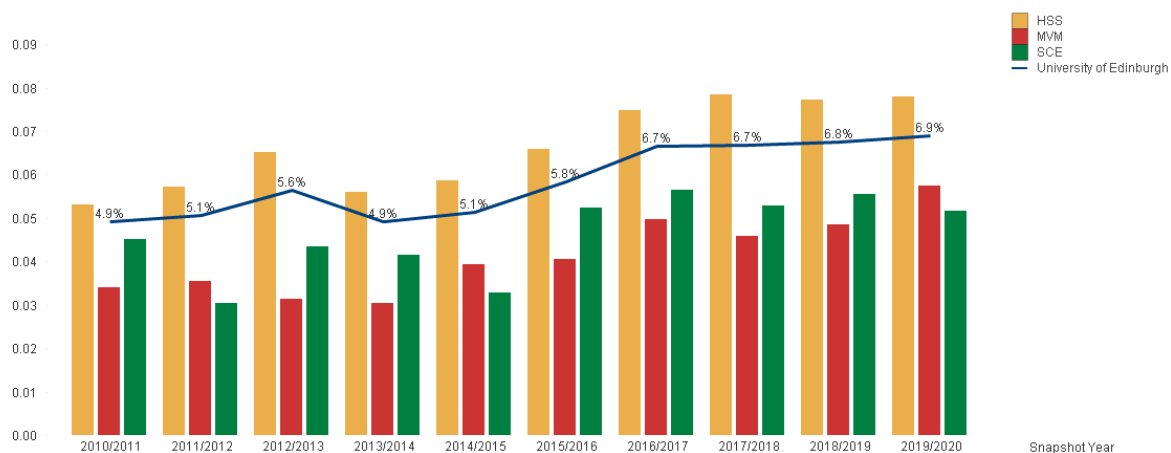
Figure 31b: Proportion of taught postgraduate students disclosing a disability, Russell Group 2018/19

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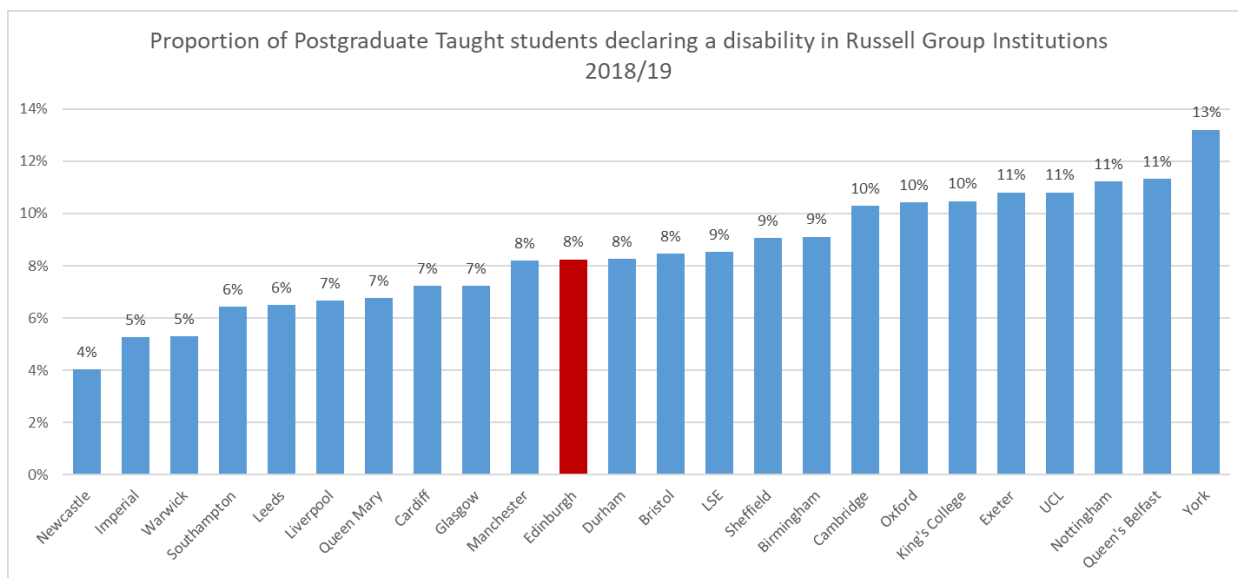
Figure 32a: Proportion of all postgraduate research students declaring a disability, 2010/11 to 2019/20 (counts for 2019/20 – 2,447 (AHSS), 1,388 (MVM), 2,638 (SCE), 6,473 (UoE))
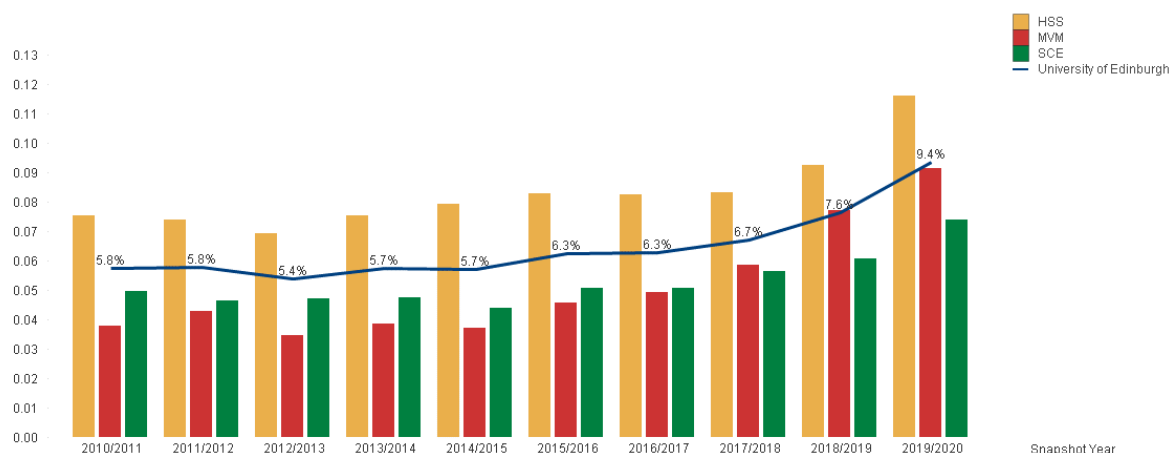
Figure 32b: Proportion of postgraduate research students disclosing a disability, Russell Group 2018/19
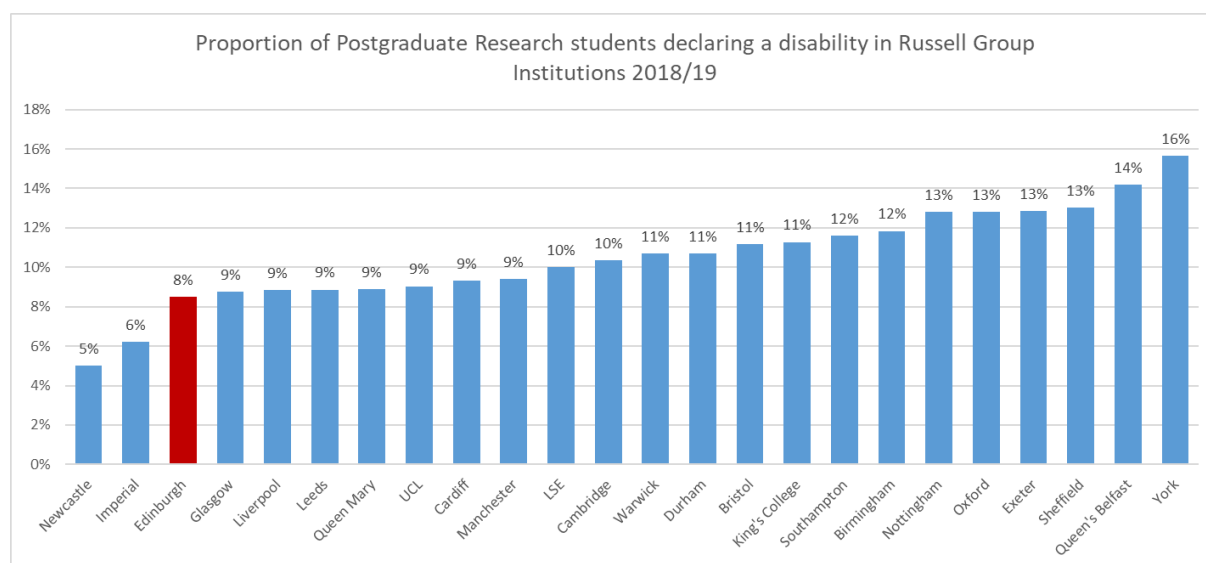
For the most recent four years we have been in the second highest quartile (after being in the highest quartile for the two years prior to that) of Russell Group institutions for the proportion of first degree students declaring a disability (Figure 30b), whereas for taught postgraduate students it has fluctuated between the middle two quartiles (Figure 31b), and for research postgraduate students has been in the lowest quartile for the past six years (Figure 32b).

6.2. Outcomes - Disability

Figures 33 and 34 show the proportion of **Undergraduate entrants** with an exit qualification and the proportion achieving a 1st Class or 2.1 Honours degree who disclosed a disability. There is little difference between the proportions of students declaring a disability exiting with a qualification compared to students with no declared disability over the seven year

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period (range 0.0%-points – 3.8%-points lower proportion for students declaring a disability). However, the proportion of students who disclosed a disability exiting with a 1St Class or 2:1 Honours is lower in each of the last five years shown (difference in range 0.3%-points to 5.6%-points lower) than students with no declared disability. The HEFCE 2015/21 publication shows that in 2013/14 students with a declared disability had a performance gap of 4%-points compared to students not declaring a disability, and that this difference was still largely present after modelling for other factors. The AdvanceHE students report 2020 also highlights the gap in attainment between disabled and non-disabled first degree students in the UK (1.8%-points), with a wider gap in attainment in Scotland at 4.3%-points. Both disabled and non-disabled students in Scotland show better attainment than the respective UK averages (76.6% vs 75.2% for disabled, 80.9% vs 77.0% for non-disabled).

Figure 33: Proportion of undergraduate entrants with an exit qualification, 2009/10 to 2015/16 (the counts for 2015/16 are 1,066 (declaring a disability) and 8,030 (not declaring a disability))

Figure 34: Proportion of students achieving a 1st class or 2.1 honours degree, by exit session, 2016/17 to 2018/19 (the counts for 2019/20 are 725 (Disclosed a disability) and 3,628 (No disclosed disability)
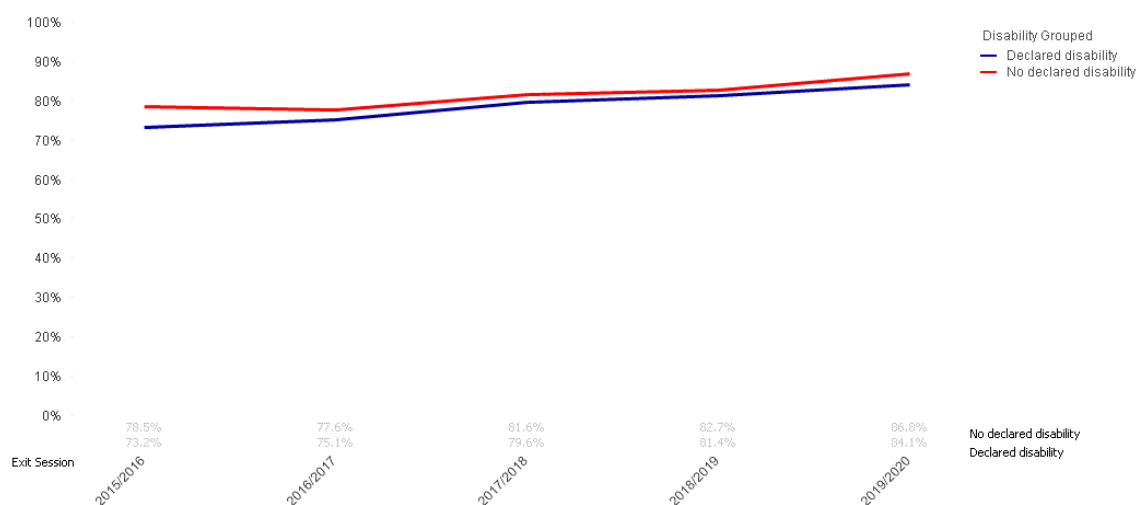
Figure 35 shows that the proportion of entrants declaring a disability at taught postgraduate level with an exit qualification is consistently lower (range 1.7%-points – 6.5%-points) than entrants with no declared disability.

Figure 35: Proportion of postgraduate taught entrants with an exit qualification, 2009/10 to 2015/16 (counts for 2016/17 are 495 (declaring a disability) and 6,201 (not declaring a disability)
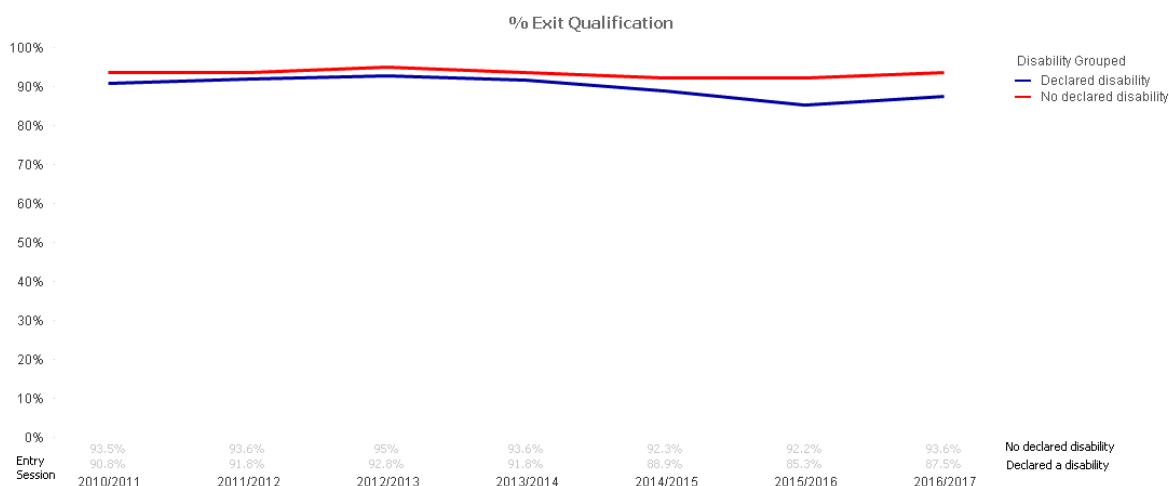

Figure 36 shows the proportion of **Postgraduate Research** entrants with an exit qualification separately for students declaring a disability and students not declaring a disability. The proportion of entrants declaring a disability at research postgraduate level with an exit qualification is consistently lower (range 1.4%-points to 16.8%-points) than entrants with no declared disability The small denominators for entrants declaring a disability would lead us to expect a degree of random fluctuations in percentage achieving an exit qualification.

Figure 36: Proportion of postgraduate research entrants with an exit qualification, 2008/09 to 2013/14 (counts for 2014/15 are 100 (declaring a disability) and 1,253 (not declaring a disability)
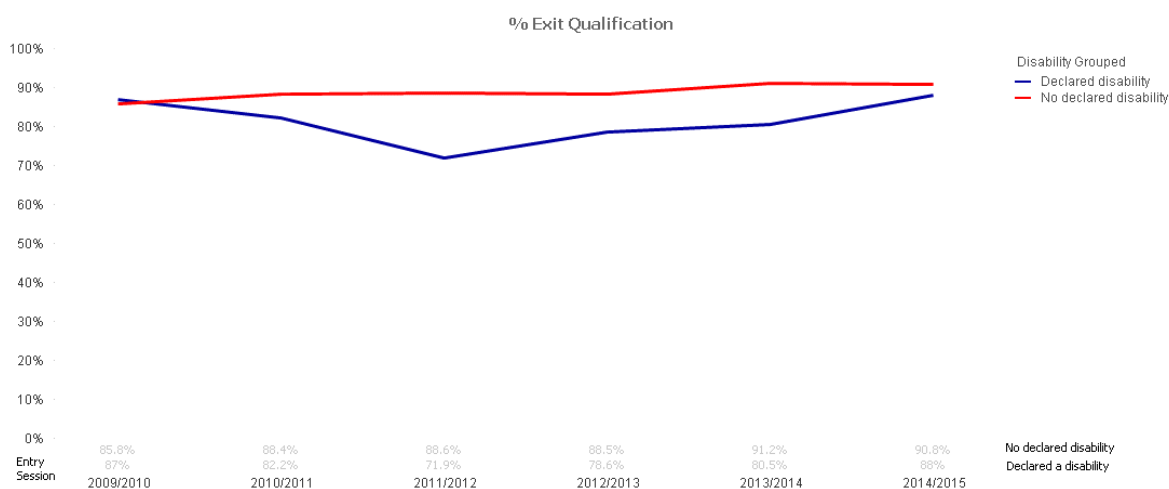
EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

Staff Report 2019/20

THE UNIVERSITY *of* EDINBURGH

1. Introduction

The twelfth report from the Equality and Diversity Monitoring and Research Committee (EDMARC) reports on student and staff data for the University of Edinburgh. The remit of the committee is to report and monitor equality and diversity issues, and to carry out further research where appropriate. EDMARC also provides advice and technical expertise to make policy and research recommendations.

This report focuses on staff data for 2019/20 and looks at the demographics by protected equality characteristics for academic and professional services staff.

EDMARC is composed of senior staff with an interest in equality and diversity issues and expertise in the analysis and management of data, and a representative from the Students Association. EDMARC is chaired by the University Lead for Equality, Diversity & Inclusion.

In this unusual year, EDMARC was not able to meet, and instead, the Equality, Diversity and Inclusion Committee discussed and approved the reports.

The current members of the Committee are:

Professor Sarah Cunningham-Burley, University Lead, Equality, Diversity & Inclusion

Denise Boyle, Human Resources

EUSA Vice President Welfare

Rebecca Gaukroger, Student Recruitment and Admissions

Joint Unions Representative

Pauline Manchester, Interim Director of Planning

Dr Caroline Wallace, Human Resources

The reports will be published on the EDMARC webpages
http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc

Further information on equality and diversity in the University can be found at
http://www.ed.ac.uk/equality-diversity

2. Notes and Definitions

The data used in this report are snapshots of the staff database, taken in July of each year from 2014/15 through to 2019/20. Staff are reported on overall, and in two categories: Academic and Professional Services staff. Academic staff are defined as Clinical Academics and Academic

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staff on grades UE06-UE10. Professional Services staff are all staff that are not Clinical Academics or Academic.

Internal data uses staff headcount unless stated otherwise. Full-time and part-time staff are reported as aggregate headcounts unless stated. The University's definition of full-time is any member of staff working 35 hours or more per week.

Figures are presented primarily at University level but, where appropriate, a breakdown by College/Professional Services Groups is given.

Comparisons to other institutions are made using annual data from the Higher Education Statistics Agency (HESA). HESA comparison data refers to academic year 2018/19. Where appropriate, a peer group of institutions is used to compare the institution's performance such as the Russell Group or other institutions in Scotland.

This report has aligned definitions with other standard equality reporting and best practice. For example, this report presents ethnicity in UK-nationality and non-UK nationality groupings in line with AdvanceHE reporting. The AdvanceHE 'Equality + Higher Education Statistical Report 2020' can be found at https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-report-2020

2.1. Key Abbreviations

AHSS   College of Arts, Humanities and Social Sciences
CSG   Corporate Services Group
ISG   Information Services Group
MVM   College of Medicine & Veterinary Medicine
SCE   College of Science & Engineering
UoE   University of Edinburgh
USG   University Secretary's Group

3. Headcount

3.1. Headcount - Overall

At July 2020 there were 12,269 staff (excluding staff on Guaranteed Hours contracts, reported separately in Section 3.4), of which 3076 were working part-time, demonstrating the University's commitment to providing flexible working opportunities. However, the proportion of staff working part-time decreased slightly from 26.7% in 2018/19 to 25.1% in 2019/20, compared to the relatively static position over the previous 5 years. This may be attributed to parts of the University being unable to operate during the COVID-19 pandemic, with no requirement to recruit term-time staff or additional seasonal hospitality and events, for example, Accommodation Services. A breakdown by college and support group is shown in Table 1.

Table 1: Breakdown of staff headcounts, by college and professional services group, 2014/15 to 2019/20

College/Professional Services Grp	Full/Part Time	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AHSS	Full Time	1724	1712	1765	1837	1926	2050
	Part Time	531	528	582	602	660	627
	Total	**2254**	**2240**	**2347**	**2439**	**2586**	**2677**
MVM	Full Time	2033	2124	2227	2313	2371	2427
	Part Time	626	677	757	774	798	788
	Total	**2640**	**2801**	**2984**	**3087**	**3169**	**3215**
SCE	Full Time	1884	1907	1951	2038	2119	2229
	Part Time	298	320	316	341	334	371
	Total	**2181**	**2227**	**2267**	**2379**	**2453**	**2600**
CSG	Full Time	1043	1095	1094	1208	1213	1256
	Part Time	921	946	976	949	993	842
	Total	**1963**	**2041**	**2070**	**2157**	**2206**	**2098**
ISG	Full Time	545	528	535	526	546	596
	Part Time	185	179	189	191	181	206
	Total	**729**	**707**	**724**	**717**	**727**	**802**
USG	Full Time	371	390	414	466	561	635
	Part Time	143	149	173	183	212	242
	Total	**513**	**539**	**587**	**649**	**773**	**877**
Total		**10258**	**10555**	**10979**	**11428**	**11914**	**12269**

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3.2. Headcount - Academic Staff

At July 2020, Table 2 shows there were 5050 academic staff in the Colleges, of which 847 were working part-time. Staff on Guaranteed Hours contracts are excluded and reported separately in Section 3.4.

Table 2: Headcount of academic staff, by college, 2014/15 to 2019/20

College/Professional Services Grp	Full/Part Time	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AHSS	Full Time	1083	1090	1146	1186	1239	1307
	Part Time	301	297	315	336	420	405
	Total	**1384**	**1387**	**1461**	**1522**	**1659**	**1712**
MVM	Full Time	1229	1292	1336	1388	1434	1497
	Part Time	200	205	237	245	250	247
	Total	**1429**	**1497**	**1573**	**1633**	**1684**	**1744**
SCE	Full Time	1247	1238	1290	1331	1340	1399
	Part Time	144	163	155	158	163	195
	Total	**1391**	**1401**	**1445**	**1489**	**1503**	**1594**
Total		**4196**	**4285**	**4479**	**4644**	**4846**	**5050**

3.3. Headcount – Professional Services Staff

At July 2020, Table 3 shows there were 7202 professional services staff, of which 2219 were working part-time. Staff on Guaranteed Hours (GH) contracts are excluded and reported separately in Section 3.4.

Table 3: Headcount of professional services staff, by college and professional services group, 2014/15 to 2019/20.

College/Professional Services Grp	Full/Part Time	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AHSS	Full Time	641	622	619	651	687	743
	Part Time	231	231	267	266	240	222
	Total	**871**	**853**	**886**	**917**	**927**	**965**
MVM	Full Time	804	832	891	925	937	930
	Part Time	426	472	520	529	548	541
	Total	**1230**	**1304**	**1411**	**1454**	**1485**	**1471**
SCE	Full Time	637	669	661	707	779	830
	Part Time	154	157	161	183	171	176
	Total	**791**	**826**	**822**	**890**	**950**	**1006**
CSG	Full Time	1043	1095	1094	1208	1211	1255
	Part Time	921	946	976	949	993	842
	Total	**1963**	**2041**	**2070**	**2157**	**2204**	**2097**
ISG	Full Time	543	526	533	525	545	596

	Part Time	185	179	189	191	181	206
	Total	**727**	**705**	**722**	**716**	**726**	**802**
USG	Full Time	369	384	406	457	553	629
	Part Time	140	142	168	178	204	232
	Total	**508**	**526**	**574**	**635**	**757**	**861**
Total		**6080**	**6255**	**6485**	**6769**	**7049**	**7202**

3.4. Guaranteed Hours Staff

The University has employed additional staff on Guaranteed Hours Contracts (GH) since 2014/15. At July 2020 there were 3567 GH staff, and a breakdown by college and professional services group is shown in Table 4. The number of GH staff as a proportion of all staff for 2019/20, remained at 22.5%, the same as the previous year. The majority of GH staff (68.3%) are employed as tutors and demonstrators in the Colleges and of those 77.46% are students employed on Student Experience contracts.

Table 4: Headcount of Guaranteed Hours staff, by college and professional services group, 2017/18 to 2019/20

College/Professional Services Group	Full/Part Time	2017-18	2018-19	2019-20
AHSS	Full Time	5	5	3
	Part Time	1239	1265	1306
	Total	**1244**	**1270**	**1309**
CSG	Full Time	-	-	1
	Part Time	289	289	278
	Total	**289**	**289**	**279**
ISG	Part Time	-	-	7
	Total	**-**	**-**	**7**
MVM	Full Time	1	-	-
	Part Time	157	167	145
	Total	**158**	**167**	**145**
SCE	Full Time	-	-	1
	Part Time	1023	1206	1315
	Total	**1023**	**1206**	**1316**
USG	Part Time	463	524	511
	Total	**463**	**524**	**511**
Total		**3177**	**3456**	**3567**

4   Ethnicity

4.1 Ethnicity – Overall

In 2019/20, where ethnicity is known, the overall proportion of Black and Minority Ethnic (BME) staff was 11.9%, an increase from 10.8% in the previous year. A breakdown by nationality grouping is shown in Figure 1. The proportion of both UK and non-UK BME staff has increased over the last six years, with a greater increases in the non-UK staff group.

Figure 1: proportion of Black and Minority Ethnic staff (excluding GH), where ethnicity is known, by nationality grouping, 2014/15 to 2019/20.
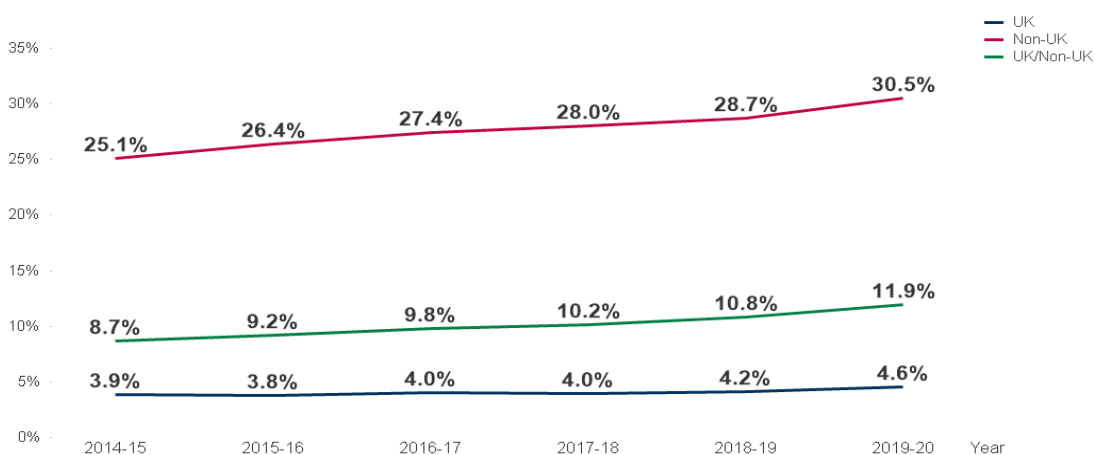
4.1.1   Ethnicity – Academic Staff

In 2019/20, where ethnicity is known the proportion of Black and Minority Ethnic (BME) academic staff was 18.5%, an increase from 17.0 % in the previous year. A breakdown by nationality grouping is shown in Figure 2.

Figure 2: Proportion of Black and Minority Ethnic academic staff, where ethnicity is known, by nationality grouping, 2014/15 to 2019/20.
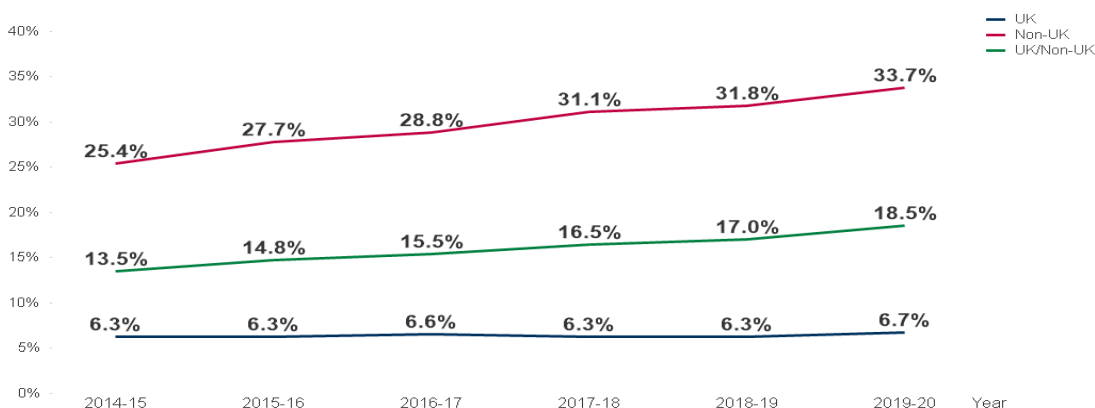
Figure 3 shows the proportion of UK-nationality BME academic staff for the University of Edinburgh and peer group institutions. The University of Edinburgh has a marginally higher proportion of BME staff than other HEIs in Scotland, but remains significantly below the Russell Group average.

Figure 3: Proportions of UK BME academic staff – University of Edinburgh and peer group institutions (HESA 2018/19).
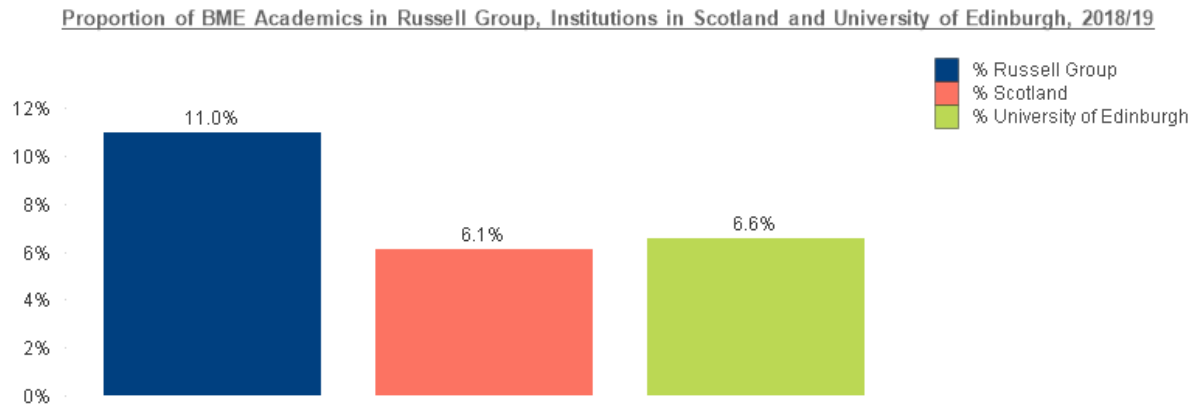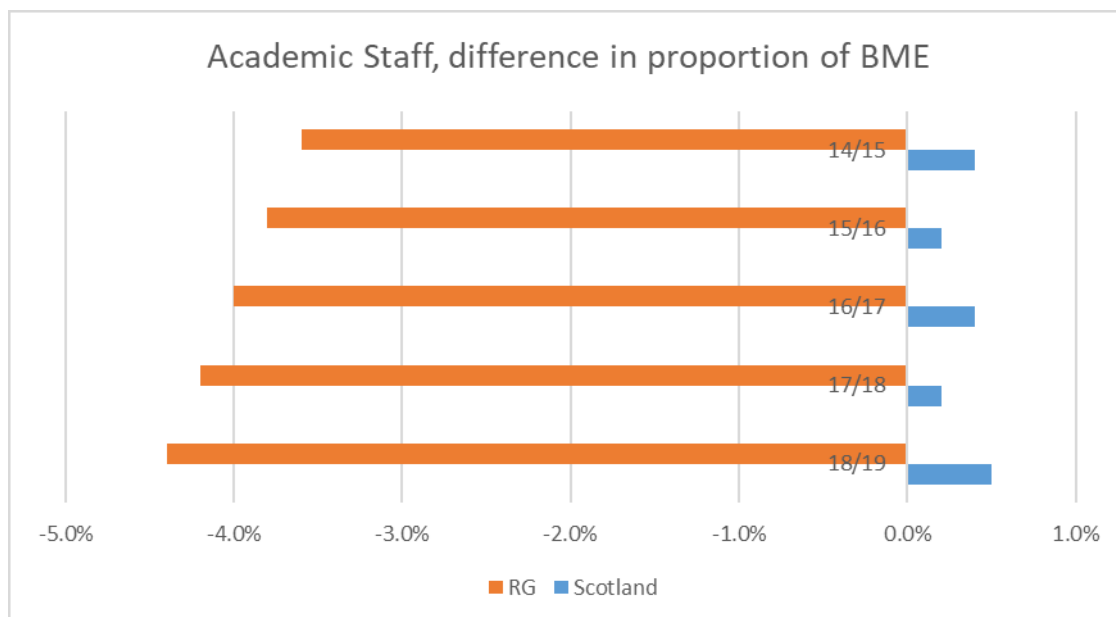

Figure 4 shows the percentage difference between the University and both Scotland and Russell Group comparators for the proportion of UK BME academic staff over a five year period.

Figure 4: Proportion of UK BME academic staff – difference between University of Edinburgh and peer group institutions, 2014/15 to 2018/19

4.1.2 Ethnicity – Professional Services Staff

In 2019/20, where ethnicity is known the proportion of Black and Minority Ethnic (BME) professional services staff was 7.3%, increasing from 6.6% in the previous year. A breakdown by nationality grouping is shown in Figure 5. The 2011 census data shows that BME people represent 5.6% of the population in the geographical area comprising the City of Edinburgh and the Lothians. The figure for City of Edinburgh alone is 8.3% and for Scotland as a whole it is 4.0%.

Figure 5: Proportion of Professional services staff who are Black and Minority Ethnic background, for UK and non-UK nationality, 2014/15 to 2019/20. Total counts for 2019/20 are 8,664 (UK) and 3,605 (Non-UK).
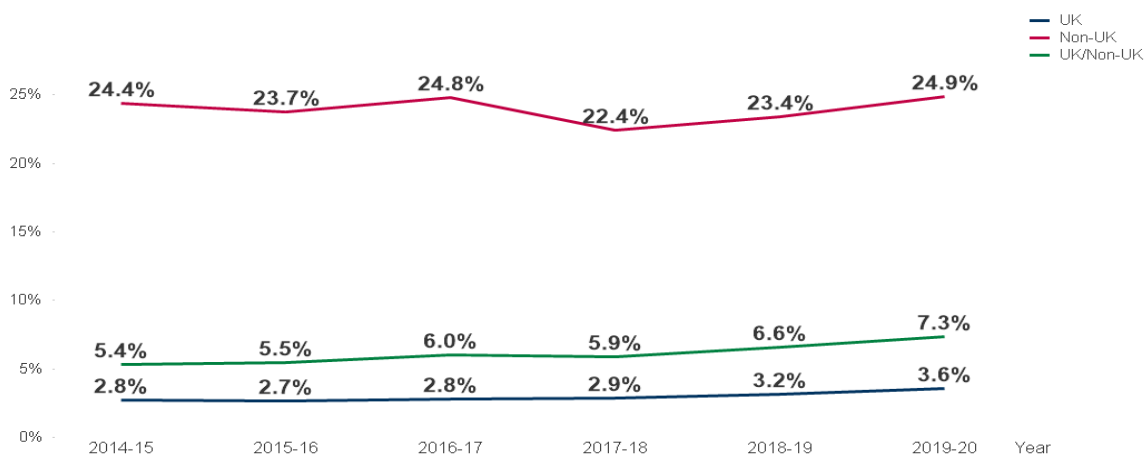
Figure 6 shows the proportion of UK professional services staff who are Black and Ethnic Minority for the University of Edinburgh and peer group institutions in 2019-2020. The University of Edinburgh has a 0.4% greater proportion of BME Professional Services staff than other Scottish HEI's, but a 7.0% lower proportion than the Russell Group.

Figure 6: Proportion of UK professional services staff who are BME, in University of Edinburgh and peer group institutions. (HESA 2018/19)
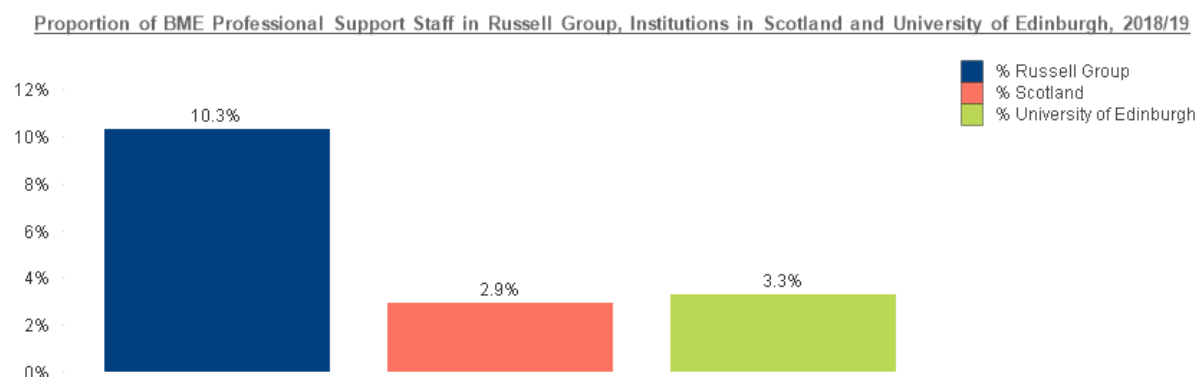

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Figure 7 shows the difference between the University and both Scotland and Russell Group comparators for the proportion of UK Black and Minority Ethnic professional services staff over a five year period.

Figure 7: Difference in proportion of Black and Minority Ethnic professional services staff between University of Edinburgh and peer group institutions, 2014/15 to 2018/19.
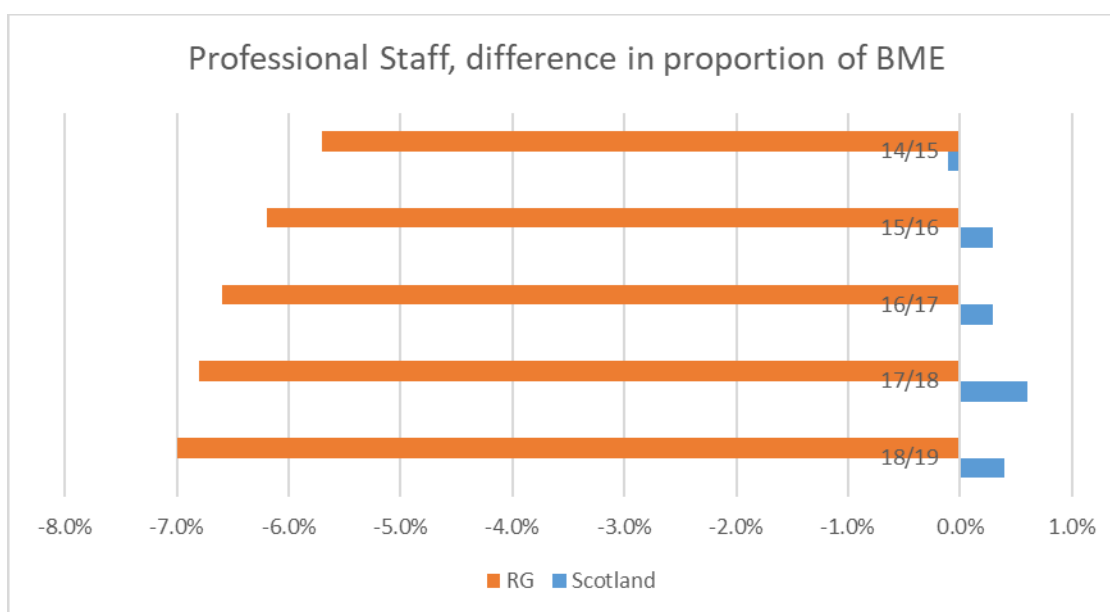
4.1.3 Ethnicity – Guaranteed Hours Staff

The proportion of BME staff in the GH population was 16.6% in 2019/20, of UK nationality and Non-UK nationality GH staff. The proportion of BME staff among GH staff is higher than the proportion among staff overall, reflecting greater ethnic diversity of the student population (77.4% of GH Staff are on Student Experience contracts).

4.2 Ethnicity and Contract type

4.2.1 Ethnicity & Contract Type Academic Staff - % of Staff on Fixed Term Contract

Figure 8 shows the proportion of academic staff on fixed-term contracts, by ethnicity and nationality groupings. There is a greater proportion of non-UK staff on fixed-term contracts than UK staff. For UK staff and to a greater extent non-UK staff there is a larger proportion of BME staff than white staff on fixed term contracts. Over the period shown, the difference between the proportion of white UK and BME UK staff on fixed contracts has increased to 7% in 2019/20 compared to 4% in 2018/19, and the difference between white non-UK and BME non-UK staff has increased to 16% in 2019/20, from 15% in 2018/19.

Figure 8: Proportion of academic staff on a fixed-term contact, where ethnicity is known, by nationality and ethnic grouping, 2014/15 to 2019/20.

Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
	52%	49%	47%	44%	43%	41%	White (non-UK)
	66%	67%	62%	58%	58%	57%	BME (non-UK)
	31%	29%	27%	27%	28%	27%	White (UK)
	52%	45%	39%	34%	32%	34%	BME (UK)

Figure 9 shows the percentage of UK and Non-UK academic staff on a fixed-term and open-ended contract for 2014/15 to 2019/20. The consistent trends are that there is a greater proportion of UK academic staff on open-ended contracts than Non-UK staff, and a higher proportion of Non-UK academic staff on fixed-term contracts.

Figure 9: Percentage of UK and Non-UK academic staff, by fixed-term and open-ended contract, 2014/15 to 2019/20.

4.2.2 Ethnicity & Contract Type Professional Services Staff - % of Staff on Fixed Contract

Figure 10 shows the proportion of professional services staff on a fixed-term contract, by ethnicity and nationality groupings. The consistent trends are that there is a greater proportion of non-UK staff on fixed-term contracts than UK staff, and that within both non-UK and UK staff groups there is a higher proportion of BME than White staff on fixed-term contracts.

Figure 10: Proportion of professional services staff on a fixed-term contract, where ethnicity is known, by nationality and ethnic grouping, 2014/15 to 2019/20.
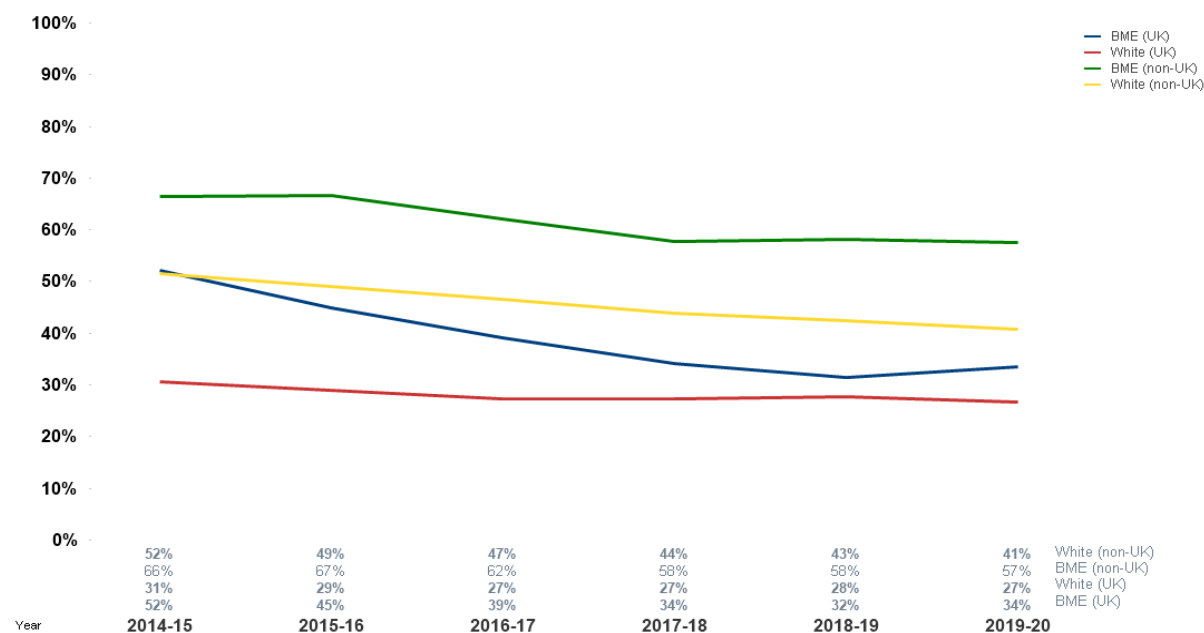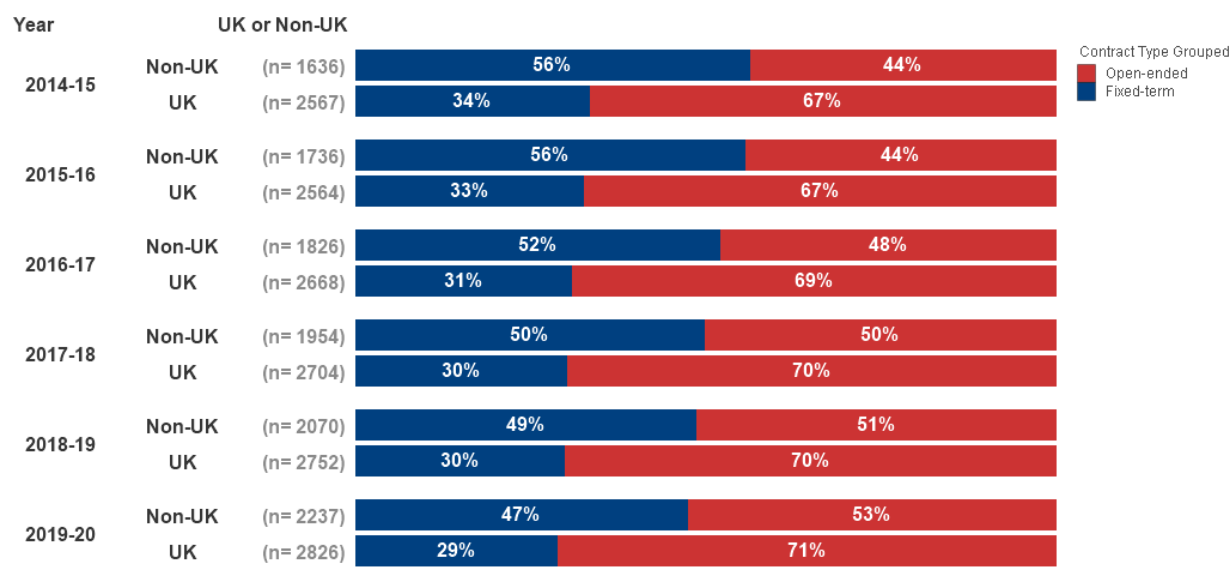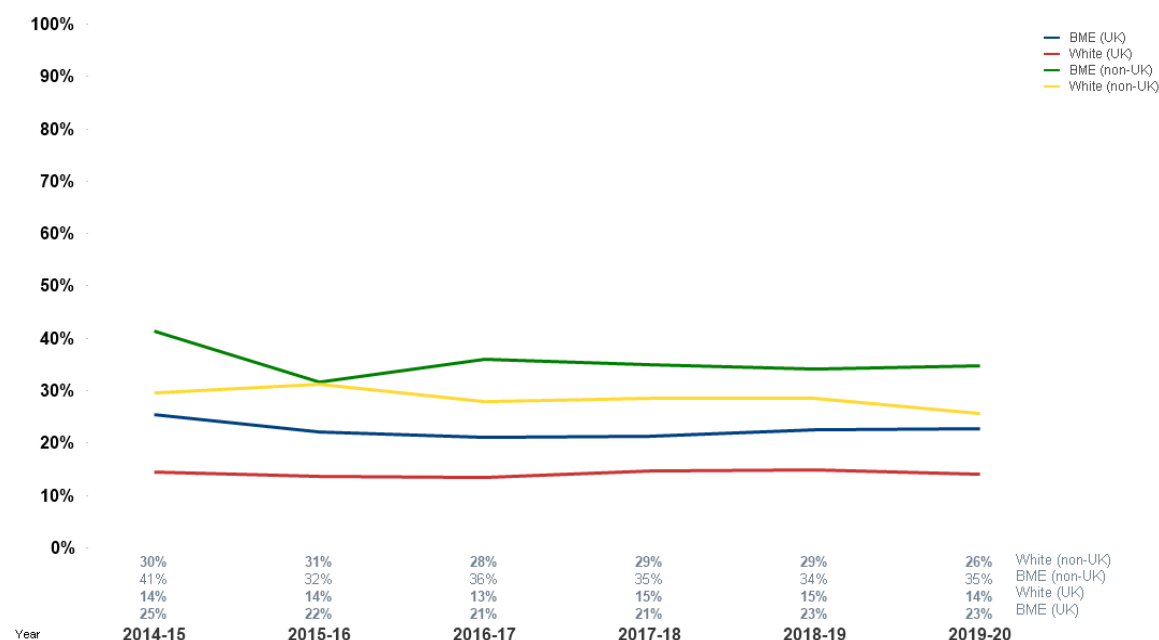

4.3 Ethnicity & Grade

4.3.1 Ethnicity & Grade – Academic Staff

Figure 11 shows a breakdown of academic staff by nationality grouping, ethnicity and grade for 2019/20. The graph shows that there is a tendency for UK staff overall to be on higher grades (UE09-UE10) than non-UK staff, and that within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white ethnicity staff than BME staff on higher grades.

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Figure 11: Academic staff by nationality grouping, ethnic grouping and UE grade, 2019/20

Figure 12 shows the proportion of all BME academic staff by grade, from 2014/15 to 2019/20. The majority of BME staff are grade UE07, with an increase in 2019-20. Over the period, there has been modest increases in the proportion of BME staff at all academic grades

Figure 12: Proportion of academic staff who are BME, by grade, 2014/15 to 2019/20

4.3.2 Ethnicity & Grade – Professional Services Staff

Figure 13 shows a breakdown of professional services staff by nationality grouping, ethnicity and grade (UE06-UE10). There is a tendency for UK staff overall to be on higher grades (UE09-UE10) than non-UK staff, and that within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white ethnicity staff than BME staff on higher grades.

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Figure 13: Proportion of professional services staff, where ethnicity is known, by nationality, ethnic grouping and UE grade, 2019/20.
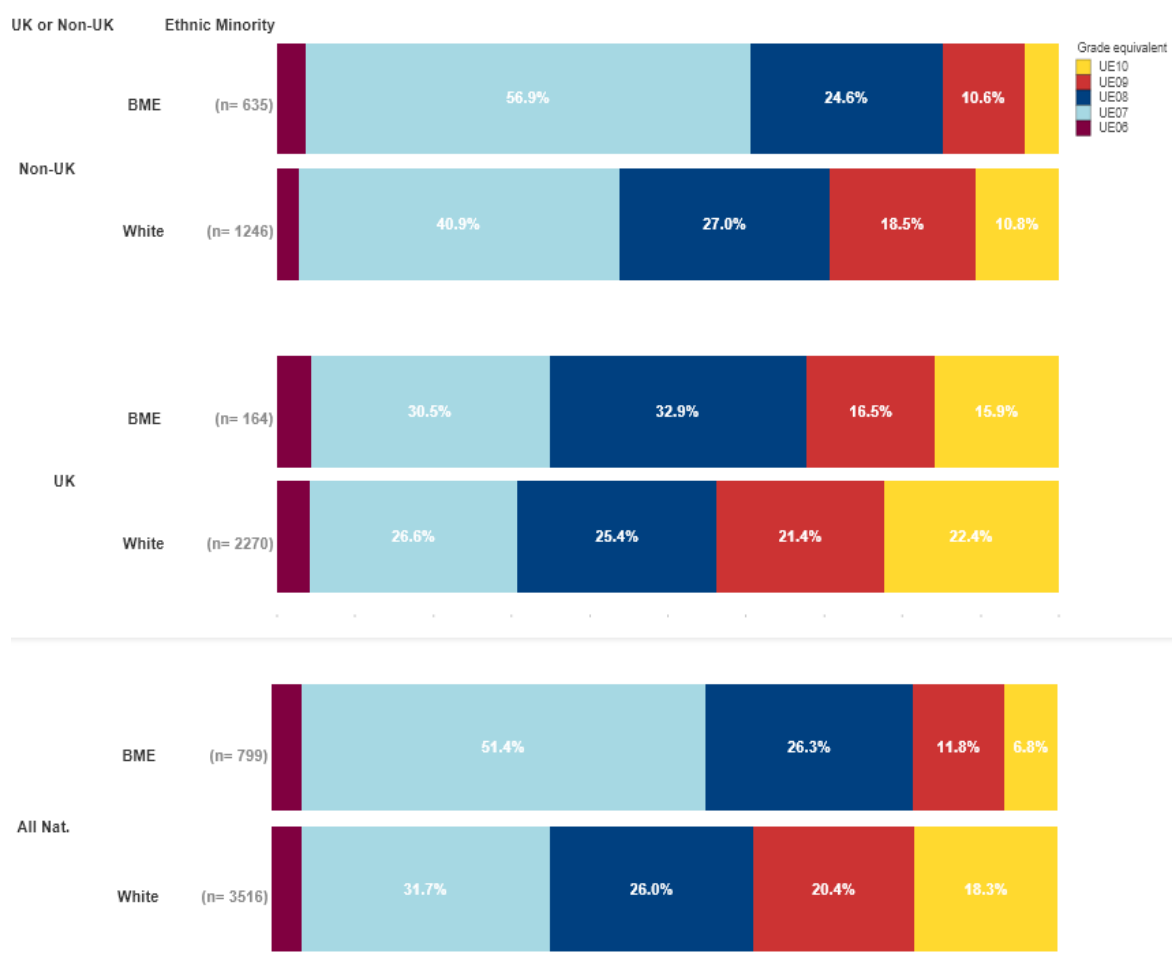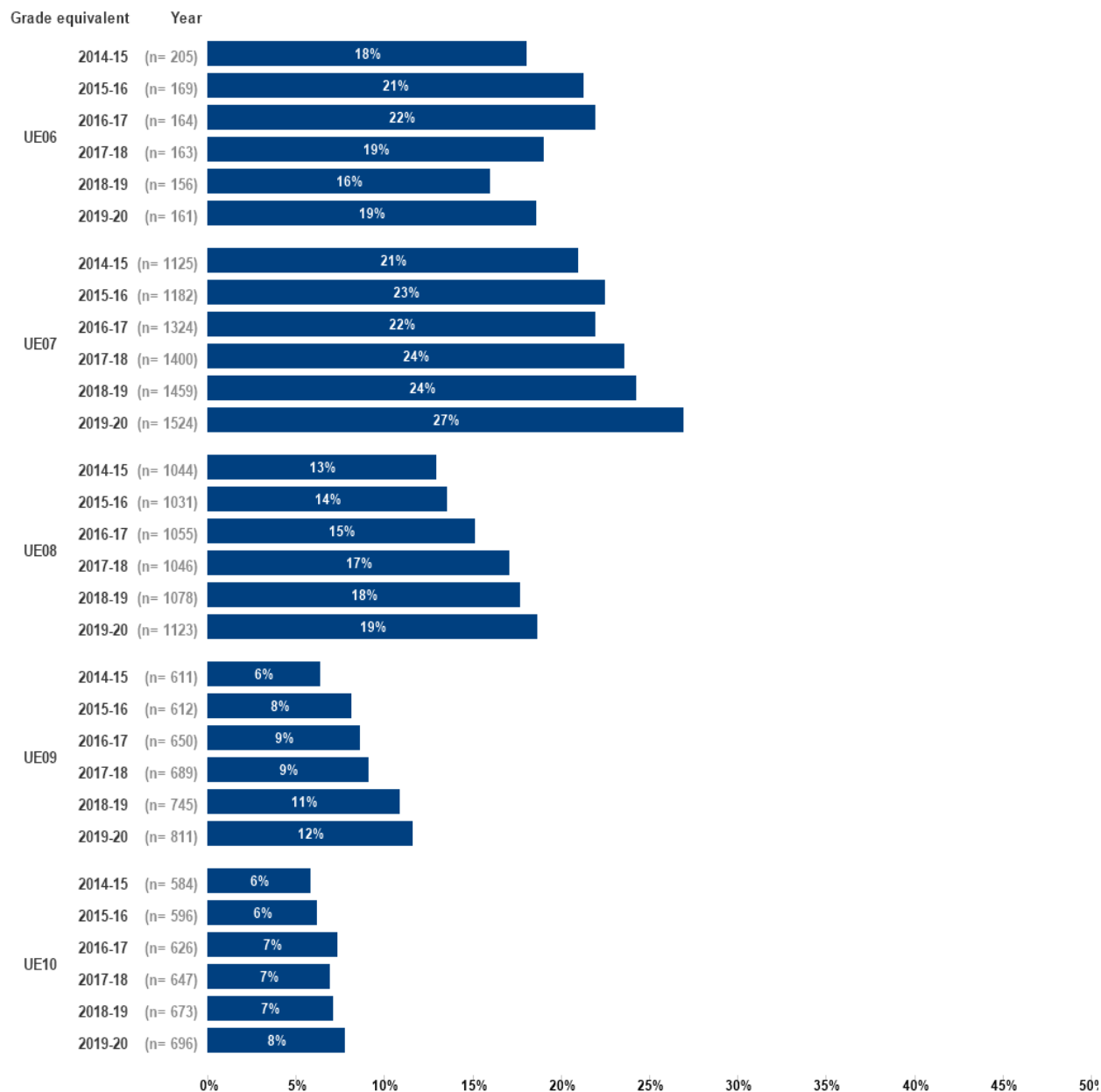

Figure 14 shows the proportion of BME professional services staff by grade, from 2014/15 to 2019/20. The majority of BME staff are grade UE01, with an increase in 2019-20. Compared to 2014-15, the proportion of BME staff at most grades have shown an increase, with the exception of grades UE02, UE09 and UE10.

Figure 14: Proportion of professional services staff who are BME, by grade, 2014/15 to 2019/20
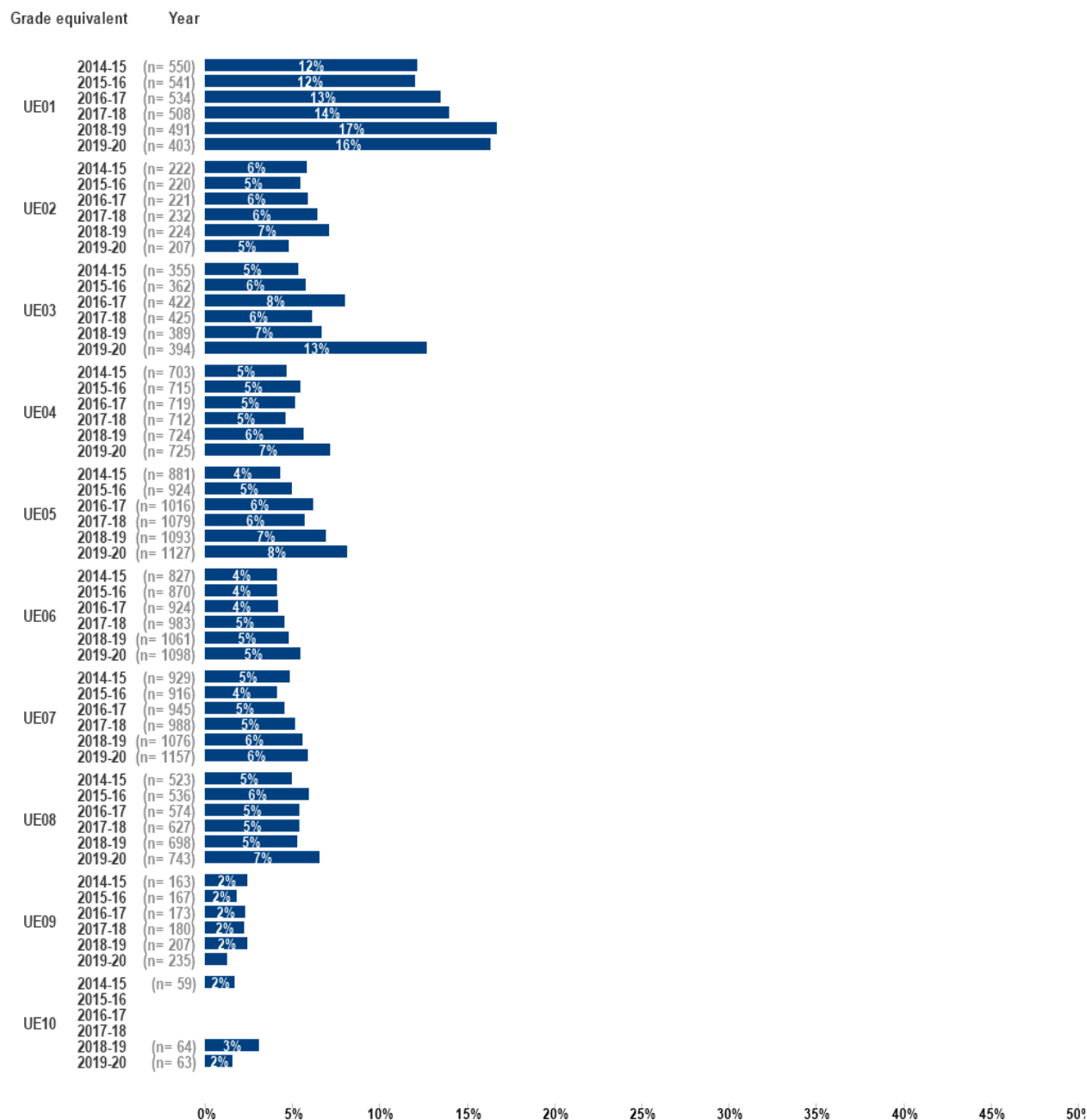
5. <u>Gender</u>

5.1. Gender - Overall

The overall proportion of female staff (excluding GH) in 2019/20 was 54.4% and a breakdown of overall population by college and support group is shown in Figure 15. Female staff continue to be underrepresented in SCE and ISG whereas male staff are underrepresented in AHSS, MVM and USG.

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Figure 15: Proportion of overall staff (excluding GH) who are female, by College/Support Group, 2014/15 to 2019/20.
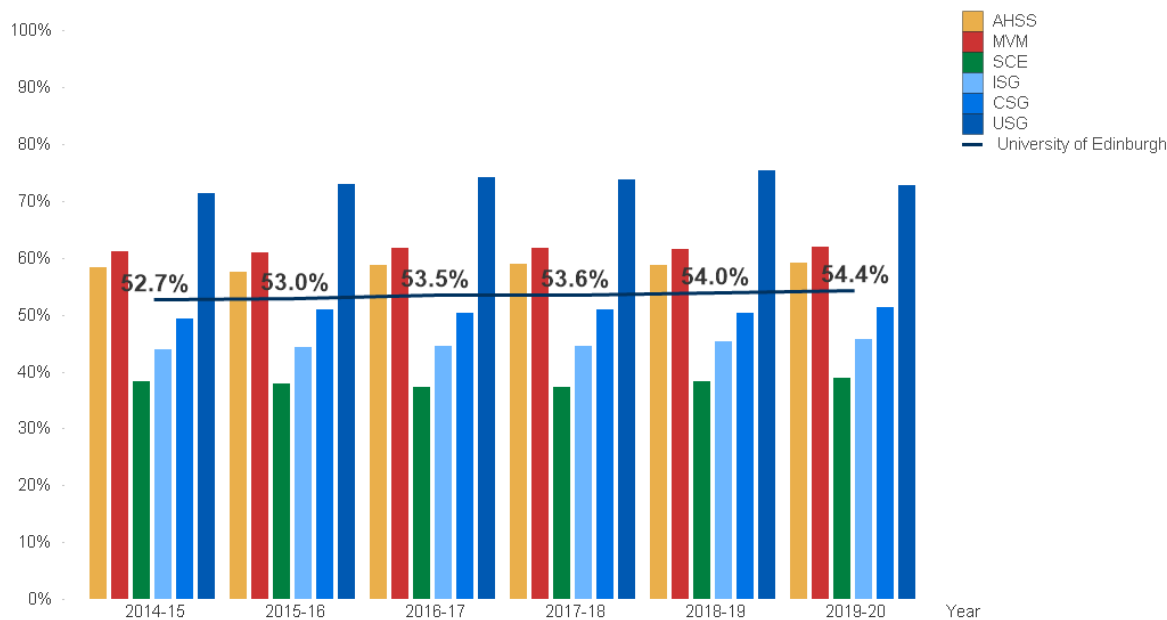
5.1.1 Gender – Academic Staff

The proportion of female academic staff in 2019/20 was 44.4%, a slight increase of 0.2% compared to 2018/19. This is 10% lower than the overall staff proportion breakdown shown in Figure 16, and 17% lower than that for Professional Services staff. The proportion of academic staff who are female, by College, is shown in Figure 16.

Figure 16: Proportion of Academic staff who are female, by College, 2014/15 to 2019/20.The total academic population for 2019/20 is 1,712 (AHSS), 1,756 (MVM), 1,594 (SCE) and 5062 (UoE).

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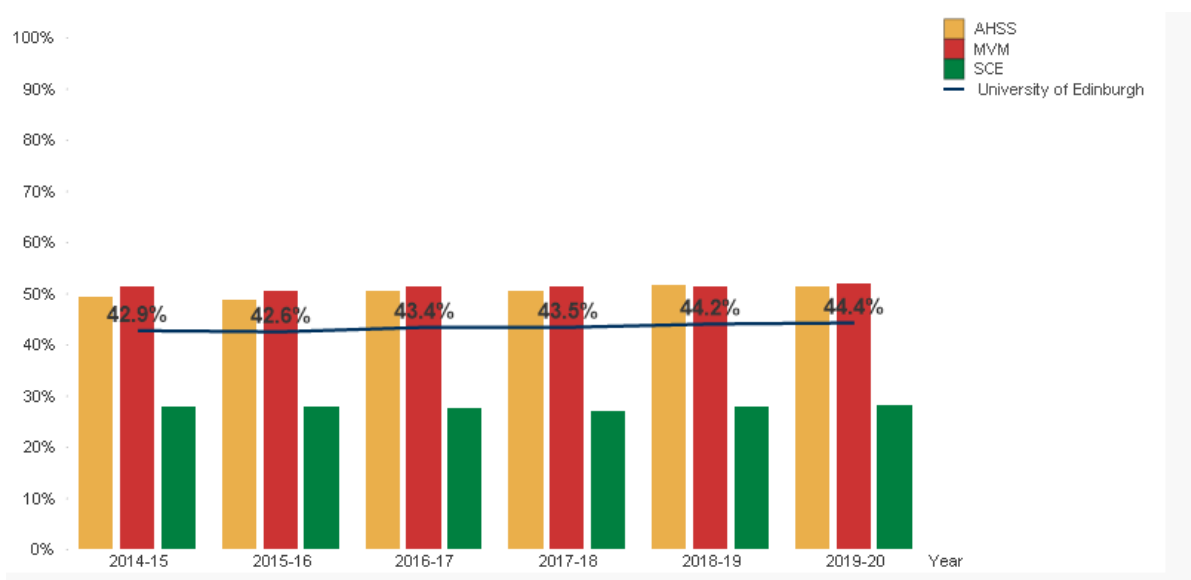
Figure 17 shows the proportion of female academic staff in Russell Group institutions for 2018/19. We are now in the second quartile for female academics, having been in the first quartile for the previous year.

Figure 17: Percentage of female Academic staff in Russell Group Institutions, 2018/19 (HESA data including Guaranteed Hours)

Proportion of Female Academics in Russell Group Institutions 2018/19
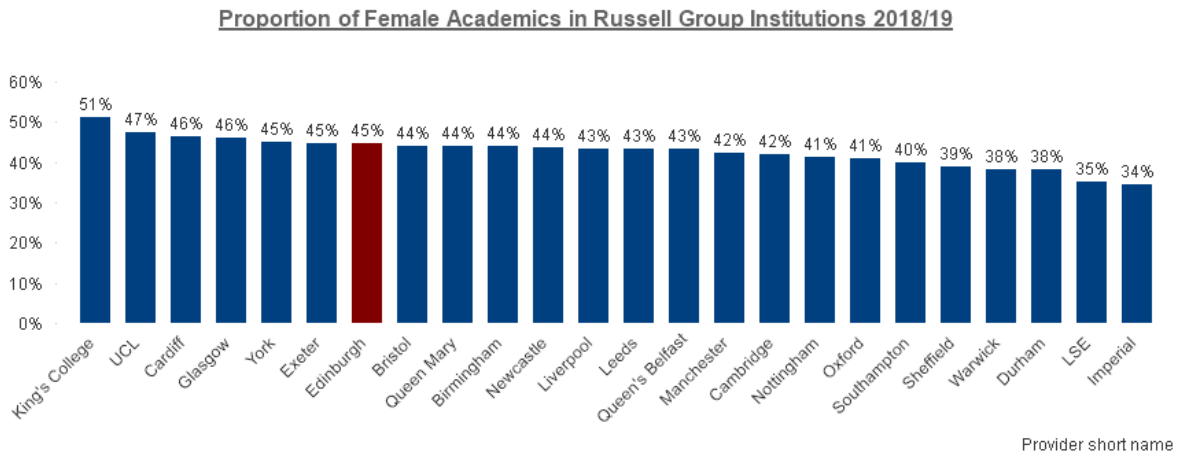
5.1.2   Gender – Professional Services Staff

The proportion of female professional services staff in 2019/20 was 61.4%, (60.7% 2018/19) with an increase year-on-year. A breakdown by college and professional services group is shown in Figure 18.

Figure 18: Proportion of Professional services staff who are female, by College/Professional Services Group, 2014/15 to 2019/20. The total professional services population for 2019/20 are 965 (AHSS), 1459 (MVM), 1006 (SCE), 2096 (CSG), 802 (ISG), 854 (USG) and 7182 (UoE).
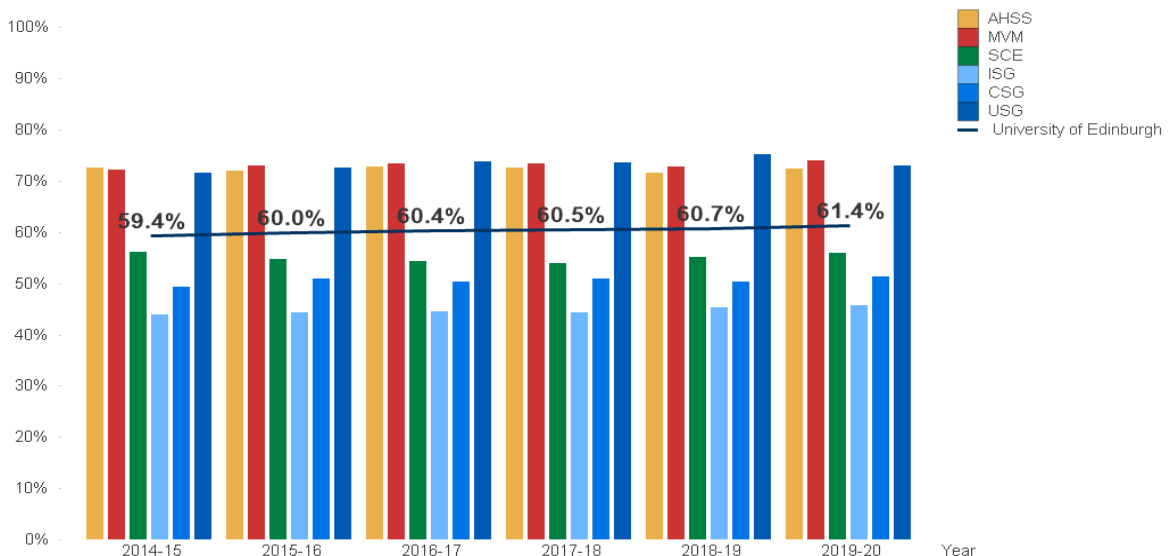

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Figure 19 shows the proportion of female professional services staff in Russell Group institutions. For all institutions the proportion of female staff is greater than 50%, and we remain in the third quartile, as per the previous year.

Figure 19: Percentage of female professional services staff in Russell Group Institutions, 2018/19(HESA data including Guaranteed Hours).

Proportion of Female Professional Support Staff in Russell Group Institutions 2018/19
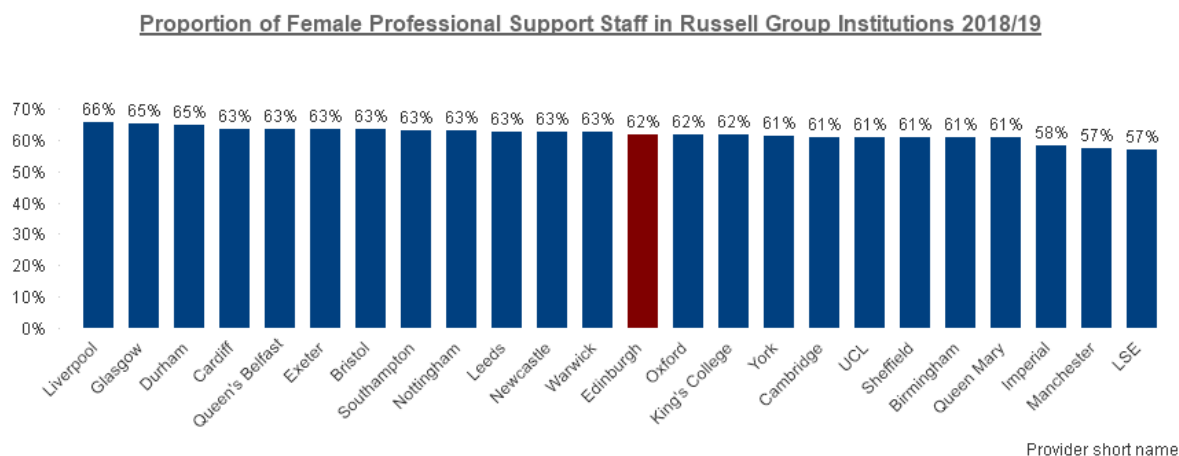
5.1.3   Gender – Guaranteed Hours Staff

As shown in Figure 20, in 2019/20 the proportion of females amongst staff on guaranteed hours contracts was 51.7% overall, ranging from 14.3% in ISG to 72.4% in USG.

Figure 20: Headcount and proportion of female staff on GH contracts, by College/Support Group 2019/20.

2020	College/Professional Services Group						
	AHSS	**MVM**	**SCE**	**CSG**	**ISG**	**USG**	**Total**
Headcount	755	91	481	147	1	370	1845
% Female	57.7%	62.8%	36.6%	52.7%	14.3%	72.4%	51.7%
2019	College/Professional Services Group						
	AHSS	**MVM**	**SCE**	**CSG**	**ISG**	**USG**	**Total**
Headcount	711	111	441	159	0	370	1792
% Female	55.9%	70.9%	35.5%	55.7%	0.0%	67.2%	51.7%
2018	College/Professional Services Group						
	AHSS	**MVM**	**SCE**	**CSG**	**ISG**	**USG**	**Total**
Headcount	696	112	363	161	0	311	1643
% Female	55.9%	70.9%	35.5%	55.7%	0.0%	67.2%	51.7%

5.2 Gender and Contract Type

5.2.1 Gender & Contract Type – % of Staff on Fixed Contract – Academic Staff

Figure 21 shows the proportion of male and female academic staff on a fixed-term and open-ended contract for 2014/15 to 2019/20, and Figure 22 shows the proportion of male and female academic staff on a fixed-term and open-ended contract by pay grade for 2019/20. The higher proportion of female academic staff on fixed-term contracts is primarily due to the greater proportion of female academic staff at Grade UE07 which has a high proportion of staff of both genders on fixed-term contracts (average 73% in 2019/20; 72.5% in 2018/19).

Figure 21: Percentage of male and female academic staff, by fixed-term and open-ended contract, 2014/15 to 2019/20.
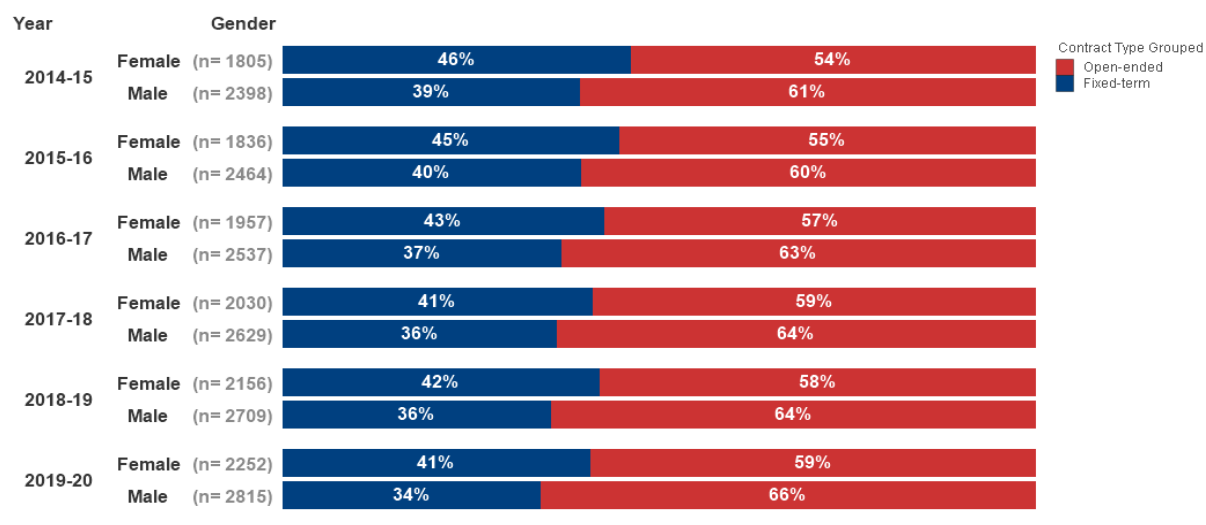
Figure 22: Percentage of male and female academic staff, by fixed-term and open-ended contract by pay grade, 2019/20.

21
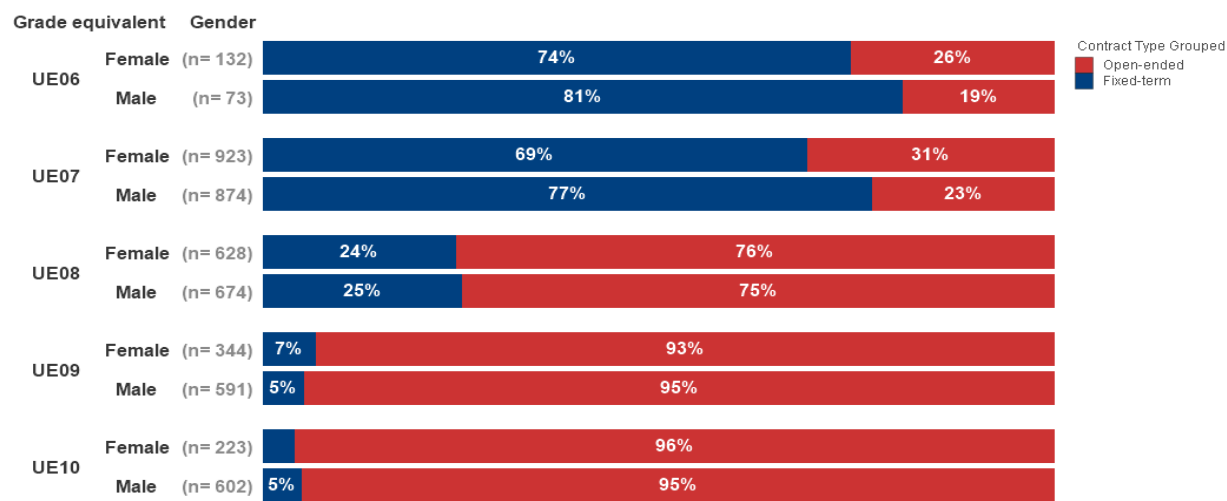
5.2.2   Gender & Contract Type – % of Staff on Fixed Contract – Professional Services Staff

Figure 23 shows the proportion of professional services staff on fixed-term and open-ended contracts by gender between 2014/15 and 2019/20. There is a consistent pattern of a greater proportion of female staff (20% in 2019/20) than male staff (17% in 2019/20) on fixed-term contracts.

Figure 23: Contract type (fixed/open) for professional services staff, by gender, 2014/15 to 2019/20.
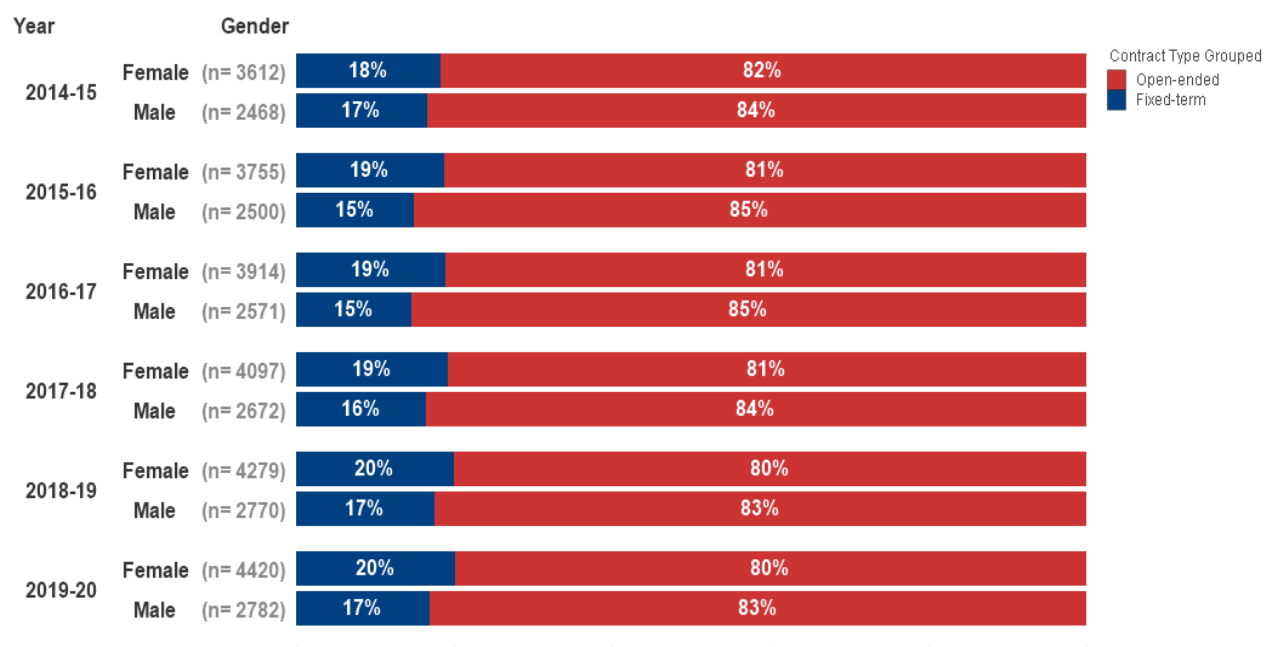
5.3   Gender & Grade

5.3.1   Gender & Grade – Academic Staff

Figure 24 shows the proportion of female academic staff by grade, from 2014/15 to 2019/20, clearly demonstrating the 'leaky pipeline' of women to senior grades. Over the period, there has been modest increases in the proportion of women at grades UE08 and UE10, reflecting the strategic priority to increase the proportion of women at senior grades.

Figure 24: Proportion of academic staff who are female, by grade, 2014/15 to 2019/20

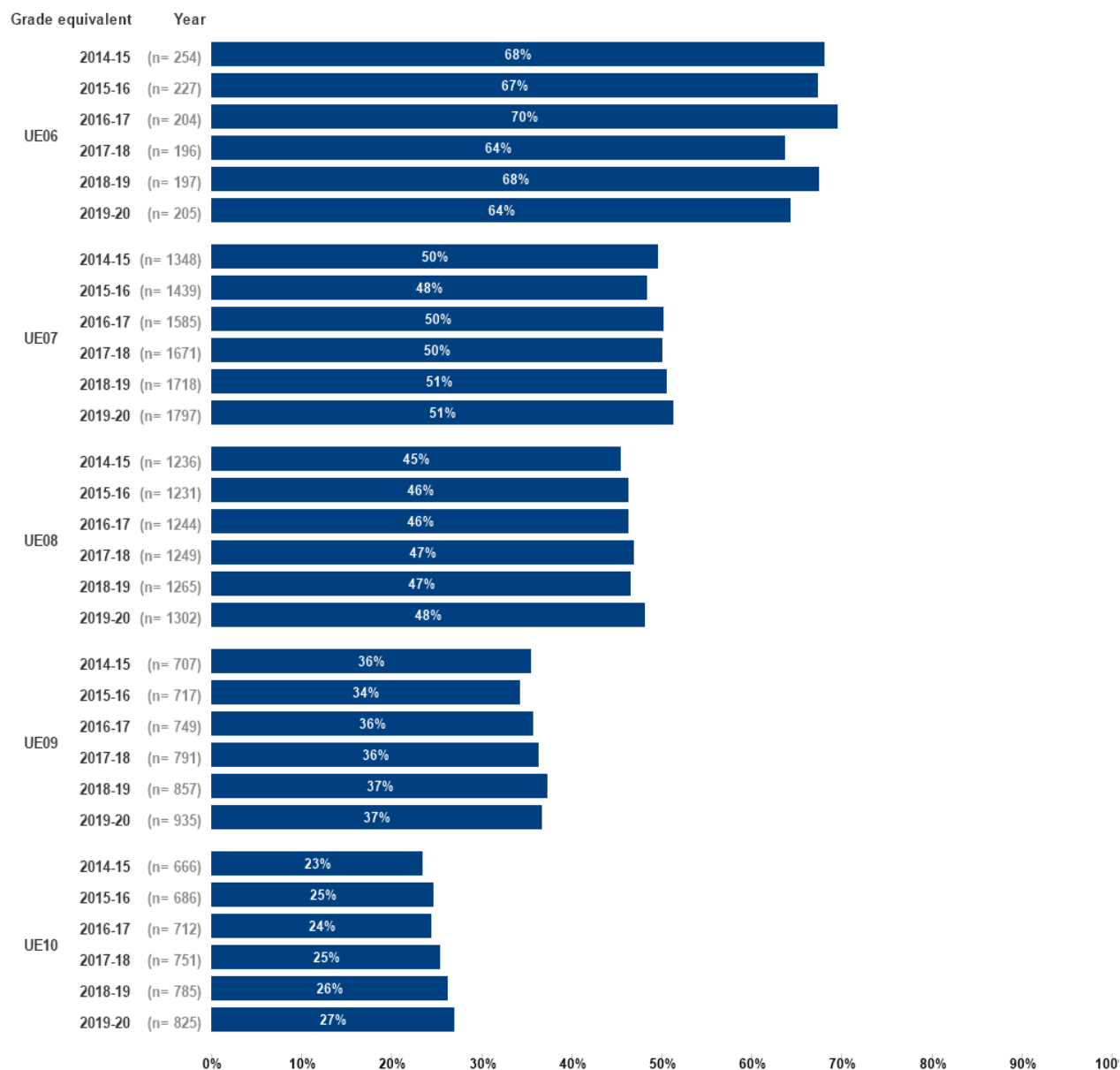| Grade equivalent	Year		Percentage
UE06	2014-15	(n= 254)	68%
	2015-16	(n= 227)	67%
	2016-17	(n= 204)	70%
	2017-18	(n= 196)	64%
	2018-19	(n= 197)	68%
	2019-20	(n= 205)	64%
UE07	2014-15	(n= 1348)	50%
	2015-16	(n= 1439)	48%
	2016-17	(n= 1585)	50%
	2017-18	(n= 1671)	50%
	2018-19	(n= 1718)	51%
	2019-20	(n= 1797)	51%
UE08	2014-15	(n= 1236)	45%
	2015-16	(n= 1231)	46%
	2016-17	(n= 1244)	46%
	2017-18	(n= 1249)	47%
	2018-19	(n= 1265)	47%
	2019-20	(n= 1302)	48%
UE09	2014-15	(n= 707)	36%
	2015-16	(n= 717)	34%
	2016-17	(n= 749)	36%
	2017-18	(n= 791)	36%
	2018-19	(n= 857)	37%
	2019-20	(n= 935)	37%
UE10	2014-15	(n= 666)	23%
	2015-16	(n= 686)	25%
	2016-17	(n= 712)	24%
	2017-18	(n= 751)	25%
	2018-19	(n= 785)	26%
	2019-20	(n= 825)	27%

Gender & Grade – Professional Services Staff

Figure 25 shows the proportion of professional staff who are female by grade, from 2014/15 to 2019/20. In grades UE01 to UE09 (with the exception of UE02) female staff are in the majority, whereas for grades UE10 female staff are still slightly in the minority.

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Figure 25: Proportion of professional services staff who are female, by grade, 2014/15 to 2019/20.
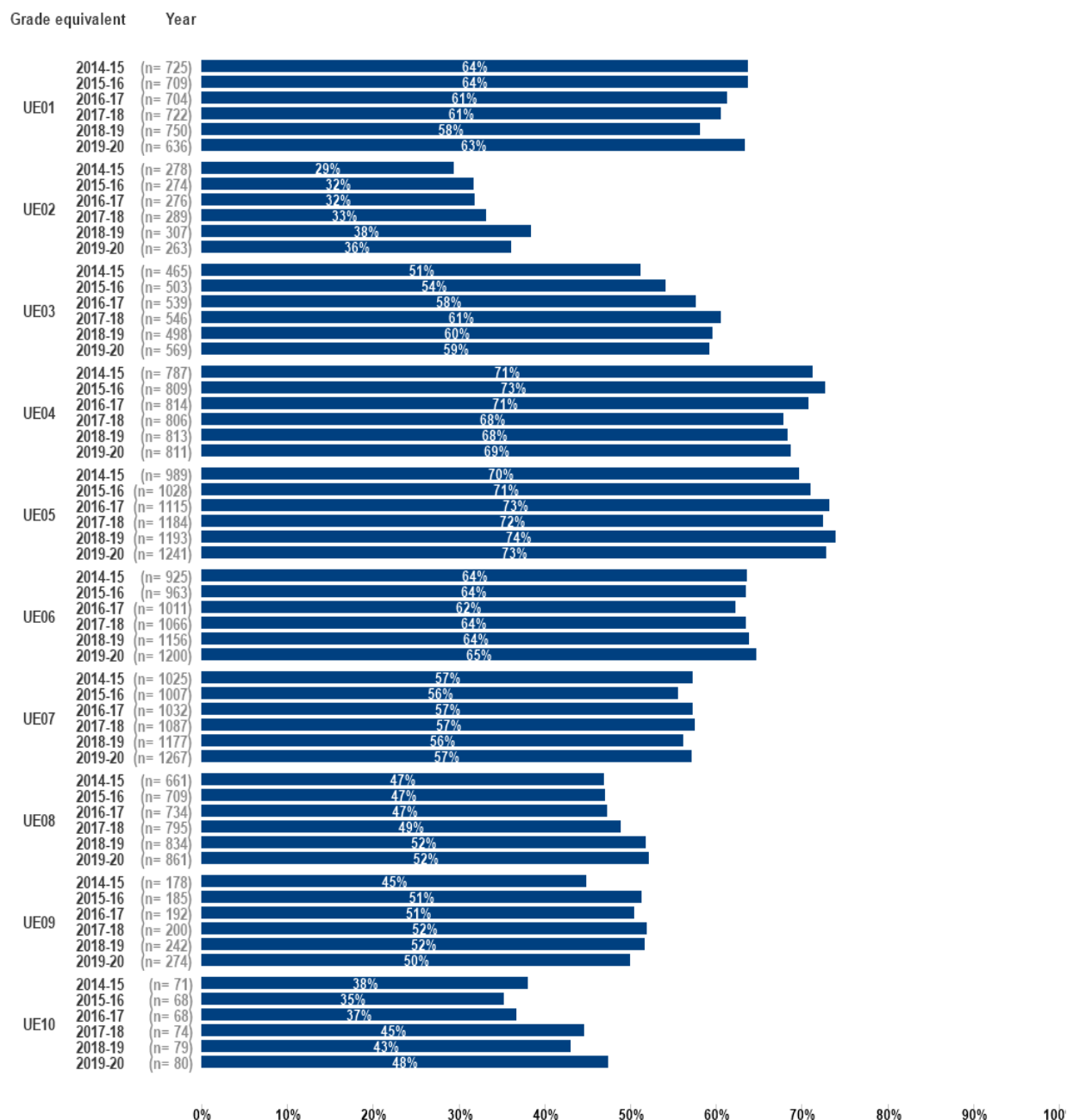
5.4 Gender & Occupational Group – Professional Services Staff

Figure 26 shows the proportion of female professional services staff across occupational groupings. Females are most highly represented in Administration roles and least represented in Information Technology roles.

Figure 26: Proportion of female staff, by Occupational Group, (excluding GH staff) 2018/19 and 2019/20. Only Job segments with populations greater than 100 are included.
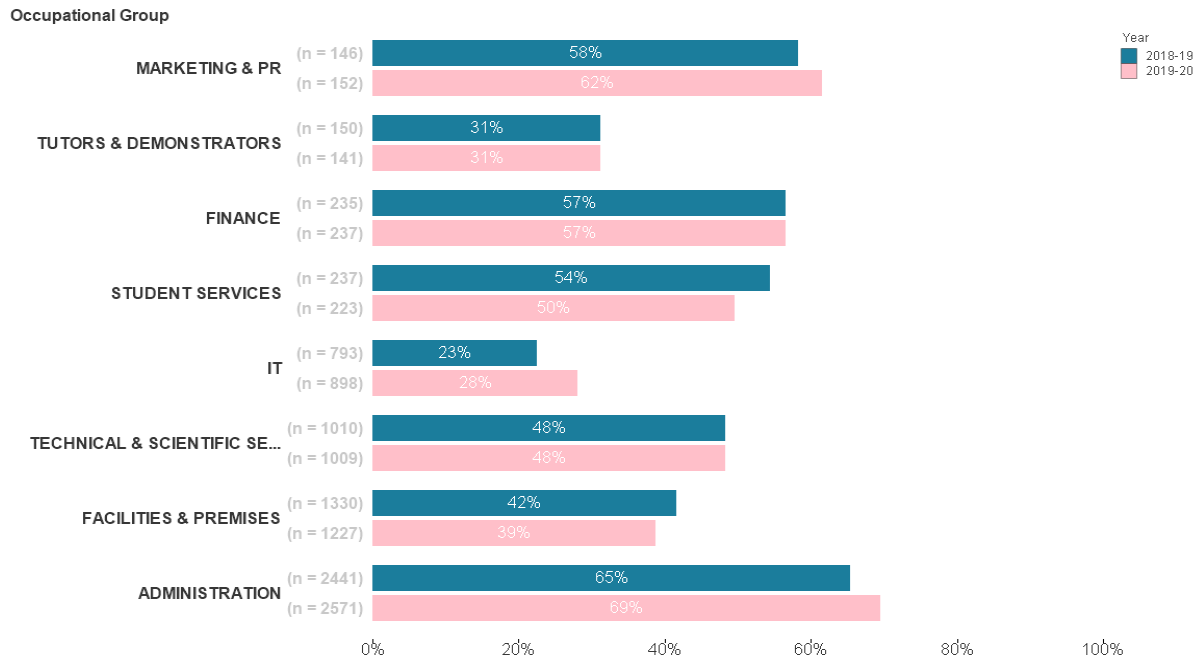
6   Age

6.1 Age Distribution by Year – Overall

Since the removal of the default retirement age the proportion of academic staff age 66 & over has remained static since 2014/15. Overall there is a balance in the spread of staff across the age groups 25-34 through 45-54 with a slightly lower proportion in the 55-65 age group.

Figure 27: Overall staff distribution across age groups, 2014/15 to 2019/20.

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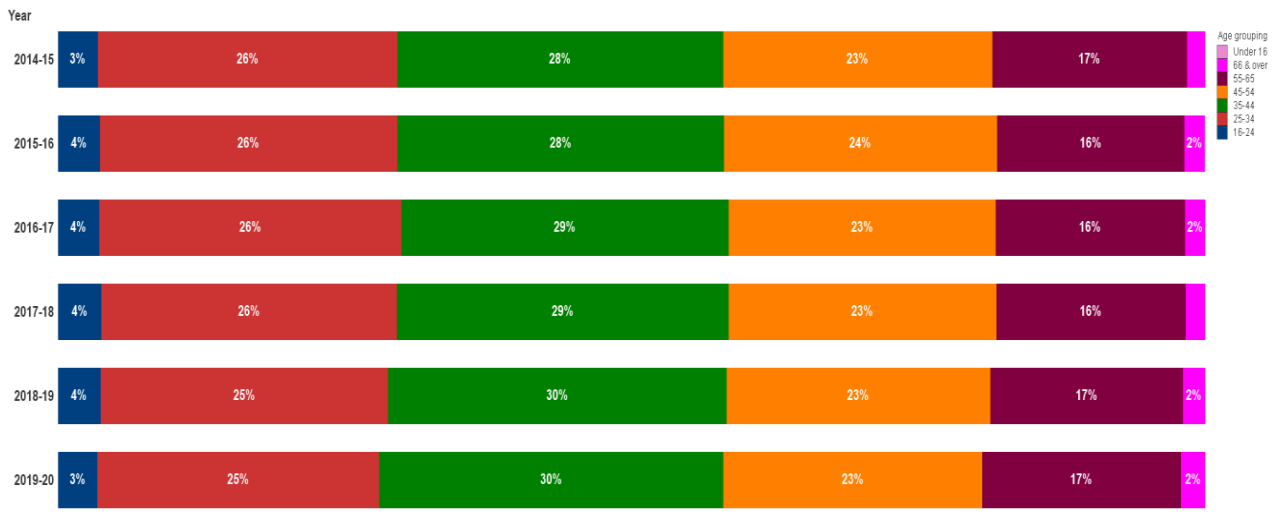
6.2 Age Distribution by Year – Academic Staff

Figure 28 shows the age distribution of academic staff. Similar to the overall age group, there is no significant change year on year to the proportion of academic staff in each age grouping.

Figure 28: Academic staff by age grouping, 2014/15 to 2019/20
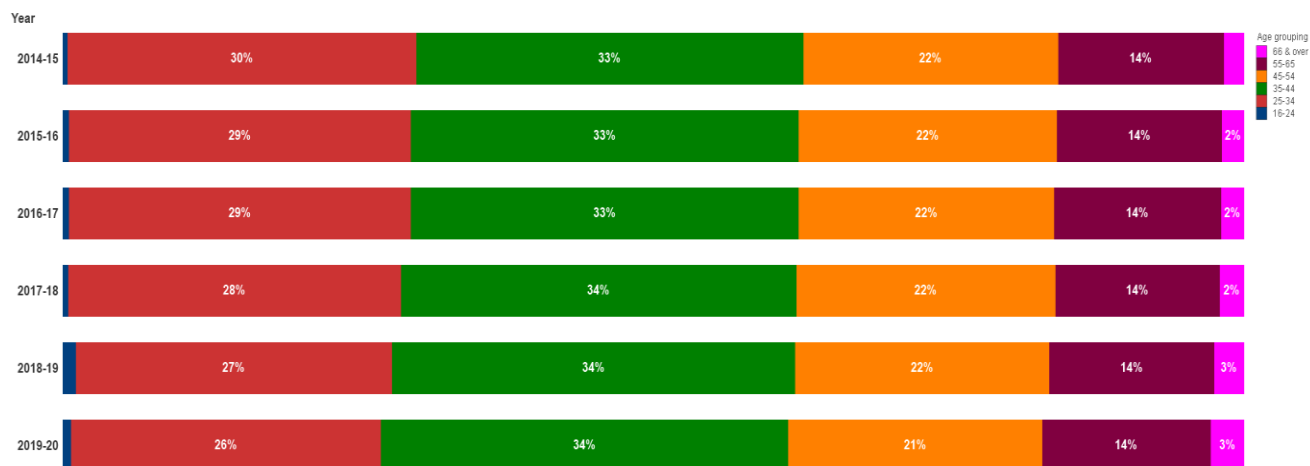
6.3 Age Distribution by Year – Professional Services Staff

Since the removal of the default retirement age the proportion of professional services staff age 66 & over has remained static year-on-year. However, overall there is a balance in the spread of staff across the age groups 25-34 through 55-65.

Figure 29: Age distribution of professional services staff, 2014/15 to 2019/20
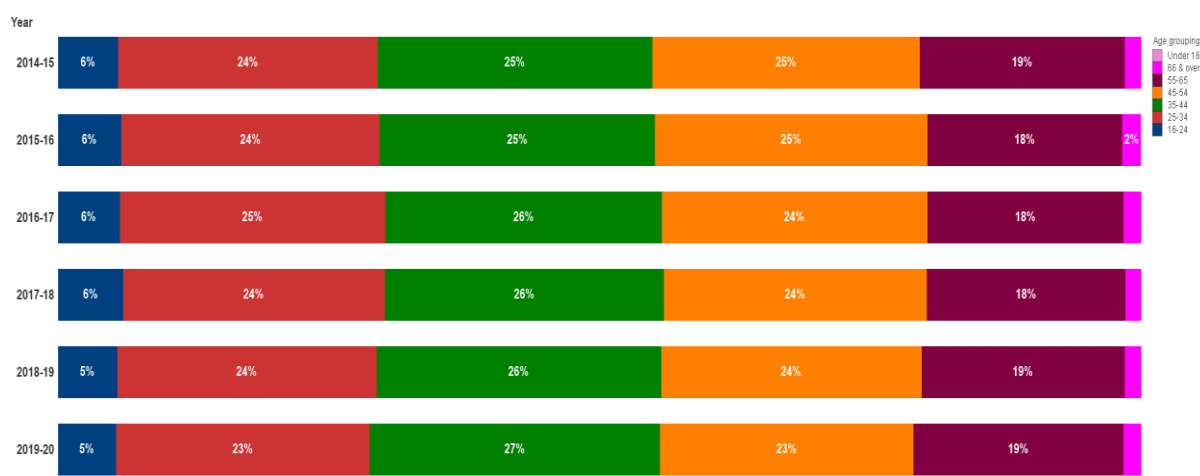
7   Other Protected Characteristics

We are pleased to note that disclosure rates for most other Protected Characteristics have continued to increase since the last report. The number of staff disclosing a disability remained the same number as the previous year, but proportionately 0.1% lower than the previous year. Overall, this increased disclosure helps the University to do as much it can to make the worklife experience for staff as fulfilling, supportive, and as inclusive as possible. Implementation of the new HR Core People & Money System, with its increased self-service function, should improve future disclosure rates.

7.1 Disability

In 2019/20, 495 staff (3.1%) disclosed a disability. Figure 30 shows the overall proportion of staff disclosing a disability from 2014/15 to 2019/20. The proportion of staff disclosing a disability is broadly in line with the benchmarking data for higher education in Scotland (3.8%, AdvanceHE statistical report 2020).

Figure 30: Proportion of all staff (including GH) disclosing a disability, 2014/15 to 2018/19
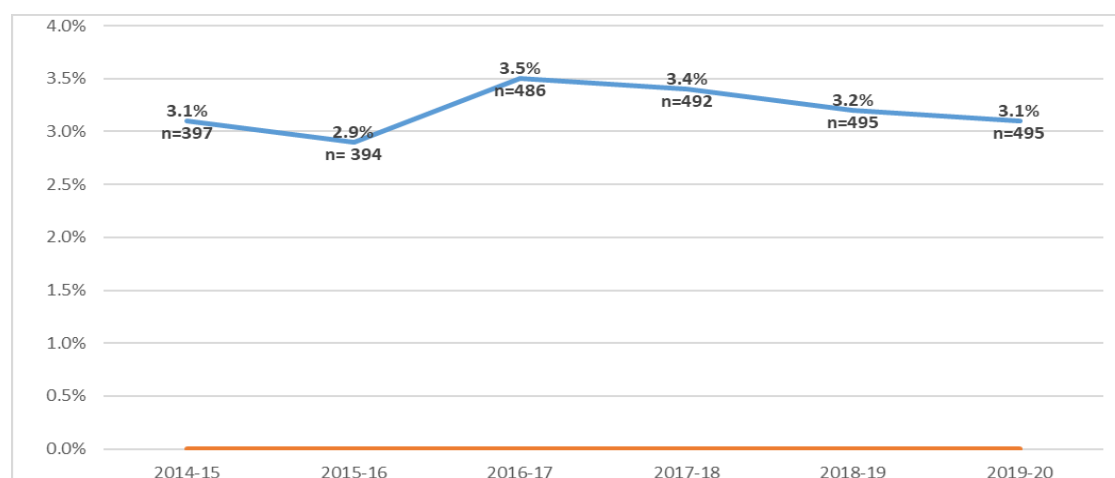
7.2 Religion and Belief

In 2019/20, 8223 (7760 in 2019/20) of all staff, including GH staff, disclosed their religion/belief. Of those who disclosed their religion/belief, 59% were of no religion, which is higher than the Scottish population (54%, 2011 census), and 17.5% higher than UK Higher Education Institutions data (AdvanceHE 2012 statistical report).

The proportion of staff declaring their religion as Christian 25.8% is markedly lower than the Scottish (57.9%) and City of Edinburgh (46.7%) 2011 census proportions, and lower than the AdvanceHE 2020statistical report data (31.9%). However the small proportions who declared as Muslim, Spiritual, Buddhist, Jewish, Sikh are broadly in line with the census and HESA data making

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allowances for variability given the small numbers in each of these categories.   Figure 31 presents the proportion of staff in each category of Religion and Belief.

Figure 31: Proportion of staff of known Religion and Belief in each category, 2019/20.
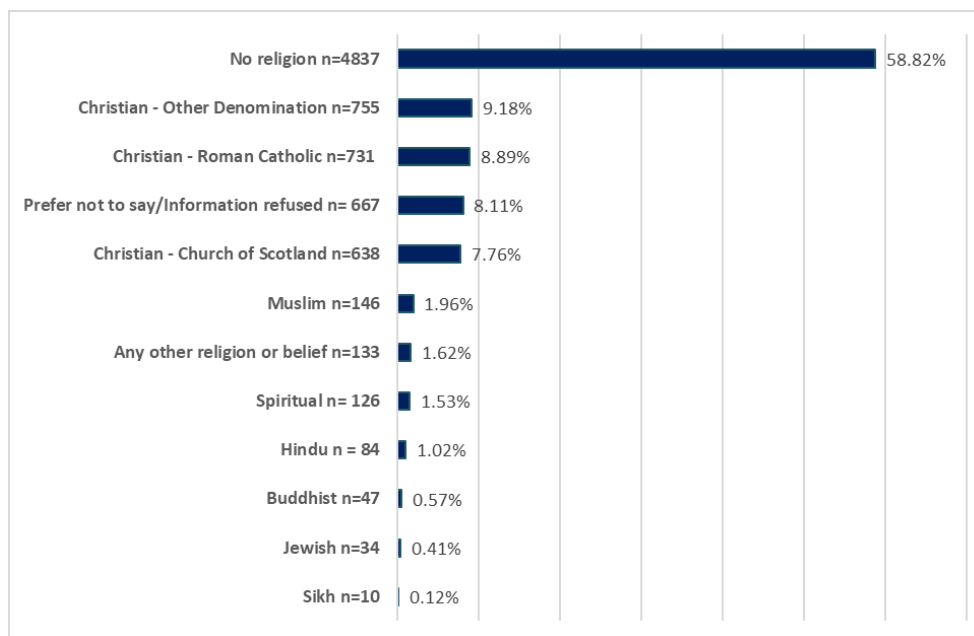
7.3 Sexual Orientation

In 2019/20 51.9% of staff (up from 50.4% in 2018/19) disclosed their sexual orientation.

Of those who did disclose, 83.0% were heterosexual. The proportion of our staff identifying themselves as Gay/Lesbian (3.7%) or Bisexual (2.5%) is significantly higher than the ONS 2018 Sexual Orientation UK data (Gay/Lesbian =1.4%; Bisexual= 0.9%) and higher than the UK Higher Education Institution data from the AdvanceHE 2020 statistical report (Gay/Lesbian = 3.1%; Bisexual=1.6%. Figure 32 below presents the proportion of UoE staff in each category of sexual orientation.

Figure 32: Proportion of staff of known sexual orientation in each category, 2019/20
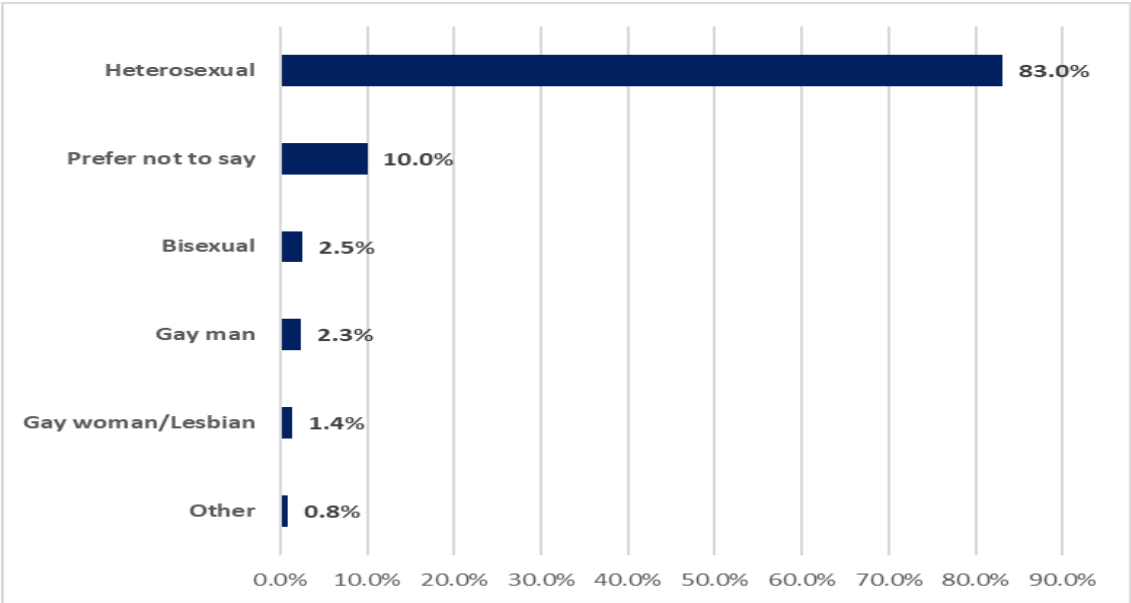
UNIVERSITY EXECUTIVE

23 March 2021

Equality Outcomes 2021-25, and Equality Mainstreaming and Outcomes Progress Report 2017-21

Description of paper
1. This paper sets out drafts of the Equality Outcomes 2021-2025 (Appendix 1), and the Equality Mainstreaming and Outcomes Progress Report 2017-2021 (Appendix 2).

2. These reports form part of our legislative reporting obligations under the Scottish Specific Duties of the Equality Act 2010 Public Sector Equality Duty, and must be published by 30 April 2021.

Action requested/Recommendation
3. University Executive is asked to approve the draft reports and remit authority to the University Lead EDI for any further refinement prior to presenting to Court on 26th April prior to publication on 30 April 2021.

Background and context
4. Under the Equality Act 2010, the University is bound by the PSED and must - in all its activities - have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

5. The PSED is underpinned by additional, devolved, specific duties. This paper focuses on the duties that the University must, by 30th April 2021:

- report on progress on mainstreaming the equality duty;
- publish a set of equality outcomes for 2021-2025 and report on progress in achieving the 2017-2021 outcomes;
- gather and publish employee equality information;
- publish the gender composition of Court.

6. In line with EHRC and legislative guidance, the duties to publish employee equality information and publish the gender composition of court are incorporated within the Equality Mainstreaming and Outcomes Progress Report 2017-2021.

7. In our previous Equality Outcomes 2017-2021 we set an outcome that focussed on mainstreaming and so our reporting duties in this respect are incorporated within our overall reporting on progress of our Outcomes.

Discussion
8. The draft Equality Outcomes 2021-2025 have been identified and shaped by:

- Review of the previous set of Equality Outcomes 2017-2021 and progress;
- A desk-based research and evidence review, including consideration of: statistical equality data; recommendations from Thematic and other internal reviews; and external research and reports on inequalities and discrimination.

- Alignment with University strategic priorities, the Scottish Funding Council Outcome Agreement, and existing initiatives/activities across the University;
- Cognisance of national priorities such as tackling gender-based violence and racial harassment;
- Guidance from Equality & Human Rights Commission, and Advance HE on developing equality outcomes.
- Discussion at the Equality, Diversity and Inclusion Committee (EDIC)

9. The Equality Outcomes 2021-2025 are not intended to be the sum of all that we do, but instead will be key priorities that will shape in a strategic action plan for the EDIC in addition to the detailed action plans of its Subcommittees. A progress report will be published in 2023.

10. The four overarching Equality Outcomes include key concerns relating to students and staff experience and include a specific focus on pandemic recovery (see Appendix 1 for full paper):

- Our staff and students feel confident and are supported to report harassment, hate crime and gender-based violence.

- Improve access to education, and reduce retention, progression, and attainment gaps for different groups of learners

- Increase the diversity of staff, including at senior grades, in leadership roles and on key decision-making bodies.

- Ensure equality, diversity and inclusion is actively promoted throughout pandemic recovery and negative impacts are mitigated.

11. Progress across our 2017-2021 Equality Outcomes demonstrates our commitment to Equality, Diversity and Inclusion through (see Appendix 2 for full paper):

- An environment that is accessible, inclusive and safe, through promoting a culture of dignity and respect, including our 'Don't Cross the Line' campaign in 2019 and a plan of access improvements across the University Estate.

- Embedding Equality, diversity and inclusion in all that we do, including in our governance, strategy and planning, evidenced in the new structures for EDI through the EDI committee, reporting to UE and through high visibility of EDI in the process of Adaptation and Renewal.

- Ensuring equity of pay for all staff: the overall gender pay gap has reduced, including at Grade 10.

- Attracting and supporting a diverse community of students and staff, including through our Widening Participation Strategy, Corporate Parenting Strategy and British Sign Language Plan.

- Improved gender representation amongst non-executive members of the University Court.

Resource implications

12. The implementation of the Equality Outcomes 2021-2025 will have implications for staff resources and in some cases will have financial costs. However, where possible actions will be aligned with existing initiatives/activities across the University.

Risk Management

13. Failure to comply with our reporting duties has legal implications.

Responding to the Climate Emergency & Sustainable Development Goals

14. In seeking to support the advancement of equality, this work contributes to Sustainable Development Goals 5 (Gender Equality) and 10 (Reducing Inequalities).

Equality & Diversity

15. In seeking to support the advancement of equality, this paper has positive implications for equality, diversity and inclusion matters.

Next steps/implications

16. The Committee is asked to remit authority to the University Executive Lead for Equality, Diversity and Inclusion to further refine the reports, for approval by University Court at its meeting 26th April, and publication on the EDI website by 30th April 2021.

Consultation

17. Key action-owners and stakeholders have been consulted in the drafting of these reports.

Further information

18. *Authors*   *Presenter*
    Dr Caroline Wallace, HR EDI   Prof Sarah Cunningham-Burley
    Prof Sarah Cunningham-Burley, EDI Lead

Freedom of Information

19. With the exception of the cover paper, the draft reports are closed at this stage.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

23 March 2021

Gujarat Biotechnology University – Final Agreement

Description of paper

1.   At its meeting on 27 April 2020, Court approved the signing of a Memorandum of Agreement for the initial stage of the proposed strategic partnership between the University of Edinburgh (UoE) and the Government of Gujarat (GoG). The partnership will result in UoE playing a key role in the development of the Gujarat Biotechnology University (GBU). This paper provides an update for University Executive in relation to finalisation of the plans and final agreement for a strategic partnership.

2. As a result of the UoE-GBU partnership and in line with the outcomes of Strategy 2030 UoE will:
   i.   see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines;
   ii. see us enabling global participation in education;
   iii. have created opportunities for partners and supporters to co-create, engage with the world and amplify our impacts.

Action requested/Recommendation

Paragraphs 3 - 44 are closed.

Consultation

45. In developing and refining the project we have consulted with and received support from International Ventures Group and from colleagues in Legal Services, HR, Finance, Tax, Insurance, Edinburgh Global, Institute of Academic Development, Edinburgh Innovations, Risk Management Office, ISG, both College and University Academic Services, and Communication & Marketing.

46. External specialist advice on Indian context and frameworks for legal, tax, and higher education governance is being received.

47. The project has been discussed amongst several Schools who are engaged in curriculum development, and is strongly supported by the College of Science & Engineering's leadership.

Further information

48. *Author*   *Presenter*
   Dr Anne Payne   Professor David Gray
   Director of Professional Services   Head of School of Biological Sciences
   School of Biological Sciences

Freedom of Information

49. Closed: commercially confidential - exemption until exchange of contracts.

UNIVERSITY EXECUTIVE

23 March 2021

Research Data Scotland

Description of paper
1. This paper summarise progress on the establishment of Research Data Scotland since this first paper to the Executive on 8 September 2020.

2. There has been considerable progress with regard to the creation of this new body. The University has therefore been asked by the Scottish Government to decide if it will be one of three founding partners. A decision is now required.

3. Our involvement will contribute to the following Strategy 2030 outcomes: (i) our research will have greater impact as a result of partnership, (ii) we will be a global leader in artificial intelligence and the use of data with integrity and (iii) Edinburgh will become the Data Capital of Europe.

Action requested/Recommendation
Paragraphs 4 – 23 are closed.

Consultation
23. This paper has been reviewed by Tracey Dart from ADR-Scotland, and Nora Kellock and Louise Cullum, both of whom are solicitors within University Legal Services.

Further information
24. *Authors*   *Presenter*
     Professor Mark Parsons   Professor Mark Parsons
     Professor Chris Dibben   Associate Dean for e-Research, College
     09 March 2021   of Science & Engineering

Freedom of Information
25. Closed paper for reasons of commercial confidentiality.

UNIVERSITY EXECUTIVE

23 March 2021

Engagement with the 2021 Scottish Parliamentary Election Campaign

Description of paper
1.   The purpose of this paper is to set out the University's approach to engagement with the upcoming Scottish Parliamentary elections, taking place on Thursday 6 May 2021.

2. The proposals in the paper will contribute to the following outcome set out in Strategy 2030, through a more defined and consistent process to guide our engagement:

   i)   We will have more user-friendly processes and efficient systems to support our work.

3.   The Stakeholder Relations team In CAM is already being asked by colleagues for advice about engagement with political parties, and the hosting of meetings and events during the period leading up to the elections.

4. This paper sets out a considered approach to how the University should respond to different potential scenarios including venue hire, hustings and visits, using a set of objective criteria, so that if the University encounters an unforeseen scenario not listed below, its reaction would be consistent.

5. The purpose is to provide a framework for the Stakeholder Relations team in CAM to be able to consistently advise colleagues across the University, in a way that is seen to be impartial and unpolitical, while still facilitating debate.

Action requested/Recommendation
6.   The University Executive is invited to note and approve the approach towards engagement with the Scottish Parliamentary elections, and to communicate this approach to members of their staff.

Background and context
Paragraphs 7 – 23 are closed.

Consultation
24. The Stakeholder Relations team have consulted with the Deputy Secretary (Student Experience), the Principal's Office, Events and Protocol, ACE and EUSA ahead of submitting this paper.

Further information
25. *Authors*   *Presenter*
   Gavin Donoghue   Theresa Merrick
   Deputy Director, Stakeholder   Director
   Relations   Communications and Marketing
   Communications and Marketing

Stuart Tooley
Community Relations Manager
Communications and Marketing

Freedom of Information
26. Closed paper.

UNIVERSITY EXECUTIVE

23 March 2020

Amendments to Student Contract

Description of paper
1. Legal Services has reviewed and updated the terms and conditions which form part of the Student Contract. The proposed amendments provide further clarification, rather than substantive changes to the terms. This paper summarises the amendments, the proposed review cycle and communication to students. The proposal contributes to our Strategy 2030 by increasing transparency and the efficiency of our review process.

Action requested/Recommendation
2. The University Executive is asked to approve:
   - the proposed amendments to the terms and conditions; and
   - the approval cycle for future reviews of the Student Contract.

Background and context
Paragraphs 3 – 9 are closed.

Responding to the Climate Emergency & Sustainable Development Goals
10. Not applicable

Equality & Diversity
11. None.

Next steps & Communications
12. Updated terms and conditions to be communicated to students and added to our website.

Consultation
13. We have consulted with:

Rebecca Gaukroger, Director of SRA
Gillian Simmons, Head of Admissions, SRA
Adam Bunni, Head of Academic Policy and Regulation, Academic Services
Sue MacGregor, Director of Academic Services
Niall Bradley, Deputy Director, Communications and Marketing

Further information
14. _Author and Presenter_
      Leigh Chalmers
      Deputy Secretary, Governance and Legal and Director of Legal Services

Freedom of Information
14. Legally privileged and confidential.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

23 March 2021

Space Strategy Group

Description of paper
1. The purpose of this paper is to provide University Executive with an update on the work of the Space Strategy Group and to agree the interim direction of travel in relation to this group.

2. The proposals in the paper will contribute to the outcomes set out in Strategy 2030 – specifically:
'*Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.*'

3. Given the role that Space Strategy Group plays in supporting the effective use of space across the estate specifically from a learning and teaching perspective, the forward trajectory of this forum, ensuring the remit meets the needs of the institution and has appropriate membership to support this aim, are critical to providing a platform for the Group to add value to the University vision and strategy.

Action requested/Recommendation
4. University Executive is asked to:
   - Note that the recommendations contained in this paper were approved by Estates Committee on 17 March 2021;
   - Note the current position in relation to the work of Space Strategy Group;
   - Support the Estates Committee decision that the Space Strategy Group should now formally pause activity, for the time being; and
   - Support the Estates Committee decision that a review of the remit and membership of the Space Strategy Group should be facilitated with a follow up report to come back to Estates Committee and University Executive in due course for consideration; and

Background and context
Paragraphs 5 - 16 are closed.

Responding to the Climate Emergency & Sustainable Development Goals
17. The proposals in this paper do not contribute to the Climate Emergency or Sustainable Development Goals. The proposals relate to the working of a University governance group. However there will be aspects of the work of the Space Strategy Group which will support the Climate Emergency agenda and Sustainable Development Goals and these will be brought forward on as the need arises.

Equality & Diversity
18. No aspect of the recommendations within this paper have a specific Equality and Diversity angle other than ensuring that any recommendations relating to the membership of Space Strategy Group are reflective of the University's equality, diversity and inclusivity agenda. There will be aspects of the work of the Space Strategy

Group which need to be subject to an Equality, Diversity and Inclusivity assessment and these will be completed as the need arises.

Next steps/implications
19. Should University Executive be minded to support the recommendations set out in paragraph 3 of this report, the next step will be to create a group, led by the Director of Estates, who will lead out on the review and be responsible for articulating further recommendations to Estates Committee and University Executive.

Consultation
20. In advance of this paper being considered by Estates Committee and University Executive, the report was circulated to the current membership of the Space Strategy Group for comment.

Further information
21. _Author_   _Presenter_
    Kyle Clark-Hay   Colm Harmon
    Head of Estates Business Services   Vice-Principal Students

    18 February 2021

Freedom of Information
22. This paper is closed as disclosure would substantially prejudice the commercial interests of the University.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

23 March 2021

University of Edinburgh Intellectual Property Policy Update

Description of paper
1. Following a review of the UoE Intellectual Property (IP) Policy, which was considered to be outdated in areas, an updated version has been prepared that will provide greater clarity, up to date procedures and links to additional resources.

Action requested
2. University Executive is asked to approve the updated UoE IP Policy document.

Recommendation
3. It is recommended that the proposed amendments to the IP policy be approved and that the new version be published.

Background and context
4. The UoE Intellectual Property Policy provides guidance to staff and students on the principles and process for commercialising intellectual property (IP), taking into account the university's commitments to research publication, impact and wider mission, while at the same time offering incentives for staff and students to engage in innovative and impactful translational projects.

Discussion
Paragraphs 5 – 9 are closed.

Resource implications
10. No resource implications identified.

Risk Management
11. The amended policy does not change the risk position.

Equality & Diversity
12. The amended policy does not have any changes that would impact any person or group. The policy has been reviewed for clarity, as engagement with the policy by all staff and students is encouraged.

Next steps/implications
13. Once approved, the new policy will be uploaded to Edinburgh Innovations website and linked to other relevant guidance. As the proposed changes are not substantive, approval by Policy & Resources Committee is not considered necessary, although the revised policy has been made available for comment to the external members of the Commercialisation Sub-Group of Policy & Resources Committee.

Consultation
14. Consultation has included academic staff, Edinburgh Innovations staff and has included a review of policy of comparable universities. The policy has been reviewed

by the CEO Edinburgh Innovations and Vice Principal (Interim) Corporate Services and the external members of the Commercialisation Sub-Group of Policy & Resources Committee have had the opportunity to review and comment on the revised policy.

Further information

15. *Author*   *Presenter*
     Dr John Lonsdale   Catherine Martin
     Edinburgh Innovations   Vice-Principal (interim) Corporate Services
     11 March 2021

Freedom of Information

16. The approved IP policy will be published on the Edinburgh Innovations website.