



Equality Mainstreaming Report 2025

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1. Introduction

- 1.1 Heriot-Watt University's Equality Mainstreaming Report provides an overview of our efforts to embed EDI across the institution, and presents an update on our Global Equality, Diversity and Inclusion (GEDI) commitments. This report primarily highlights progress toward the University's twelve 2021-25 Equality Outcomes, with examples of associated activities (May 2023 – April 2025).
- 1.2 Alongside progress updates, this report shares some examples of good practice across each of our Strategic Themes, highlighting how embedding of EDI helps to deliver the University's Strategy.

2. University context

- 2.1 As a multinational organisation with a global reach, we recognise and embrace the diverse jurisdictions in which we operate. We understand that each location has its unique cultural, legal, and social landscape. Despite these variances, our commitment to respecting every member of the Heriot-Watt community remains constant.
- 2.2 The GEDI Committee provides EDI leadership across the institution globally, including meeting legal duties and overseeing delivery of all EDI-related plans and commitments. The Committee reports directly to the University Executive and is responsible for providing clear accountability and leadership to drive delivery of the University's EDI ambitions.
- 2.3 At each meeting of the GEDI Committee, EDI activities are monitored via updates to the GEDI workstream tracker. GEDI workstreams are made up of the University's Equality Outcomes and related areas such as the recently established Global Wellbeing Working Group.

3. EDI Good Practice Linked to Strategic Themes

- 3.1 When the GEDI Committee was first established in 2021, an initial activity was to develop EDI articulations of the University's Strategic Themes. A Festival of Practice was held in 2021 to demonstrate how a range of activities aligned with the Strategic Themes, supporting development of the EDI Articulation.
- 3.2 A meeting of the GEDI Committee in November 2023 agreed that future reporting include some examples of good practice aligned to those EDI articulations (forms part of this Equality Mainstreaming Report).

- 3.3** The examples below are structured by Strategic Theme, under a table demonstrating the EDI articulation. The examples are highlighted as exemplars of embedded EDI. Many of the examples are crosscutting, though are listed here with a link to a primary strategic theme.

a) Flourishing Communities

Table 1: EDI Strategic Theme Articulation: Building Flourishing Communities

Strategic Theme	Articulation (Strategic Theme Through an EDI Lens)	EDI Explanation
Building Flourishing Communities 	The lived-experience of our diverse communities shape the world around us, enhance our everyday activities, and influence how we shape tomorrow.	Our culture of belonging enriches the Heriot-Watt experience and impacts beyond. We visibly celebrate our diverse staff, students and alumni, finding ways to maximise the inclusivity of our campus-based and global virtual communities. The positive effect of our approach to EDI is evident in our internal collaborations and external partnerships.

BSL Plan: In July 2024, a new BSL Plan for 2024-2030 was published, and will continue to evolve as we respond to our diverse community. The plan was developed in consultation with BSL users and those who will play a key role in delivering actions. The document also included a report on our aspirations for the inclusion of deaf people, which were exemplified in our ambitious BSL Local Plan for 2018-2024. Achievements listed ranged from incorporating BSL interpretation as standard at large events such as graduations, inaugural lectures, and Open Days and Offer Holder Days, to promoting Heriot-Watt as a BSL resource across the wider community.

Disability Confident Employer: In March 2025, the University continued its commitment at Level 2 of the UK Government scheme, demonstrating our commitment to people with disabilities and providing a supportive environment for our employees. As part of this commitment, we operate a guaranteed interview scheme for applicants with a disability who meet the minimum criteria for the role. The University is committed to ensuring that candidates with a disability have parity with other applicants during the selection process.



Employee Networks: LGBTQ+, Disability, Parents & Carers, and STEM Inclusivity Networks are developed and actively running. The networks provide a safe and inclusive space, connecting people with lived experience and allies. Joint 'network of networks' gatherings are held twice a year to encourage sharing of experiences. The networks are also regularly consulted for relevant University activity, for example development of the new Equality Outcomes.

Student societies and networks: A diverse range of student groups provide a sense of belonging and community for our students, including Watt Women in STEM, LGBTQ+ Society, Disabled Students Society, and many cultural societies. The Student Union hold an annual Global Day to celebrate the diverse cultures of our community.

The Student Partnership Agreement: We have a sector leading approach to joint delivery of shared goals which provides a route for embedding EDI into the way the University and the student representatives work together.

The Wellbeing Agenda: Improved co-ordination of wellbeing activities is established. Overseen by the Global Wellbeing Working Group, the approach brings together staff and students from all our global campuses, focusing on mental health, physical health and active wellbeing together. We support both staff and students through advice and practical support in areas such as financial wellbeing, recognising the challenges of the Cost of Living in all our locations but particularly the UK.

Mental Health: During Mental Health Awareness Week in May 2023 and 2024, activities took place across the campuses to engage the community in prioritising wellbeing and getting involved in University-supported events. In 2023, a meet-up was held with representatives from other universities and colleges who are similarly engaged with SANE's Black Dog Campaign, to explore joint work. A video was created and shared for World Mental Health Day in 2023 on men's mental health, with one of our colleague's sharing their personal journey with mental health.

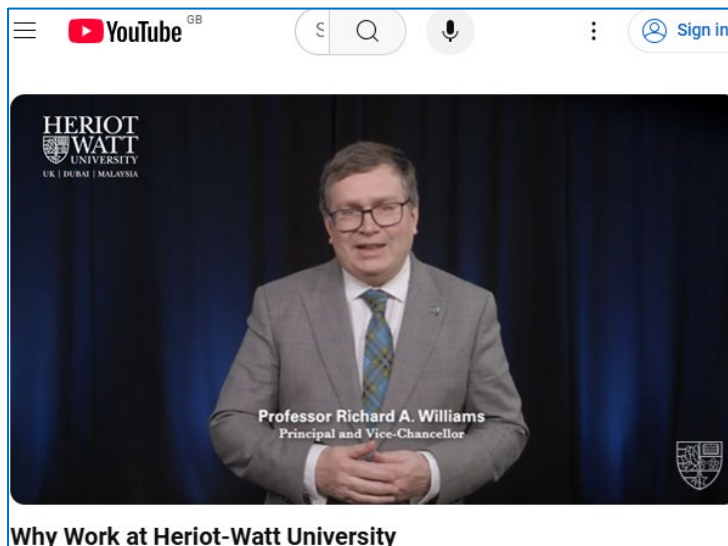
Events and activities: A vibrant range of events and activities take place across the campuses linked to EDI in its broadest sense. We work hard to increase visibility of these activities to encourage engagement and use such events as opportunities to share information on other initiatives and support. Examples include menopause cafes, mental health awareness activities, and events around National Work-Life Week.

Diversifying employee recruitment: Changes and enhancements have been made to improve recruitment processes such as:

- A workshop held on Ada Lovelace Day focused on good practice to increase recruitment of women into STEM roles.
- Achievement of Gold Award of the Defence Employer Recognition Scheme, joining only three other universities in Scotland to reach that standard.

- Development and launch of the Recruitment Pledge, which asks colleagues to commit to creating a more inclusive workforce by following key EDI principles.

Why Work at Heriot-Watt University? An online initiative to better inform applicants was launched by HR Recruitment (reviewed by EDI), with a dedicated webpage listing an overview of staff benefits and living in each of the 5 campuses. Furthermore, a public YouTube video was filmed, opened by the Principal, and including talks from a diversity of staff explaining their roles and experiences.

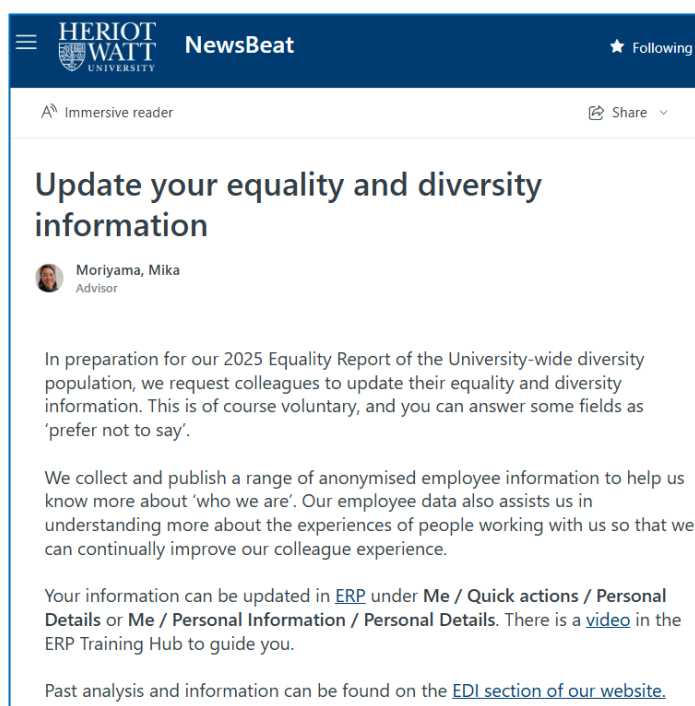


Neurodiversity: HR and academic colleagues were involved in a 'Discovery Workshop' led by Lexxic (a leading consultancy in the field of neurodiversity) in November 2024, to begin the journey to becoming Neurodiversity Smart. The HR Team has also been working on supporting neurodiverse colleagues through the recruitment process. This has included linking up with our academic colleagues who research in this area to share best practice and current thinking with the HR practitioners. The Student Disability Service uses Neurodiversity Celebration Week as an opportunity to promote their service, encourage students to ask questions regarding support, and meet other students and Disability Service staff.

Staff inclusion: Our regular global staff survey continues to indicate that Inclusion is an area where we perform well. Our 2023 survey showed an average of 75% favourable across questions related to inclusion:

- I can be honest about who I am in the workplace (e.g. gender/faith/hidden disabilities) – 81% *favourable*
- I work in an environment where equality, diversity and inclusion are valued – 73% *favourable*
- Individual differences (e.g. cultures, backgrounds, ideas) are respected at Heriot-Watt – 77% *favourable*
- I believe Heriot-Watt is committed to equality for all of its staff – 67% *favourable*

Promoting staff monitoring: In preparation for this report, a request for staff to update their equality and diversity information was promoted in the University's all staff news. Stating the initiative was voluntary and the rationale for collecting such information, was paramount, in addition to including information on how to update data via the online system.



Gender-based violence: in 2023, we formally received our White Ribbon Campaign Status award, becoming the first university in Scotland to achieve this status. During the 16 Days of Activism 2023, we developed our action plan to see us through to 2028. We have a shared vision for White Ribbon to be Global, Integrated and Visible by 2028.

Black Voices Project: We worked with the Student Union to relaunch the University's Black Voices Project in 2023, starting with recruiting four new Student BME Advocates over Black History Month. The Student Union continued to recruit BME Advocates in 2024.

100Plus & Black History Month: In partnership with Fair Justice System for Scotland (FJSS), the University hosted a special Black History Month programme event in October 2024. The programme focused on celebrating the contributions of the Scots Black Community to the success of the nation. A centrepiece of the event was the unveiling of the '100PLUS' list of Black African-Caribbean trailblazers living across Scotland who have broken barriers to lead and inspire within their immediate communities and more widely. The intention is to use this list, which will grow over time, as a basis for the Scots Black Community taking back control of the narrative around the contributions that people of Black African-Caribbean descent make to Scotland and the UK.

100PLUS •

A special tribute to our very own role models and leaders who have championed the cause for our Black African-Caribbean community in Scotland...

Fred Abim • Prince Fred Abimbola • Abel Aboh • Timi Adegunwa • Dr. Josephine Adekola • Bayile Adeoti • Joshua Adeyemi • Enoch Adeyemi • Chigozie Joe Adigwe • Shola Akinoso • Rotimi Alabi • Bishop Francis Alao • Florence Aluu • Dr. Amu-Logotse • Florence Asemota • Stephen Babatunde • Nabirye Balyejusa • Jerusalem Barnabas • Cllr Graham Campbell • Dr. Harriette Campbell • Jacintha Canary • Chief Suleiman Chebe • Elizabeth-Mya Chemonges-Murzynowska • Silence Chihuri • Alison Chiwara • Khadija Coll • Dr. Gwenetta Curry • Dr. Lydia Cutler • Ruth Dada • Jedidiah Ibidun Daramola • Nonhle Duma • Elo Efemuai • Sydney Eneremadu • Beltus Etchu • Dr. Elimma Ezeani • Shulamite Ezechi • Olumide Fadeyibi • Dr. Labake Fakunle • Fash Fasoro • Winston Kabwe Flynn • Dr. Ollie Folan • Fiona Fraser • Hannatu Gamba • Elizabeth Gatima • Cynthia Gentle • Adekemi Giwa • Prof. Gbenga Ibikunle • Dr. Adaeze Ifezulike • Florence Igboayaka • Onyinye Igbokwe • Uche Iloka • Dr. Patricia Iredia • Dr. Jennifer Irungu • Dr. Kizanne James • Esther Kamonji • Elisha Kang'ethe • Dr. Kalonde Kasengele • Margaret Lance • Ethelinda Lashley-Scott • Jamilah Mahmood • Tynah Matembe • Pheona Matovu • Viana Maya • Mary Mbae • Ruth McCalla • Prof. Mukami McCrum • Florence Menzies • Precious Moahyi • Irene Mosota • Dr. Philip Muinde OBE • Prof. Francisca Mutapi • Christopher Mutawali • Dr. Nelson Muturi • Angie Mwafulira • Elizabeth Ndungu • John Nwagboe • Edward Obi • Ikem Odiknekwu • Chuks Ododo • Dr. Festus Ogunmola • Dr. Thelma Okey-Adibe • Dr. Isioma Okolo • Olawale Olabamiji • Ola Olaleye • Pastor Olanrewaju • Niya Oludipe • Eunice Olumide • David Olwa • Dami Onalaja-Aliu • Joyce Onuona • Oluwatoyi Opeloye • Otis Orteseh • Mary Osei-Oppong • Remi Oseni • Dr. Mustafa Osman • Yekemi Otaru • Helene Rodger • Foday Sanneh • Rosie Sehakinzika • Dr. Ama Shallangwa • Inonge Siluka • Eunice Simpson • Kay Solaja • Jonathan Square MBE • George Tah • Gadda Tourey • Virginia Toyi • Chimezu Umeh • Esther Uwandu • Dr. Judy Wasige • Bertha Yakubu



Special Black History Month event to celebrate the Black African-Caribbean community in Scotland

*Hosted jointly by FJSS Group
and Heriot-Watt University*

Welcome to this wonderful event to honour and learn about the rich history and contributions of the Black African-Caribbean community in Scotland and the work that Heriot-Watt University is doing with the Black community here in Scotland and beyond within the rest of the United Kingdom and globally.

23 October 2024

National Robotarium,
Riccarton Campus,
Heriot-Watt University

Carer Positive Employer: We gained our first Carer Positive Employer accreditation at the Engaged Level in May 2024, in recognition of our commitment and ongoing efforts to supporting employees who are carers. The accreditation aims to raise awareness of the challenges facing working carers and encourage employers to create a supportive working environment for carers in the workplace. Endorsed by the Scottish Funding Council, the Scottish Government funded initiative is operated by Carers Scotland and consists of hundreds of private and public sector accredited employers. We have since engaged VOCAL, a local carer support charity, to deliver Managers Training on Identifying & Supporting Carers, with the first session having been delivered in November 2024.



Campus Accessibility Working Group: A new group was initiated in August 2024, in response to feedback identifying accessibility improvements needed to the Edinburgh campus. The membership includes representation from Student Disability Services, HR and EDI, Staff Disability Network, Student Union, Information Services,

Health & Safety, Estates & Facilities and Internal Communications. Members also jointly reviewed the draft Estates Edinburgh Campus Accessibility Strategy.

Chaplaincy: Our chaplaincy hosts an array of activities and events to foster belonging for students, including day trips to the Scottish/English countryside, weekly meals and coffee & cake sessions, events such as Christmas Carol Celebrations and Remembrance Services, and a recycling pots and pans scheme for international students at the beginning of each semester.

Student counselling training: The student counselling team introduced an anti-bullying and harassment workshop, in response to identified issues. They have also delivered Managing Difficult Conversations training to staff in student-facing support roles, including Resident Life Wardens and Student Union Officers.

EDI Upskilling: New bespoke in-person training sessions on 'EDI, Dignity & Respect' (legislation, bullying, harassment, discrimination, hate crime, dignity, peer pressure and unconscious bias) were delivered across 2024/25 in Edinburgh, across the Students' Union; Office of the Principal Administration; and 10 sessions with Estates & Facilities. New 'EDI for Managers Training' sessions were piloted with the HR unit for delivery to be scheduled across 2025/26 aimed at people managers.

b) Pioneering in Education

Table 2: EDI Strategic Theme Articulation: Pioneering in Education

Strategic Theme	Articulation (Strategic Theme Through an EDI Lens)	EDI Explanation
Pioneering in Education 	For education to contribute toward creating a sustainable, just and enjoyable world, our student body needs to mirror our diverse communities. By leveraging this diversity, we strengthen the learning experience. We empower our learners through inclusive practice, maximising opportunity for all.	Diversity enriches our pioneering heritage, leading by example through academic excellence. The Learner Journey embeds valuing diversity throughout the Heriot-Watt learning partnership.

Hybrid Meeting Policy: Linked to the Flourishing Communities theme, the policy developed for use in the School of Social Sciences has focused on ensuring accessibility of virtual meetings. The policy's scope extends to including teaching and supports using alternative platforms to Teams for virtual contact. This focuses primarily on supporting inclusive practice for Deaf people and BSL users.

Maths Gym and English Gym: The Maths Gym is a cross-campus initiative aiming to support all Heriot-Watt students across all campuses, to strengthen their

mathematical and statistical skills and to boost their mathematical confidence. We also provide support through drop-in sessions, small group appointments alongside online resources. The English Gym was also launched to support UK and international students with their academic English and English language skills.

Systems development: Supporting self-identification, the student facing system has extended the display of pronouns in the Canvas Virtual Learning Environment, in consultation with the LGBT+ Society. Pronouns have now also been enabled on student and staff Microsoft profiles, with input from the LGBTQ+ Staff Network.

Outreach, Access & Inclusion: An area of particular focus for the GEDI Committee has been drawing more explicit links to areas of activity linked to outreach, access and inclusion. There are a number of initiatives across our campuses for raising aspirations, facilitating entry into higher education and supporting our students during their studies. In 2024, the Student Ambassadors involved with outreach activities received unconscious bias training.

Student Experience training: The Student Experience Team provide training for personal tutors, sessions such as 'Supporting Students from Widening Participation Backgrounds from HWU', and encourage staff across the university to complete Corporate Parenting Training and Carer Aware online modules.

Support package for graduating Widening Participation students: In addition to the £150 grant for Care Experienced, Estranged and Asylum Seeker and Refugee students, we also offer a support meeting to support their transition, dedicated support from the Careers Service, offer to attend graduations as their guest and an invite to a graduation celebration.

Get Ready for Success at HWU: The Student Experience Team hold a three-day programme for new undergraduate entrants from Widening Participation backgrounds, in the week prior to Welcome Week.

Student disability transition events: The Student Disability Service holds a Study Smartly Event, open to all new students who have disclosed a disability, introducing them to services and processes prior to their arrival in September. They hold a specific Autism Transition Event, which introduces new students who have disclosed Autism Spectrum Condition to the campus while it is still quiet.

Assistive Technology: The Student Disability Service has produced several videos regarding use of Assistive Technology, which has been utilised by the Learning and Teaching Academy. An Assistive Technology Advisor also attends school induction events to discuss technologies available.

Global Changemaker Curriculum Framework (GCCF): The framework is designed to support staff to develop their courses and programmes, and has been embedded in course and programme design workshops and resources to encourage staff to think about inclusive learning and teaching from the start. The GCCF includes two dimensions related to EDI: Inclusive Global Learning Communities, and Resilience, Wellbeing & Compassion.

Postgraduate Certificate in Teaching and Learning: The programme has inclusive teaching practices embedded and modelled throughout and includes a specific mandatory course on Global Inclusive Teaching.

Learning & Teaching Academy support and resources: Accessibility and EDI are embedded across the LTA's offering. In 2025, the LTA hosted a lecture on 'Supporting learning in a multicultural environment: the richness and challenge of diverse universities'. Resources include guidance on accessible practice, and supporting student wellbeing through curriculum design.

EDI in UK Organisations Lecture: As part of the School of Social Sciences Module in Diversity Management, in March 2025 the EDI Partner delivered a session to the undergraduates focused on how EDI functions in a practical sense within the UK private and public sector.

c) Excelling in Research and Enterprise

Table 3: EDI Strategic Theme Articulation: Excelling in Research and Enterprise

Strategic Theme	Articulation (Strategic Theme Through an EDI Lens)	EDI Explanation
Excelling in Research and Enterprise 	Our research and enterprise culture embraces difference, embedding inclusivity in our approach. We actively support academic progression, championing diversity.	Inclusive research environments embed EDI, challenging and eradicating bias to support research excellence. We involve the widest range of talent, and impact on the wider world for social, academic and economic benefit, progressing EDI as integral to our research and enterprise. In academic progression, we take steps to actively support underrepresented groups and recognise academic careers beyond Heriot-Watt boundaries.

Research Culture: A new Enterprising Research Culture Action Plan was launched in 2024, with strong links to EDI. Development included joint working with the Student Union to gain student feedback. To celebrate its launch, Research Culture Recognition Awards were awarded to highlight exemplary EDI practice within the research community.

Improving Postdoc Inclusion: There has been a range of work to improve inclusivity of postdoc recruitment and roles, including through the Research Staff Forum, RED's Culture Café sessions, a Women in Data Science event in Dubai and improved university recruitment processes.

EDI Caucus: The University secured funding from UKRI with support from the British Academy for the Equality, Diversity and Inclusion (EDI) Caucus under the leadership of Prof. Kate Sang. EDICa's remit is the research & innovation ecosystem in the UK but has focused research on three areas: the career and lifecycle; the research process and how career-defining decisions are made; and enabling workspaces.

EDICa provides high-quality research evidence on what works for effective interventions to create equitable workplaces in the R&I system. EDICa were commissioned by UKRI to conduct additional research which fed into the recent changes in terms and conditions of UKRI PGRs, and research on immigration and visas in the R&I sector feeding into policy recommendations.

Innovation & partnership: The Excelling in Research and Enterprise theme is supporting the Student Union's partnership with Somewhere: For Us and Rainbow Enterprise Network, which supports LGBTQ+ enterprise and entrepreneurship.

Gender-based violence: Groundbreaking research projects Justisigns2 and SILENT HARM, designed to help deaf women who have experienced domestic abuse access essential support, were awarded Police Scotland Chief Constable's Excellence Awards in the EDI category.

d) Globally Connected

Table 4: EDI Strategic Theme Articulation: Globally Connected

Strategic Theme	Articulation (Strategic Theme Through an EDI Lens)	EDI Explanation
Globally Connected 	We are multinational; our global community supports better connections, encouraging greater opportunities across Heriot- Watt and beyond.	Our multi-cultural, multinational University benefits from the richness of our cultural diversity and provides a forum where we can challenge and support improvement. We can use our position to make best use of global networks, experience and good, proven practice to maximise impact on our community and beyond. We recognise that there are challenges, and we take a progressive approach to supporting difference and maximising inclusion across all our settings.

Women in Data Science: There is effective cross-campus collaboration on Women in Data Science events between the Dubai and Edinburgh campuses, which both have Data Science courses.

Inclusive teaching: The Learning & Teaching Academy works with the Disability Service (UK campuses) and Student Support (Dubai and Malaysia campuses) to ensure work on inclusive teaching is joined up and amplified; for example, in the development of guidance of accessible assessments.

Global focus on joint working groups: There is global representation on working groups such as Research Culture Working Group, Excelling in Research and

Enterprise Strategy Implementation Group, Digital Strategy Steering Group, Learning and Teaching Academic Operations Committee, and more.

International Women's Day: The University hosts a rich programme of activities for International Women's Day, across our global campuses. In 2023, a recruitment themed event was held, focusing on addressing gender imbalance in STEM subjects. External guests from Equate Scotland and Pickle Jar Communications helped elevate discussion and share good practice. 2024 saw further activities including a panel on initiatives to inspire inclusion, and talks from women in STEM, enterprise and leadership in both the UK and Dubai. In 2025, the central event focused on the need for leadership and allyship in accelerating action on gender equality and involved a panel of senior leaders including the Dubai Head of School of Social Sciences.

Global campus pre-visiting awareness: New pre-visiting awareness documents were developed with Dubai and Malaysia HR colleagues, to inform staff and applicants who are considering visiting our global campuses. This includes information about visas, climate, language, laws and cultural restrictions, religion, attire, and accessibility.



4. Employee and student data summary

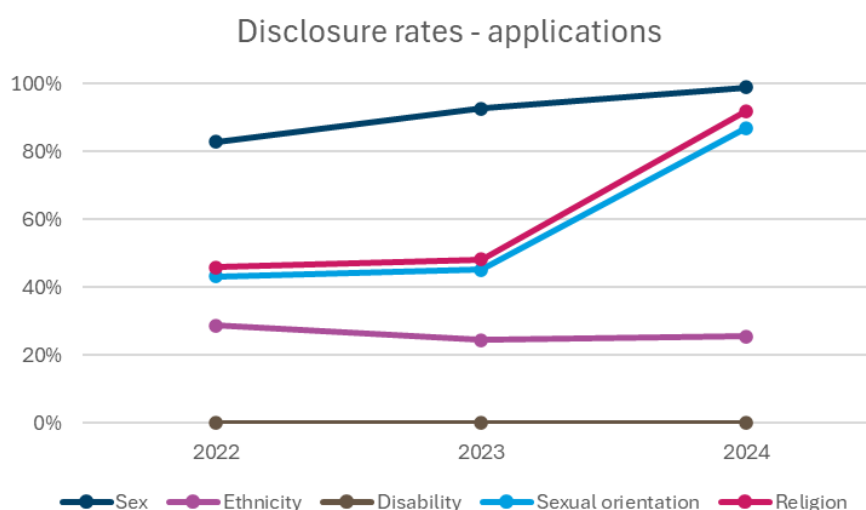
We collect data to help us understand how our staff and student populations are changing over time, and how we can support them. It also gives us baseline information for future EDI activity to meet our Equality Outcomes.

The full data reports of our staff and student protected characteristics data for the last three years (2022/23-2024/25) can be found at:

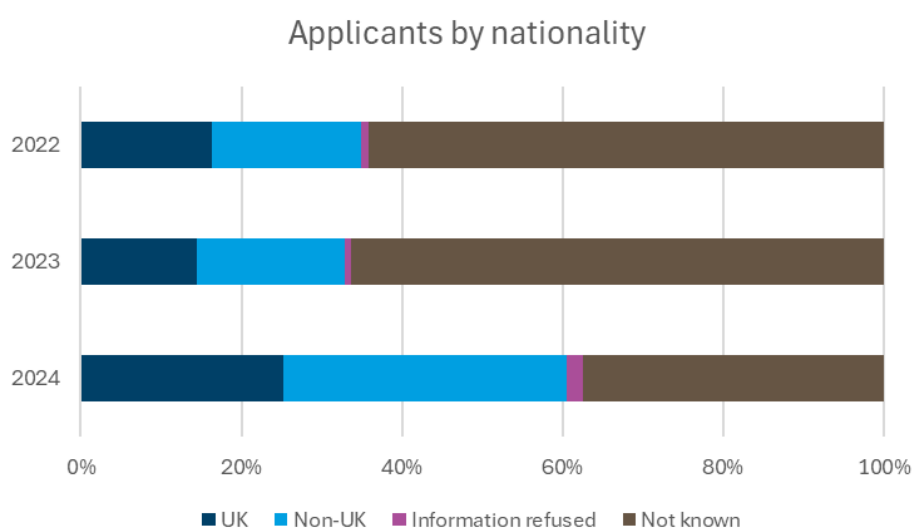
<https://www.hw.ac.uk/uk/services/equality-diversity/legal-requirements.htm>

The following content within this section, is a summary of data monitoring highlights.

Staff recruitment



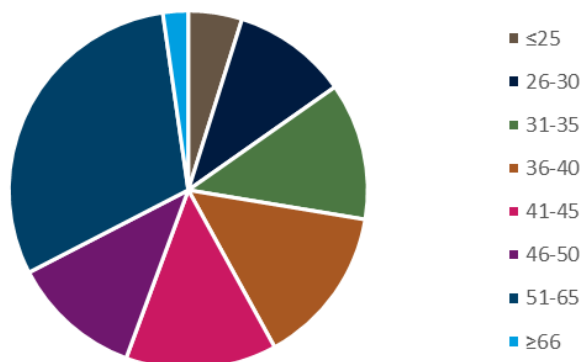
- Low disclosure is an issue across a number of characteristics. Disclosure rates of sex, sexual orientation, and religion increased in 2024.
- Male applicants have a lower success rate than female applicants, from application to offer acceptance.
- There has been an increase in the proportion of Hindi (6% in 2022 to 12% in 2024) and Muslim applicants (8% in 2022 to 19% in 2024).
- The proportion of non-UK applicants and successful recruits increased significantly between 2023 and 2024 (18% to 35% of applicants; 13% to 20% offers accepted)



Staff demographic

Age

Staff population by Age, 2024



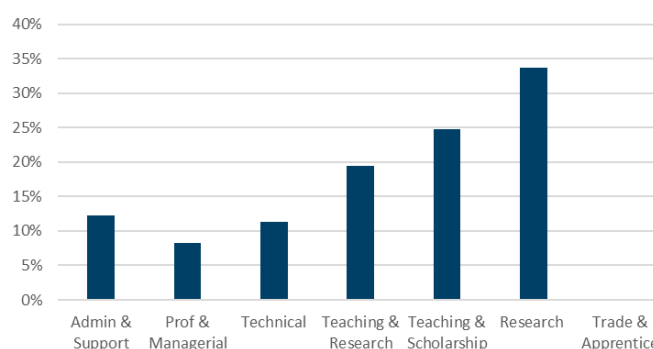
- The spread of staff across age groups has stayed largely consistent, with roughly 30% in the 51-65 age bracket.
- The 51-65 age group is the largest across all job families, except Research only (where the 31-35 age group is largest). The Technical job family has the highest proportion of staff who are 30 and under.
- The proportion of leavers who were 30 and under increased from 30% in 21/22 to 42% in 23/24.

Disability

- Disability disclosure has stayed consistent at 8%. This is roughly the same across full-time and part-time staff.
- The highest proportion of disabled staff are in Professional & Managerial and Teaching & Scholarship job families.
- The proportion of leavers who are disabled remained between 5-6% over the three years.

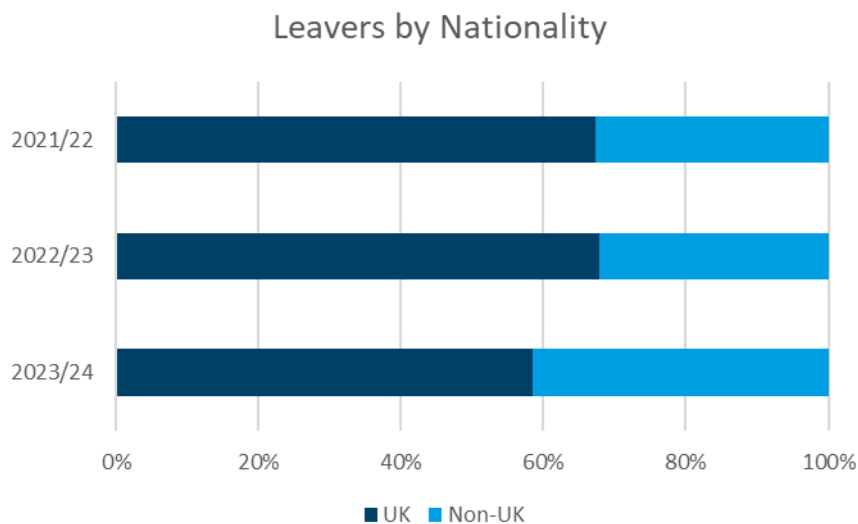
Ethnicity

%BME by job family, 2024



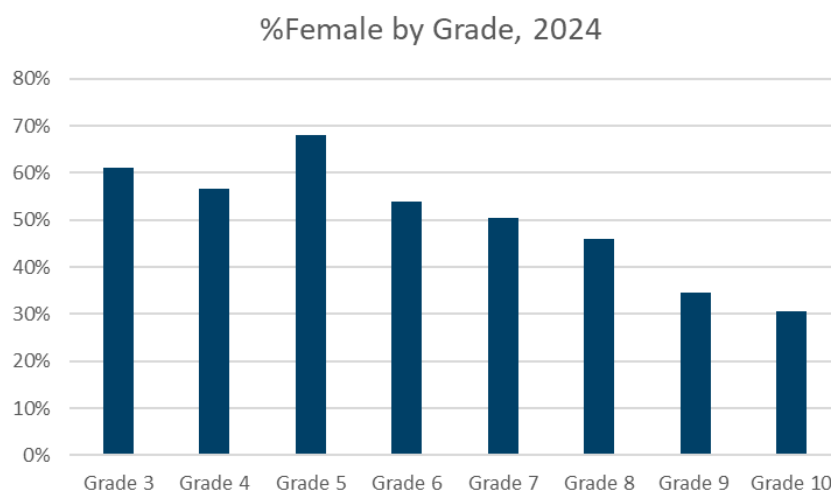
- The proportion of BME staff has increased slightly from 13% in 2022 to 16% in 2024. The highest proportion of BME staff are at Grade 7-8, and in Teaching & Research, Teaching & Scholarship, and Research only job families.

Nationality



- The highest proportion of non-UK staff are in Teaching & Research (~50%), Teaching & Scholarship (~40%), and Research only (62-66%) job families.
- The proportion of non-UK leavers increased from 32-33% in 21/22 and 22/23 to 42% in 23/24.

Sex



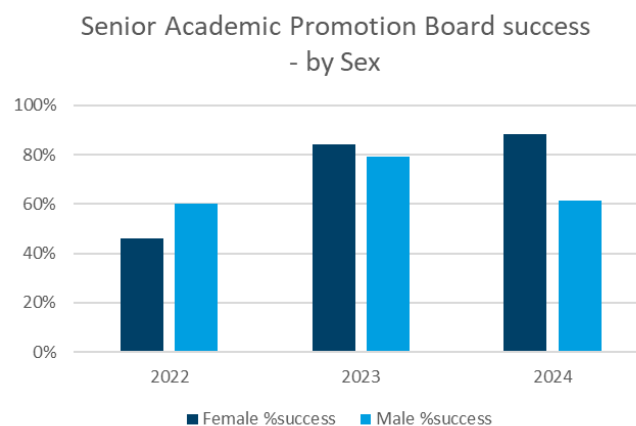
- The proportion of female staff has stayed consistent at 48-49% over the three years. The proportion of part-time staff who are female is higher than male.

- The highest proportion of female staff are at Grade 5 (65-68%), and the lowest at Grade 10 (30-31%).
- Technical and Trade & Apprentice job families have the lowest proportion of female staff, while Admin & Support has the highest.

Other characteristics

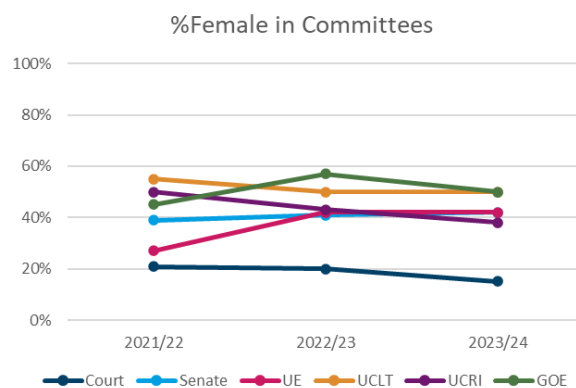
- The rate of staff responding to the question on trans status increased slightly but remains low (from 6% in 2022 to 11% in 2024).

Progression



- The female success rate of Senior Academic Promotion Board cases increased, and was higher than male success rate in 2023 and 2024.
- The BME success rate of Senior Academic Promotion Board cases remain lower than White success rate.

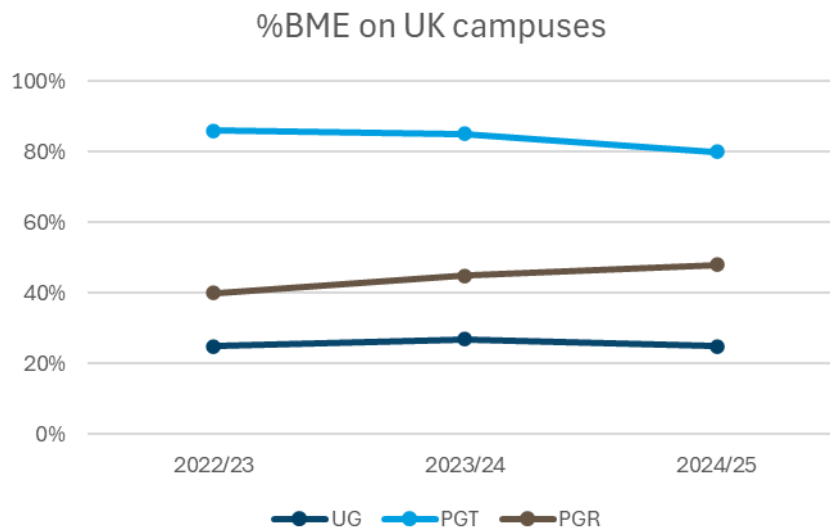
Decision-making



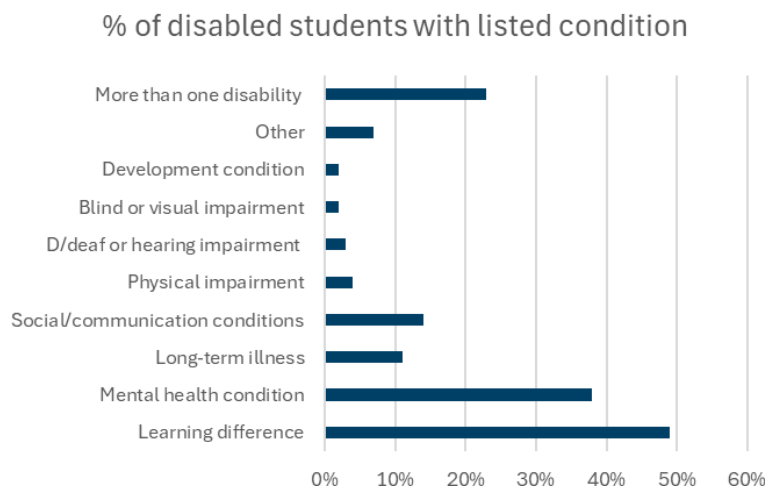
- The proportion of female members has increased slightly for Senate (39% in 21/22 to 42% in 23/24) and University Executive (27% in 21/22 to 42%)

- The proportion of female members has decreased slightly for Court (21% in 21/22 to 15% in 23/24) and University Committee of Research & Innovation (50% in 21/22 to 38% in 23/24),
- University Committee of Learning & Teaching (50-55% female) and Global Operations Executive (45-57% female) remained relatively gender-balanced over the three years.
- The proportion of BME members on University Senate has remained between 14-19% over the three years

Student demographic



- %BME fell from 42-43% in 22/23 and 23/24, to 37% in 24/25.
- %BME is much higher in PGT (80+%) than UG (25-27%) and PGR (40-48%).
- %Declaring a disability rose from 15% in 22/23 to 20% in 24/25.
- In 2024/25, out of all disabled students, 49% declared a learning difference (e.g. dyslexia, dyspraxia, AD(H)D), and 38% declared a mental health condition.



5. Heriot-Watt University Equality Outcomes

The following suite of 7 new 2025-2029 Equality Outcomes supported by 50 direct and associated actions to be undertaken within the timeline of the plan up to April 2029, which were informed by:

- Carrying forward outstanding tasks from the previous 2021-2025 Equality Outcomes actions.
- Equality Outcomes Survey responses (GEDIC stakeholders/staff/student groups/networks/trade unions (Nov-Dec 2024)).
- Follow-up meetings with GEDIC members (Trade Unions, Learning & Teaching, Student Wellbeing Services).
- Staff and student equality data analysis (refer to section 4).
- Equality Act (2010), Public Sector Equality Duty (2011), Scottish Specific Duties (2012) compliance.
- Equality & Human Rights Commission (EHRC) & Scottish Funding Council (SFC) National Equality Outcomes (Dec 2024).
- Factoring-in accreditation requirements as a method of external evaluation of our progress on EDI.

Note:

- Business As Usual (BAU) activity will be published internally separately, with tracking by EDI for reporting to GEDIC.
- Linkages of outcomes to the new University Strategy 2025-2035 will be mapped after the strategy has been published.

New 2025-2029 Equality Outcomes:

- EO 1: Approaches to intersectional racial diversity are aligned with good sector practice, resulting in HWU strategically and operationally structurally advancing the experiences of our ethnic minority community.
- EO 2: Our Disabled staff and students report feeling better advised about the support and reasonable adjustments, as data evidenced by their experience.
- EO3: Diversity profile of our governance and management is enhanced towards our institutional demographic, to better reflect the people of our campuses.
- EO 4: Gender disparity in staff pay has been institutionally reduced, providing a data evidenced approach to our staffing community that we are an equitable employer on pay.
- EO 5: Our LGBTQ+ staff and students feel comfortable regarding declaration across the Scottish campuses, providing qualitative and quantitative data evidence to HWU that our LGBTQ+ community feel supported to be themselves.

EO 6: Institutional policies and practices are informed by EDI and embedded within decision making processes, to ensure an equitable approach to our staff, students, partners and visitors.

EO 7: Our staff and students have engaged in training, support and awareness raising, to ensure people within our institution are comfortable to report violence, harassment and abuse.

Process of formation and engagement on the development of Equality Outcomes 2025-2029:



Previous May 2021 – April 2025 Equality Outcomes	Progress update: April 2025
EO1 Reduce the median gender pay gap	• Data reporting and Pay Gap Action Plan update reported April 2023: ◦ GPG (median): ◦ 2020: 21% ◦ 2021: 26% ◦ 2022: 19% ◦ 2023: 16% ◦ = Median reduction: 5% • Pay Gap Forum held in Jan 2024 • Work carried forward into new 2025-2029 EO Action Plan, specifically through EO 4
EO2 Increase the number of women in STEM	• Progress continuing through the Institutional and school level Athena Swan programme • Updates to recruitment processes including Recruitment Pledge • Ada Lovelace event focusing on recruitment held Oct 2023 • Work carried forward into new 2025-2029 EO Action Plan, specifically through EO 4
EO3 Reduce UG gender imbalance in target subject areas	• Scholarships allocated • International Women's Day Event focusing on recruiting female students to STEM 2023 • L&T management session held December 2023 • Outreach work in target areas continues through Outreach team, with secondary and primary education partners • Schools continue to support EO through outreach, open day and admission activities • Careers support programme underway, led by Careers & Graduate Futures • Progress continuing through the Institutional and school level Athena Swan programme
EO4 Support ending gender-based violence including achieving White Ribbon Status	• Continuing to make significant progress, activities have moved into everyday business. • To date 235 pledges and 21 speakers • Expansion of campaign to Galashiels and Orkney campuses during student Welcome Week 2024 • New 'GIV White Ribbon - The Road to 2028' action plan developed in 16 Days of Activism 2023.

	• Work carried forward into new 2025-2029 EO Action Plan via refreshed view of Equally Safe Checklist alignment
EO5 Support the progression of disabled academics	• Disability Pay Gap reporting was aligned with EO 1 with reports published beyond statutory requirements • Workings of Access to Work awareness inserted into new EDI Training (Aug 2024) • Access to Work internal staff explanation page published (Sep 2024) • Disability Confident Employer Level 2 accreditation successfully renewed (Mar 2025) • Work carried forward into new 2025-2029 EO Action Plan, specifically through EO 2
EO6 Implement SFC Tackling Racism on Campus Project Recommendations	• Established Anti-Racism Reference Group Aug 2023 • Diagnostic Session and Write-up Nov 2023 • Black Voices Project relaunched and BME Student Advocates recruited 2023 and 2024. • First stage design of Anti-Racism Training Sessions drafted. • Resource items inserted into EDI Dignity & Respect training sessions (Aug 2024) • Work carried forward into new 2025-2029 EO Action Plan, specifically through EO 1
EO7 Identify and reduce any ethnicity award gaps	• Data received from Advance HE • L&T management session held Dec 2023 • Executive Dean in School of MACS agreed to support data analysis through new institute • Data protection screening being carried out • Work on synthetic data preparing hypothetical scenarios and relevant analysis is underway, in preparation of accessing real data • Work carried forward into new 2025-2029 EO Action Plan, specifically through EO 1
EO8 Establish virtual employee networks	• Complete - Networks in place and part of BAU • Network of Networks in-person sessions taking place twice a year • Networks are consulted for relevant matters, such as EO development, campus accessibility work, pronouns on systems, etc.
EO9 Increase recruitment of Deaf UG students	• Subsumed into wider student recruitment activities and into BSL Plan 2024 • BSL Plan 2024 report and new action plan published

EO 10 Diversify the composition of the University Court and other influential committees	• EDI sessions for the University Court have taken place • New recruitment drive to support diversification underway • Targeted outlets such as Women on Boards being utilised for recruitment
EO 11 Establish an annual Student/ University EDI Summit	• Complete - Annual Summit held Mar 2023 & 2024
EO 12 Measurable culture change	• Work carried forward into new 2025-2029 EO Action Plan

2025-2029 Equality Outcomes Action Plan

EO 1: Approaches to intersectional racial diversity are aligned with good sector practice, resulting in HWU strategically and operationally structurally advancing the experiences of our ethnic minority community.

Equality & Human Rights Commission (EHRC) & Scottish Funding Council (SFC) mapping				
Public Sector Equality Duty		• Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between people who share a relevant protected characteristic and those who do not • Foster good relations between people who share a protected characteristic and those who do not.		
National Equality Outcome characteristic		Race, Religion or Belief		
Ref no.	Action	Progressed by	Output	Tracking updates
1.1	Identify staff groups/networks in place in UK universities as a method of supporting ethnic minority (BAME/BME) staff in Scotland, to launch a similar network format to those already in place.	HR Reward & Wellbeing, EDI	Staff input (inc. from Anti-Racism Group) gained in 2025 Network launched in 2025-2027	
1.2	Apply to become a signatory of the UK-wide Business in the Community (BitC) Race at Work Charter, as an initiative through consultation with BAME/BME staff, checking of good practice by current public and private sector signatory employers (e.g. Scottish Government, SQA, over 20 colleges/HEIs).	GEDIC Chair, HR, EDI	Anti-Racism Group input by Sep 2025 Evidence plan completed in 2026 Charter applied in 2026-2027	
1.3	Roll-out delivery of the finalised version of the Anti-Racism Training (including intersection with Religion/Belief), informed by Advance HE & SFC training assets, plus the 'EHRC	Facilitated by HR POD, designed/ delivered by EDI	Training designed in 2026 First sessions delivered in 2026-2027	

	Tackling racial harassment: Universities challenged' guidance.			
1.4	Conduct review of the shortlisting and interviewing process through a BAME/BME lens informed by good practice (Advance HE, EHRC etc).	HR Recruitment, EDI	Good practice gained in 2027-2029 Review conducted in 2027-2029	
1.5	Utilise the Scottish Government Minority Ethnic Recruitment Toolkit and the BitC Race at Work Charter guidance as appropriate for making the recruitment process more ethnically inclusive.	HR Recruitment, EDI	Mapping of activity against Toolkit completed in 2027-2029 Review of recruitment processes in 2027-2029	
1.6	Conduct intersectional trend analysis every two years of Ethnicity & Nationality, to better gain an understanding of race specific impact according to national background.	HR Recruitment, EDI	First intersectional review conducted mirroring Action 1.5 in 2027-2029 Second review conducted in 2029	

EO 2: Our Disabled staff and students report feeling better advised about the support and reasonable adjustments, as data evidenced by their experience.

Equality & Human Rights Commission (EHRC) & Scottish Funding Council (SFC) mapping				
Public Sector Equality Duty		• Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between people who share a relevant protected characteristic and those who do not • Foster good relations between people who share a protected characteristic and those who do not.		
National Equality Outcome characteristic		Disability		
Ref no.	Action	Progressed by	Output	Tracking updates
2.1	Address promotion and practical use of the Access to Work Scheme at the point of recruitment, to better support and increase disabled applicant declaration rates.	HR Recruitment, HR Wellbeing, EDI	Declaration rates of UK HEIs from Advance HE benchmarked against HWU in 2025-2026 Variety of initiatives providing encouragement in place at the applying stage in 2027-2029	
2.2	Promotion of Disability Confident Employer Scheme accreditation held to become visible corporate at the same level as Athena Swan.	Communications, Information Services, HR Recruitment, EDI	List of logo and information promotion in place in 2026-2028	
2.3	Building upon responses gained in Q4 2024, undertake Disability Confident criteria actions (factoring-in national laws), support Dubai and Malaysia on aligning to Level 2 criteria areas.	HR Dubai, HR Malaysia, HR Recruitment, EDI	Disability mapping considered by Dubai & Malaysia in 2026 Consistent workplace adjustments in place in 2026-2028	

2.4	Conduct review of disability declaration categories in place, informed by external disclosure reporting requirements (e.g. PSED, HESA) compared to good sector practice, utilising recruitment recommendations provided by the Disability Confident Employer Scheme.	HR Recruitment, HR Wellbeing, EDI	HE sector categories utilised mapped to HWU in 2026-2027 Staff Disability Network consulted on categories in 2026 Recommendations presented to HR Director by Oct 2027 Data systems updated in 2028-2029	
2.5	Create new Disabled Students Academic Adjustment Guiding Principles (legal compliance, internal procedures, reporting mechanisms, expectations etc), informed by 2024 group discussions on the updated 2024 EHRC legislative HE recommendations.	In consultation with School disability contacts, Learning & Teaching Academy (linking with the teaching model and curriculum framework), Disabled Student reps, Student Wellbeing Services/ Disability, EDI	Agreed draft Guiding Principles document signed off in 2026 Training rolled out to stakeholders in Sep 2026-2028	
2.6	Undertake measurement activity of disabled staff and students to ascertain advice and support regarding reasonable adjustments for Semester 1 2025 and Semester 1 2028 comparisons, informed by Student Wellbeing and HR Reward & Wellbeing approaches.	EDI	Disabled staff and students feedback gained and monitored in 2026/2027/2028	

2.7	Annual opportunities for Dubai & Malaysia campuses to highlight/showcase activities on advancing neurodiversity for staff and the student body.	EDI	Dubai & Malaysia good practice showcased in 2027/2028	
2.8	Ensure systematic opportunity for staff and student contacts to engage on infrastructure developments to identify and address physical barriers/inaccessibility, through the Campus Accessibility Working Group (Edinburgh).	Estates & Facilities (Edinburgh)	Systemic opportunity in place in 2025 Monitoring of initiative in 2027/2028	
2.9	Establish a phased programme of upskilling line managers and recruiters on disability, neurodiversity and long-term health workplace impact, in consultation with stakeholders and key contacts (e.g. EDI Caucus), with focused business outcomes sessions outlined.	HR POD, HR Recruitment, EDI	Training type and provider identified in 2027-2028 First session delivered to managers in 2027-2029	
2.10	Utilise recruitment and workplace management recommendations provided by the Disability Confident Employer Scheme at Level 2, to form actions for a successful March 2028 accreditation renewal.	HR Recruitment, EDI	Renewal evidence template completed for GEDIC Chair sign-off in Mar 2028-2029	

E0 3: Diversity profile of our governance and management is enhanced towards our institutional demographic, to better reflect the people of our campuses.

Equality & Human Rights Commission (EHRC) & Scottish Funding Council (SFC) mapping				
Public Sector Equality Duty		Advance equality of opportunity between people who share a relevant protected characteristic and those who do not		
National Equality Outcome characteristic		All		
Ref no.	Action	Progressed by	Output	Tracking updates
3.1	Investigate the feasibility for a new internal Women's Leadership Network (Academics & PSS) to supplement the Advance HE Aurora Leadership Programme, informed by experience from women from Aurora participation and Athena Swan SAT activity.	New working group of Assistant Executive Deans for EDI, Athena Swan Partner, HR POD, EDI	Working group launched in 2025-2026 Initiative outline and schedule presented to GEDIC Chair in 2026-2027	
3.2	Roll-out new EDI for Managers Training sessions, to better equip staff with line management responsibilities on understanding of team-focused discrimination, bias, harassment, hate crime and the EHRC Equality Act Employer Statutory Code of Practice.	Facilitated by HR POD, designed/ delivered by EDI	Content finalised taking into account HR staff pilot (Jan 2025) in 2026-2027 First session delivered in 2026-2027 5 sessions scheduled annually from 2026	
3.3	Design and deliver a version of EDI for Managers Training tailored to Dubai and Malaysia requirements, via global campus leads.	EDI	First session delivered in 2026, 2 sessions scheduled annually from 2027	

E0 4: Gender disparity in staff pay has been institutionally reduced, providing a data evidenced approach to our staffing community that we are an equitable employer on pay.

Equality & Human Rights Commission (EHRC) & Scottish Funding Council (SFC) mapping				
Public Sector Equality Duty		• Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between people who share a relevant protected characteristic and those who do not		
National Equality Outcome characteristic		Sex		
Ref no.	Action	Progressed by	Output	Tracking updates
4.1	Engage with the Athena Swan process to embed and align a framework of 5-year gender equality action plans at institutional and departmental level, to address key themes in context (e.g. diversifying recruitment; reward and recognition; professional/personal development opportunities; support for research grant applications; support for staff with caring, or other responsibilities; and awareness of opportunities and entitlement).	Athena Swan SAT, EDI	Initiative continues to be part of the Institutional Athena Swan renewal process, renewal submitted in 2026-2027	
4.2	(refer to action 3.1) Investigate the feasibility for a new internal Women's Leadership Network (Academics & PSS) to supplement the Advance HE Aurora Leadership Programme, informed by experience from women from Aurora participation and Athena Swan SAT activity.	New working group of Assistant Executive Deans for EDI, Athena Swan Partner, HR POD, EDI	Working group launched in 2025-2026 Initiative outline and schedule presented to GEDIC Chair in 2026-2027	
4.3	Support progression of part-time staff via enhanced awareness of the Revised Workload Principles (which explicitly protect part-time	Athena Swan, EDI	Initiative part of the Institutional Athena Swan renewal	

	hours, promotion of part-time staff and those on family leave, and part-time entitlement to career development opportunities); part-time engagement with the promotion/reward processes; part-time/shared leadership opportunities.		process, progress presented to Athena Swan SAT in 2026/2027	
4.4	Aligned with the HWU Research Culture Action Plan, enhance research culture to address challenges faced by researchers at all careers levels; to include equality of opportunity for staff of all genders in grant application and promotion processes, including part-time staff.	Athena Swan SAT, EDI	Initiative part of the Institutional Athena Swan renewal process (TBA)	
4.5	Conduct an initiative to ascertain issues of non-returners after Maternity Leave in order to develop necessary actions.	HR Consultants, Athena Swan SAT, EDI	Feedback gained as part of the Institutional Athena Swan renewal process in 2026-2027	
4.5.1	Identify methods for undertaking a similar initiative for students.	Student Wellbeing Services, EDI	Feedback gained as part of the Institutional Athena Swan renewal process in 2027-2028	
4.6	Utilise the UCEA Intersectional Pay Gaps in Higher Education 2022-23 Report to undertake sector benchmarking to identify key actions to implement from good sector intersectional practice aligned with similar demographic HEIs.	HR Reward, EDI	Mapping of benchmarking good practice plus new identified examples from Advance HE, compared to HWU approach presented	

			to GEDIC Chair in 2027-2028 Schedule further actions of gaps in 2027-2029	
4.7	Renew Carer Positive Employer accreditation at the Engaged entry level (May 2025 & 2026) aiming to achieve the Established middle level (May 2027), through engagement with the Staff Parents & Carers Network, to better support staff who have caring responsibilities for disabled members.	HR Consultant, EDI	Engaged level renewed in 2026-2027 Action plan for Establish level applied for in 2027-2029	
4.8	Building upon responses gained in Q4 2024, undertake Carer Positive Employer criteria actions (factoring-in national laws), supporting Dubai and Malaysia on aligning to Engaged level criteria areas.	HR Dubai, HR Malaysia, EDI	Carers support mapping considered by Dubai & Malaysia in 2026-2027 Consistent carers support in place in 2026-2028	
4.9	Promotion of Carer Positive Employer accreditation held to become visible corporate at the same level as Athena Swan.	Communications, Information Services, HR Recruitment, EDI	List of logo and information promotion in place in 2026-2027	
4.10	Deliver training to all HERA evaluators (from AY 2025/26) as a refresh to previous learning, ensuring consistency across evaluation processes, and monitor data of participants by gender and intersectional protected characteristics. Training also taking place via	HR R&W	Training delivered in 2026-2027 Participant intersectional gender data presented to GEDIC in 2026-2028	

	feedback on an ongoing basis as and when it is required.			
4.11	Conduct mapping of equalities requirements from the UK Worker Protection law, with a focus on Sexual Harassment prevention, one-year on from its coming into force, informed by EHRC guidance, and create and undertake further actions (if any).	HR, EDI	Mapping undertaken with checks for HWU in 2026-2028	
4.12	Support progression of teaching and scholarship staff (where proportionally more women are T&S: 33% of ACS females vs 19% of ACS men in 2024), via awareness of and engagement with the T&S Grade 10 promotions trajectory (in place with current descriptors since 2006).	Athena Swan SAT	Initiative part of the Institutional Athena Swan renewal process in 2026/2027 (TBC)	
4.13	Enhance equality of opportunity provided to staff of different genders, in particular women, to participate in recruitment and selection panels, to increase the pool of interview panel members, without undue burden through implementation, by engaging with wider schools, directorates and networks.	HR Recruitment, EDI	Good sector practice identified and presented to Athena Swan SAT and School EDI Committees in 2028 Recommendations drafted for HWU dissemination in 2029	
4.14	Compare starting salaries for men and women in comparable roles, providing data monitoring to GEDIC (UK Government Pay Gap research: women are less likely to negotiate their pay	HR R&W	Annual monitoring data activity undertaken and report presented to GEDI	

	than men, and when women do negotiate, they can be judged more harshly than men for doing so).		Chair in 2027/ 2028/2029	
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E0 5: Our LGBTQ+ staff and students feel comfortable regarding declaration across the Scottish campuses, providing qualitative and quantitative data evidence to HWU that our LGBTQ+ community feel supported to be themselves.

Equality & Human Rights Commission (EHRC) & Scottish Funding Council (SFC) mapping				
Public Sector Equality Duty		• Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between people who share a relevant protected characteristic and those who do not • Foster good relations between people who share a protected characteristic and those who do not		
National Equality Outcome characteristic		Gender Reassignment, Sexual Orientation		
Ref no.	Action	Progressed by	Output	Tracking updates
5.1	Provide upskilling on LGBTQ+ inclusivity through a suite of learning; awareness; briefings; and training, in consultation with the Staff LGBTQ+ Network, informed by external models.	EDI	Draft upskilling content informed by external resource engaged on with network in 2027-2028 First upskilling initiative undertaken from 2027-2028	
5.2	Revisit the EHRC SFC endorsed HE sector specific TransEdu guidance to managers and student representatives.	HR POD, Student Wellbeing Services, SU, EDI	Suitable TransEdu content factored into training delivered to Scottish campus managers and representatives in 2027-2028	
5.3	Roll-out Trans specific training and inform the review of the Gender Identity Staff/Student guidance/support.	HR POD, Student Wellbeing Services, SU, EDI	Suitable TransEdu content factored into training delivered to Scottish campus	

			managers and representatives in 2027-2028	
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E0 6: Institutional policies and practices are informed by EDI embedded within decision making processes, to ensure an equitable approach to our staff, students, partners and visitors.

Equality & Human Rights Commission (EHRC) & Scottish Funding Council (SFC) mapping				
Public Sector Equality Duty		• Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Advance equality of opportunity between people who share a relevant protected characteristic and those who do not • Foster good relations between people who share a protected characteristic and those who do not		
National Equality Outcome characteristic		All		
Ref no.	Action	Progressed by	Output	Tracking updates
6.1	Conduct a review of EIA processes, guidance and the forms, in consultation with Trade Unions and HR BPs/Consultants, with the creation of a more efficient digital version.	Information Services, EDI	Review conducted in 2026-2027	
6.1.1	Post-EIA review, design/deliver training sessions to policy creators/reviewers, as part of a systematic conducting of EIAs.	Facilitated by HR POD, designed/ delivered EDI	First training session designed and delivered in 2026-2027	
6.1.2	Promote opportunity for staff and students to engage in policy design/review through the conducting of EIAs.	Policy authors/ owners, EDI	Engagement methods in place and promoted as BAU in 2026-2027	
6.1.3	Progress a systematic log of EIAs and monitoring of actions scheduled within completed and future EIAs.	Policy authors/ owners, EDI	Review of committed EIAs actions part of refresh of policies with additional checks undertaken by EDI in 2026-2027	

6.2	Undertake renewal of the GEDI Policy (including EIA), informed by latest EHRC statutory staff, student and service user guidance, in consultation with the staff and student groups/networks, Trade Unions, Student Wellbeing, Student Union, HR & EDI, followed by updated awareness methods.	EDI	EIA completed in 2026 Renewed policy published in 2026-2027	
6.2.1	Review associated policies and guidance linked with the GEDI Policy.	EDI	Policies, guidance, webpages and training signposting to the policy are updated in 2026-2027	
6.2.2	Review Equality policies/statements in place in the Student Union for consistency of approach.	SU, EDI	Informed by GEDI Policy, reviews undertaken of relevant SU documents with SU management in 2027-2029	
6.3	Undertake renewal of the Grievance Policy (including EIA), informed by latest ACAS and EHRC statutory employer specific to bullying and harassment, in consultation with staff networks, Trade Unions, HR & EDI, followed by updated awareness methods.	HR, EDI	EIA completed in 2026 Renewed policy published in 2027-2028	
6.4	Undertake renewal of the Harassment & Bullying Policy & Procedures for Students,	Student Wellbeing Services, EDI	Informed by updates to the staff policy, EIA	

	informed by the EHRC Technical Guidance for HE, in consultation with student groups/societies, and Student Union, followed by updated awareness methods.		completed in 2026-2027 Renewed policy published in 2027-2028	
6.5	Better support Student representatives on understanding EDI through an annual delivery programme of bespoke (full or bite-size) EDI Training sessions in accordance with the EHRC Technical Guidance for HE, in consultation with the Student Unions and Student Wellbeing.	EDI	Training sessions designed and delivered to Student representatives in 2026-2029	

E0 7: Our staff and students have engaged in training, support and awareness raising, ensure people within our institution are comfortable to report violence, harassment and abuse.

Equality & Human Rights Commission (EHRC) & Scottish Funding Council (SFC) mapping				
Public Sector Equality Duty	• Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct • Foster good relations between people who share a protected characteristic and those who do not			
National Equality Outcome characteristic	All			
Ref no.	Action	Progressed by	Output	Tracking updates
7.1	Roll-out the further offering of bespoke EDI, Dignity & Respect Training sessions to supplement the Online Diversity in the Workplace Training Module as an adjustment (e.g. Estates & Facilities), plus as part of tackling issues through intervention, focused on updated terminology, discrimination, bias, harassment, hate crime and microaggressions, informed by EHRC guidance.	Facilitated by HR POD, designed/ delivered by EDI	New staff preferring in-person/virtual EDI training are delivered by EDI in 2026-2027 Bespoke training is provided as per requests from HR BPs/Consultants with managers by EDI in 2026-2028	
7.2	Conduct mapping of equalities requirements from the UK Worker Protection law, with a focus on Sexual Harassment prevention, one-year on from its coming into force, informed by EHRC guidance, and create and undertake further actions (if any).	HR, EDI	Mapping undertaken and findings provided to Director of HR in 2026-2028	
7.3	Undertake systematic mapping of the Equally Safe Checklist to ascertain gaps for actioning, informed by updates of good practice recommendations resulting from a newly set-	Global Wellbeing Group, EDI	Mapping of checklist undertaken in 2026 Identified findings presented to Global	

	up Equally Safe Core Leadership Group within the Scottish Government.		Wellbeing Group in 2026-2027 Outcomes for HWU from Equally Safe Core Leadership Group provided to Global Wellbeing Group in 2028-2029 (TBA)	
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