



Heriot-Watt University Gender Action Plan

July 2017

Heriot-Watt University Gender Action Plan

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1. National Context

- 1.1 The Scottish Government's *Developing the Young Workforce - Scotland's Youth Employment Strategy* articulated the objective of a 40% reduction in youth unemployment by 2021 and recognised the need to tackle gender imbalances in subject areas as necessary in supporting the development of young people. As a result the Scottish Funding Council (SFC), alongside partners, was required to publish a Gender Action Plan (GAP) to show how subject level issues would be tackled.
- 1.2 Following consultation and involvement exercises the SFC published its GAP in August 2016 positioning the publication as a key component in encouraging Scotland's institutions to work collaboratively toward becoming more accessible and diverse alongside addressing gender imbalances across *all stages of the learner journey*.
- 1.3 The GAP outlines the SFC's headline ambition 'that by 2030 the proportion of male students studying at undergraduate level at university will be at least 47.5% (or to put it another way, the gap between male and female participation will be reduced to 5%) and that no college or university subject will have a gender imbalance of greater than 75% of one gender'¹.
- 1.4 To drive forward this headline ambition the SFC requires all Further and Higher Education Institutions to develop and publish their own GAPs, linked to and part of the Outcome Agreement process which underpins funding arrangements for Scottish Universities (and colleges). In guidance for Outcome Agreements covering Academic Year 2017-18 the SFC asked 'all universities to outline their key ambitions to tackle gender imbalances at a subject level within their Outcome Agreements'².
- 1.5 The SFC requires GAPs to address five themes of:
 - Infrastructure
 - Influencing the Influencers
 - Raising awareness and aspiration
 - Encouraging applications; and
 - Supporting Success
- 1.6 Guidance also asks HEIs to outline:
 - How they are working with partners, both regional (e.g. schools and other FE/HE institutions) and national (e.g. equality specialists);
 - Who is responsible for implementing the actions within the GAP;

¹ p5,

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

² Para. 44

www.sfc.ac.uk/web/FILES/GUI_SFCDG222016_UniversityOAGuidance1718/SFC_GD_22_2016_University_OA_guidance_2017-18.pdf

- How the institution will seek to build capacity across the institution to implement the GAP; and
- How progress will be monitored.

1.7 Alongside the prioritisation of increasing youth employment and addressing subject gender imbalances the national context also requires consideration of the Commission on Widening Access (CoWA). The CoWA was established to consider:

- existing evidence around barriers to widening access and retention, and their effective removal, for those from deprived backgrounds and, within this, identify any specific barriers for those with different equality characteristics or those from a care background;
- propose both a short and long-term target for participation in higher education and clear milestones, to drive further and faster progress to widen access;
- identify best practice on widening access across early years, schools, colleges, universities and employers, and make recommendations as to how best practice on access and retention can be scaled up and embedded, within the work of individual institutions, across the wider education and employment system
- identify the data and information required to monitor and support improvements on widening access across all education providers, and recommend the processes necessary to support this³.

1.8 The CoWA targets and milestones are addressed fully in our Outcome Agreement (OA) 2017/18-2019-20. The Commissioner is overseeing activities and it is clear that the national context requires greater coordination at University level to ensure that work toward addressing socio-economic disadvantage, youth employment and gender imbalances is cohesive and outcome focused.

2. Heriot-Watt University Context

2.1 The University's OA 2017/18-2019/20 sets out our commitments in line the SFC priority areas of:

1. Widening Access
2. High Quality Learning and Teaching
3. World-Leading Research
4. Contribution to Greater Innovation in the Economy
5. High Performing Institution

2.2 The HWU SFC OA 2017/18-2019/20 demonstrates alignment of the University's priorities with those of the SFC and Scottish Government. While this GAP is published separately it should be seen as complementary to and read in conjunction with our OA.

2.3 Responding to the CoWA report we are following an approach of steady and sustained progress through principle strategies of; effective outreach, development of contextual

³ www.commissiononwideningaccess.co.uk/remit

admissions, 'Smart' target setting alongside appropriate support for applicants and entrants in target groups. We are committed to ensuring that our approach impacts on gender, alongside other protected characteristic groups and groups of interest such as those who are care experienced.

- 2.4 Our HWU SFC OA 2017/18-2019/20 highlights some specific challenges facing the University related to gender representation in our student population:

Gender balance: The University is well aware of some gender imbalance in its student population, currently 55/45 M/F, much more pronounced in some areas, and showing little sign of positive change in recent years. This of course reflects the predominance of STEM subjects in Heriot-Watt, with similar universities showing a similar imbalance (eg Loughborough), and the issues of culture change are being fundamentally addressed through constructive engagement with the Athena SWAN process (see Priority 3). Annex 2 shows the gender balance across the University's subject areas, for undergraduate students, comparing Heriot-Watt with all other UK HEIs⁴. This shows Heriot-Watt typically within or around the inter-quartile range of male:female distribution for our subjects, except for Chemical Engineering where the minority female group is relatively over-represented and Languages where the minority male group is relatively under-represented. The gender balance in applications, offers and acceptances is closely monitored at the subject level through the student recruitment cycle and any anomalies suggesting bias would be closely interrogated. Considerable efforts are devoted to attracting and retaining more girls' interest in STEM subjects through a range of outreach activities from the early secondary school onwards, including the longstanding "Dragonfly" engineering programme for girls in S2, a very popular new initiative in running workshops for coding and apps building for school girls, joining the Women in Engineering Society, supporting female STEM ambassador roles, and many more.⁵

- 2.5 Alongside the interventions outlined above Heriot-Watt is participating in the Equality Challenge Unit project *Attracting diversity: equality in student recruitment in Scottish HEIs*. Our project focuses on increasing the number of women studying Computer Systems via enhancing existing processes and further supporting alternative access routes. Our expectation is that the lessons learned will be transferrable across our activities to address gender imbalance.
- 2.6 Recently the University achieved a renewal of our Athena SWAN University Bronze Award, keeping us on track for our ambitions to become a Silver Award holding HEI by 2020. At the Bronze institutional level the Award covers more activities related to staff than students however, our Silver ambitions alongside our School level action plans focus more on student numbers and understanding that gender balance in an academic setting is influenced through a range of interventions.
- 2.7 In April 2017 the University published our Equality Outcomes 2017-2021: *Heriot-Watt University Inclusion for All: Mainstreaming Equality*. Our Equality Outcomes are split into two overarching areas:
- **Fundamentals for Success:** addressing those activities we will be taking forward over 2017-21 covering underpinning areas such as data collection and reporting

⁴ Reproduced here in 4. HWU Gender by Subject compared to UK Sector Quartiles

⁵ p5, HWU SFC OA 2017/18-2019/20

- **Equality and Diversity Interventions:** includes more project related work usually spanning two year timeframes for review and refresh in 2019

2.8 Our Equality Outcomes provide the framework for equality and diversity focused activities working toward sustaining a Culture of Inclusion for All. (as shown in figure 1).

Figure 1: Progressing a Culture of Inclusion for all



- 2.9 Our GAP cuts across both areas of the Equality Outcomes, and has been created through mapping our Athena SWAN, Equality Outcomes, and OA commitments. Our GAP will be monitored and evaluated through our existing processes, requiring a mid-point (2019) review and refresh. It is anticipated that the GAP is a working Action Plan, able to change and adapt to take account of progress across our equality and diversity activities.
- 2.10 We undertook a mapping exercise across the action plans that set-out our equality and diversity activities against the SFC's GAP Themes, as outlined in table 1, GAPs themes and Linkages to Heriot-Watt Activities and Action Plans.
- 2.11 Our GAP action plan (presented at section 7) shows actions numbered for the GAP, the link to relevant SFC GAP themes and original action plan references. We found that a number of activities were relevant across the GAP themes.

Table 1: GAPs themes and Linkages to Heriot-Watt Activities and Action Plans

SFC GAP Theme	Linkages to Heriot-Watt Activities and Action Plans
Infrastructure	Includes core activities such building reliable and robust systems to track change overtime. Links specifically to action in our EOs related to Fundamentals for Success and Organisation and Culture sections within our Athena SWAN activities. Links to the OA through how we work and success targets.
Influence the Influencers	Includes leadership and leader engagement alongside and broader involvement activities such as link to our strong relationship with the student community through the Student Union and student ambassadors as well as external organisations. Spans both Fundamentals for Success and Equality Interventions in our EOs and relates across Athena SWAN activities.
Raising awareness and aspiration	Includes outreach work across stakeholders including pupils, teachers, parents and Schools. Links to Equality Interventions in our Equality Outcomes, and would be anticipated as Fundamentals for Success in future plans. Specifically links to Widening Access work within the OA and High Quality Learning and Teaching. Works in tandem with Athena SWAN activities specifically events, seminar and involvement activities open beyond staff and linked to Academic School action plans.
Encouraging Applications	Part of the core work of the University embedding equality and diversity, specifically addressing gender balance features in Equality Interventions within the EOs as project related work to enable impacted to be monitored and evaluated ahead of roll-out. Links to our OA and work across Widening Access groups.
Supporting Success	Recognising the long-term outcome to address gender imbalance relies on sustainable activities, retention and attainment this work becomes part of our Fundamentals for Success, sitting within Equality Interventions in the EOs until successful implementation. Includes communication and celebrating success within our Athena SWAN Organisation and Culture sections.

3. Heriot-Watt University summary of baselines, milestones and targets

- 3.1 The following table outlines Heriot-Watt’s position from 2014/15 – 2019-20, showing the baseline numbers for target groups (2014/15), estimated growth for session 2016/17, milestones for sessions 2017/18 and 2018/19 along with aspirations for 2019-20.
- 3.2 This table is contained in the HWU SFC OA 2017/18-2019/20 covering all the SFC priorities areas. For this purposes of this GAP we are reproducing only part of the table, covering Priority 1, Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages and from all communities and backgrounds.
- 3.3 Alongside the gender context outlined in section 2, it is worth noting the broader context for Heriot-Watt target groups, as contained in the HWU SFC OA 2017/18-2019/20:

Care experience students, and other protected characteristic groups: Applicant and entrant numbers identified as care-experienced are currently low, but recognised as particularly deserving of individual attention and support in the recruitment, application and admission process and in their experience as students. Heriot-Watt delivers this tailored support effectively and is strongly committed to continue to do so. Particular attention is currently being given to overcoming perceived obstacles and possible stigma associated with disclosing “care experience” so that applicants and students can benefit from support, and to educating staff and students on the different backgrounds and types of care experience. This forms part of the development of a Corporate Parenting policy and plan with advice from “Who Cares? Scotland”. Perhaps as a result, applicants and entrants declaring care-experience increased sharply in 2016 (Annex 1) and we will continue to engage positively with initiatives to promote opportunities and address barriers in this sector, taking an active role in the educational practitioners group the Care Experience, Estranged and Carers East Forum.

Disability: we believe Heriot-Watt has a good record in facilitating study by disabled students, including where required investment in accessible laboratory facilities, and intend this to continue.

BME students: we believe the data show participation by students identifying as Black and Minority Ethnic students is relatively strong at Heriot-Watt in the Scottish context.

Mature students: we recognise that mature students (21 or more years of age on entry) are relatively under-represented at HWU. We forecast this will improve as a factor in the targeted increase in numbers articulating from Colleges.⁶

- 3.4 Our work across equality and diversity covers all protected characteristics⁷ with our Equal Outcomes mapped according to relevance and an equality and privacy impact assessment undertaken prior to agreement. Future development of both the Outcome Agreement and our GAP will give greater prominence across these groups as well as paying cognisance to issues of intersectionality.

⁶ p5, HWU SFC OA 2017/18-2019/20

⁷ Protected Characteristics in the Heriot-Watt context refers to those group protected under the Equality Act along with other groups of interest such as those with caring responsibilities.

Table 2: Heriot-Watt University summary of baselines, milestones and targets

Annex: Heriot Watt University summary of baselines, milestones and targets
 (* denotes priority measure)

	2014-15 baseline	2016-17 estimate	2017-18 milestone	2018-19 milestone	2019-20 aspiration	
Priority 1: Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds						
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing						
Scotland-domiciled HN entrants from college to UG programmes	278	280	280	280	280	*
Scotland-domiciled HN entrants from college to UG programmes with advanced standing	114	135	150	165	180	*
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	41.0%	48%	54%	59%	64%	*
Measure 2: Deprivation - The number and proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes						
Total number of SDUEs with known postcode	1171	1275				*
2a: SDUEs from 20% most deprived postcodes	137	125	140	155	170	*
2b: SDUEs from 40% most deprived postcodes	337	310	325	340	355	*
2a: Proportion of SDUEs from 20% most deprived postcodes	11.7%	10%	~11%	~12%	~13%	*
2b: Proportion of SDUEs from 40% most deprived postcodes	28.8%	24%				
Measure 3: SHEP Schools - The number and proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)						
Total SDUEs	1175					
Number of SDUEs from SHEP schools	72		75	80	85	
Proportion of SDUE from SHEP Schools	6.1%					
Measure 4: Protected Characteristics - The number and proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers						
Gender						
Number of Male SDUEs	663					
Number of Female SDUEs	512					
Number of Other SDUEs	0					
Male Proportion	56.4%					
Female Proportion	43.6%					
Other Proportion	0.0%					
Age						
Number of Under 21 SDUEs	964					
Number of 21 and over SDUEs	211					
Under 21 Proportion	82.0%					
21 and over Proportion	18.0%					
Ethnicity						
Number of White SDUEs	1059					
Number of BME SDUEs	107					
Number of SDUEs with unknown Ethnicity	9					
Proportion - White	90.1%					
Proportion - BME	9.1%					
Proportion - Other	0.8%					
Disability						
Number - No Known Disability	1048					
Number - Disability	127					
Number - Not known/refused	0					
Proportion - No Known Disability	89.2%					
Proportion - Disability	10.8%					
Proportion - Not known/refused	0.0%					
Care Leavers						
Number - Care Leaver	1	5	5	>5	>5	*
Number - Not a Care Leaver	1174					
Proportion - Care Leaver	0.1%					*

Annex: Heriot Watt University summary of baselines, milestones and targets

(* denotes priority measure)

	2014-15 baseline	2016-17 estimate	2017-18 milestone	2018-19 milestone	2019-20 aspiration
Priority 1: Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds					
Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Deprivation					
MD20 full-time first year SDUE	120				
MD20 full-time first year SDUE Retained	105				
Proportion MD20 retained	87.5%		>87.5%	>88%	>90%
MD20/40 full-time first year SDUE	315				
MD20/40 full-time first year SDUE Retained	283				
Proportion MD20/40 retained	89.8%				
Gender					
Male entrants	779				
Males Retained	701				
Proportion of Males retained	90.0%		>90%	>90%	>93%
Female entrants	592				
Females Retained	553				
Proportion of Females retained	93.4%		>93%	>93%	>93%
Age					
Under 21 Entrants	1124				
Under 21s Retained	1033				
Proportion of Under 21s retained	91.9%				
21 and over Entrants	247				
21 and over Retained	221				
Proportion of 21 and over retained	89.5%		>89.5%	>90%	>90%
Ethnicity					
Entrants - White	1233				
White - Retained	1127				
Proportion retained - white	91.4%				
Entrants - BME	132				
BME - Retained	122				
Proportion retained - BME	92.4%		>92.5%	>92.5%	>93%
Entrants - Ethnicity not known	6				
Not known/refused - Retained	0				
Proportion retained - Ethnicity not known	83.3%				
Disability					
Entrants - No Known Disability	1232				
No Known Disability - Retained	1126				
Proportion retained - No Known Disability	91.4%				
Entrants - Disability	139				
Disability - Retained	128				
Proportion retained - Disability	92.1%		>92%	>92.5%	>93%
Entrants - Not known/refused	0				
Not known/refused - Retained	0				
Proportion retained - not known/refused					
Care Leavers					
Entrants - Care Leavers	3				
Care Leavers Retained	3				
Proportion retained - Care Leavers	100.0%		100%	100%	100%

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* reproduced from the OA 2017/8-2019-20, does not include priority areas 2-5

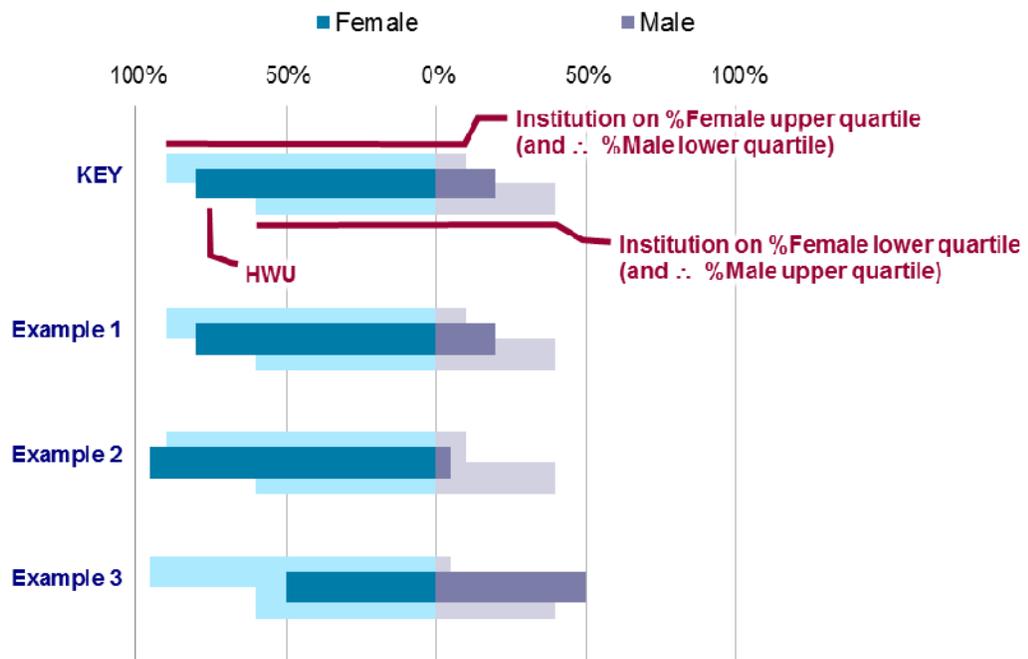
4. HWU Gender by Subject compared to UK Sector Quartiles

4.1 The compound bar chart on the following page compares the breakdown of a HWU subject with those of the institutions on the Upper and Lower Quartiles of the sector as a whole, based on the ranking of %Female and % Male.

4.2 As shown in the key below, there are three bars for each subject:

- the top bar shows the %Female and %Male for the institution on the %Female upper quartile (which is therefore also on the %Male lower quartile, by reciprocity)
- the middle bar shows the %Female and %Male for HWU
- the bottom bar shows the %Female and %Male for the institution on the %Female lower quartile (which is therefore also on the %Male upper quartile, by reciprocity)

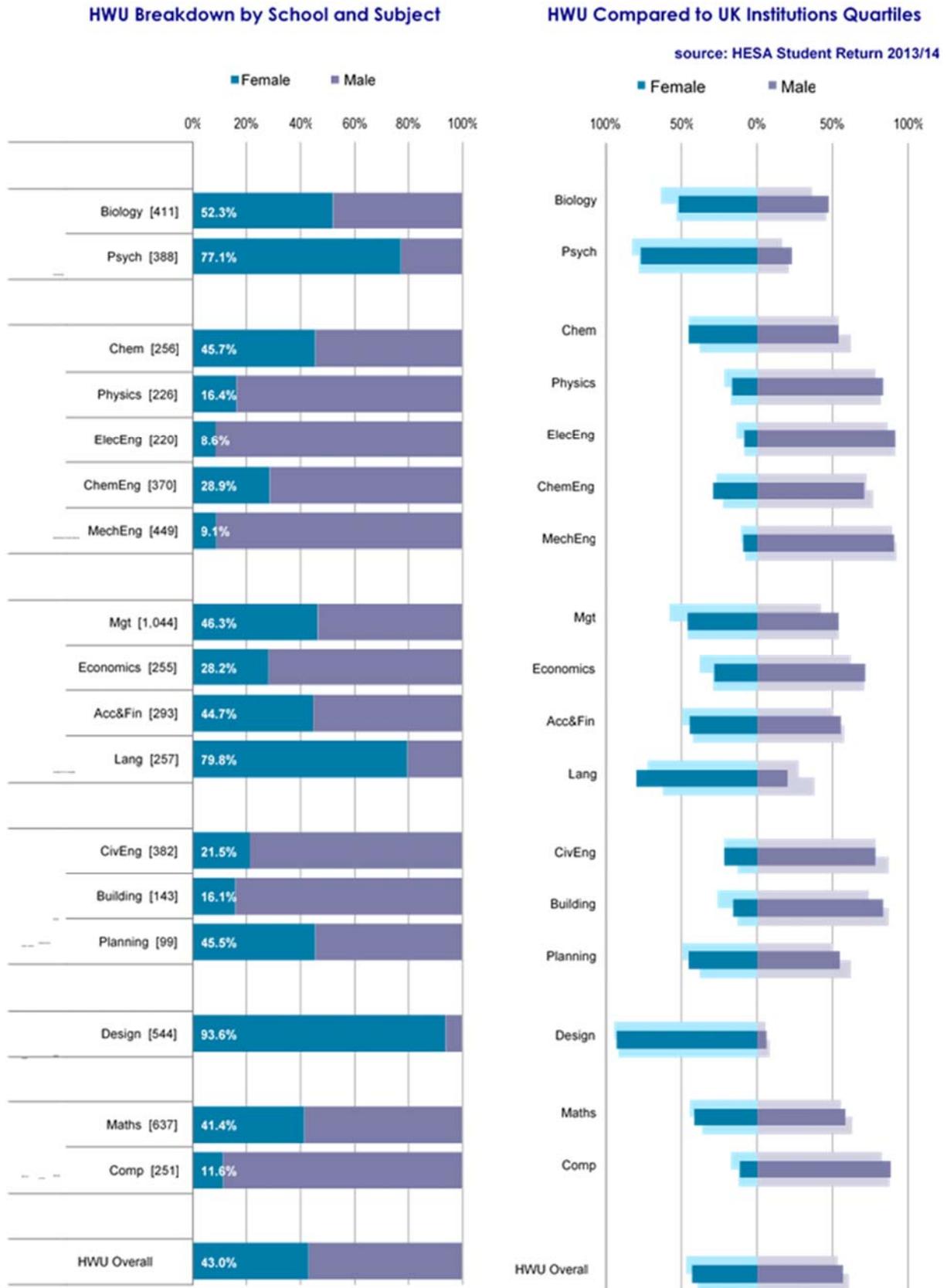
Figure 2: Heriot-Watt University Gender by Subject compared to UK Sector Quartiles key



4.3 In terms of reading the charts:

- If the left edge of the HWU bar lies between those of the other bars, then HWU is within the central 50% of the sector (as shown by Example 1).
- If the left-hand edge of the HWU bar lies further to the left than that of the top bar, then HWU is not within the central 50% of the sector and has more Female students than 75% of the other institutions, as shown by Example 2.
- If the right-hand edge of the HWU bar lies further to the right of that of the bottom bar, then HWU is not within the central 50% of the sector and has more Male students than 75% of the other institutions, as shown by Example 3.

Table 3: Heriot-Watt University Gender breakdown by Subject compared to UK Sector Quartiles



5. Notes on the Heriot-Watt University Gender Action Plan

- 5.1 Our GAP has been developed from the work we are already undertaking that impacts on gender imbalance across our subject areas.
- 5.2 It is worth noting that we have a strong working relationship with our Student Union and the broader student community. Alongside office bearers our student ambassadors provide essential support to the University across our outreach and championing of gender equality. We also make use of external partnerships to raise awareness, enhance activities and develop networks. These partnerships will continue to be essential in achieving our outcomes.
- 5.3 Statistical information shown in sections 3 and 4 has been taken from our HWU SFC OA 2017/18-2019/20 and this is not the only data we are using to inform the actions we are undertaking. Further information can be found on our student population at www.hw.ac.uk/equality
- 5.4 Our GAP deadlines and targets are linked to the action plans they have come from. Where an action area is specific to our OA 2017/8-2019-20 the deadline dates are AY 2020.
- 5.5 Where new actions have been identified they will be incorporated into our existing Equality Outcomes.
- 5.6 The University expects to review the content of the GAP alongside existing monitoring arrangements for our Equality Outcomes. A first monitoring will be due by April 2019. This will be in line with review and refresh for our OA and we anticipate greater integration of our GAP in that process.
- 5.7 This GAP is relevant to our Scottish campuses, as SFC activities focus on the Scottish population.
- 5.8 We are keen to make sure we make best use of opportunities to raise awareness and promote issues around gender balance, learning from and adopting best practice from how we work and how others work. An example of the kind of activity we hope to build on in the Year of Robotics 2017 where we are taking forward a number of outreach activities to raise our profile, embedding equality. We are also keen to maximise the benefits to working jointly with other HEIs and partners.

Figure 3: Year of Robotics 2017



6. Future GAP Development

- 6.1 We work toward meeting (and maintaining) a gender balance within our subject areas that mirrors the national average. There will be a need for further targeted action to meet the 75:25 ambition. We will need to engage in a broader discussion around priority areas and targets for our next OA, alongside greater integration of the GAP with our OA process.
- 6.2 We are mindful that our GAP focuses on the undergraduate population and that future development should include a greater focus on postgraduate students and those who study with us through the Edinburgh Business School. We also recognise a need to engage more fully and earlier with the school age population.
- 6.3 While our GAP is most relevant to our Scottish campuses the lessons learned and ethos of our equality activities is applicable across the whole of Heriot-Watt. We anticipate the benefits of our activities to be impactful and embedded at our Dubai and Malaysia campuses. We fully expect that best practice across the institution will inform how we work in the future, create positive impact on the student experience and help us move toward the SFC's gender imbalance ambitions.

7. Heriot-Watt University Gender Action Plan

SFC GAP Themes: 1. Infrastructure 2. Influencing the Influencers 3. Raising awareness and aspiration 4. Encouraging applications 5. Supporting Success

EO = Equality Outcomes 2017-2021 AS = Athena SWAN* Actions (University Bronze Action Plan 2017- 2020)

*Athena SWAN Actions appear attributed to staff outcomes but are recognised as student relevant delivered by the equality and diversity function located within HRD

GAP Action	GAP Theme	Relevant Action Plan Ref	Action /Objective	Evidence base	Protected characteristic	Outcome	Owner	Deadline
1	<ul style="list-style-type: none"> Infrastructure Influencing the Influencers 	EO 14	Student based equality census exercise	Student feedback, EDAG	All	Census exercise undertaken across HWU to test disclosure rates and engagement	E&PD, Academic Registry	Dec-17
2	<ul style="list-style-type: none"> Infrastructure Influencing the Influencers 	EO 17	Collect and report on Student applicant data by Protected Characteristic	Legal requirement (meet PSED) , feedback from staff, Equality Outcomes 2013-17, ECU student recruitment project, Athena SWAN activities	All	Student data collected, gathered and reported routinely to relevant Committees/Boards	Academic Registry	2017 & ongoing
3	<ul style="list-style-type: none"> Infrastructure Influencing the Influencers 	EO 18	Collect and report Student enrolment data by Protected Characteristic	Legal requirement (meet PSED) , feedback from staff, Equality Outcomes 2013-17, ECU student recruitment project, Athena SWAN activities	All	Student data collected, gathered and reported routinely to relevant Committees/Boards	Academic Registry	2017 & ongoing

4	<ul style="list-style-type: none"> • Infrastructure • Influencing the Influencers 	EO 19	Collect and report on Student retention data by Protected Characteristic	Legal requirement (meet PSED) , feedback from staff, Equality Outcomes 2013-17, ECU student recruitment project, Athena SWAN activities	All	Student data collected, gathered and reported routinely to relevant Committees/Boards	Academic Registry	2017 & ongoing
5	<ul style="list-style-type: none"> • Infrastructure • Influencing the Influencers 	EO 22	Collect and report on student complaint, grievance and disciplinary cases by PC	Legal requirement,	All	Accurate data covering student complaint, grievance and disciplinary processes	Staff cases: HRD Student cases: Academic Registry	July 2018 first reports due and then annual
6	<ul style="list-style-type: none"> • Supporting Success 	EO 23	Monitoring uptake of student support services by PC	Equality Outcomes 2013-17	All	Accurate date covering service users for students	Staff: HRD Students: SSA	July 2018 first reports due and then annual
7	<ul style="list-style-type: none"> • All 	EO 28	Increase diversity in student recruitment	Student enrolment and attainment data, SFC Outcome Agreement, ECU student recruitment project, Athena SWAN activities	All	More diverse student population	Schools: ECU MACs project (E&D)	Mar-21
8	<ul style="list-style-type: none"> • All 	EO 34	Improved Protected Characteristic disclosure for Students, including care experience and caring responsibilities	Legal requirement and University groups of interest	All	Accurate student data	Student data: Academic Registry	Mar-18
9	<ul style="list-style-type: none"> • Infrastructure • Raising awareness and aspiration 	EO 36	Support the Student Union to progress equality and diversity goals	Student experience and feedback, Equality Outcomes 2013-17	All	Continuity of support to the SU across 2017-21	SSA, E&DP, AO	2017 & ongoing

	<ul style="list-style-type: none"> • Encouraging applications • Supporting Success 							
10	<ul style="list-style-type: none"> • Influencing the Influencers • Raising awareness and aspiration • Encouraging applications • Supporting Success 	EO 39	Create more equality and diversity information for students using case studies	Student feedback	All	Case study based information and symmetry of information available across students	E&DP, AO, SSA, HRD	Aug-18
11	<ul style="list-style-type: none"> • Raising awareness and aspiration • Encouraging applications • Supporting Success 	EO 46	Create Family Friendly webpages with information for all	Athena SWAN, Student feedback	All – gender and caring responsibilities	New family friendly webpages outward facing with information for staff, students and visitors relevant across all campuses	Athena SWAN Officer, E&DP, campus liaison and marketing	Mar-19
12	<ul style="list-style-type: none"> • Infrastructure • Raising awareness and aspiration • Supporting Success 	EO 47	Classes starting and finishing online to help students (and staff) move across campus and support structured teaching	Student, staff and visitor feedback	Disability & All	Guidance issued to Schools. All classes start at 20 past and end at 10 past the hour	E&DP, SU, Schools	Jul-17
13	<ul style="list-style-type: none"> • Raising awareness and aspiration • Encouraging applications • Supporting Success 	EO 53	Improved information for new International Students	International Students feedback	BAME/ Religion and Belief - relevant to all	International students inform web based and social media information sharing ahead of new AY, annually	E&DP, SU, SSA	Aug 2017 & ongoing

14	<ul style="list-style-type: none"> Supporting Success 	EO 54	Explore hardship issues for International students	Feedback from student liberation groups, International Students	BAME, relevant to all	Undertake research exercise to better understand the circumstances facing international Students to inform 2019-21 Equality Interventions	E&DP, SU, SSA	Mar 17 and ongoing
15	<ul style="list-style-type: none"> Supporting Success 	EO 55	Explore Guarantor Scheme for students living in town	Student feedback	All	Establish a working group to explore a limited guarantor scheme for students. Could target International Students groups	SSA, SU	Mar-19
16	<ul style="list-style-type: none"> Infrastructure Influencing the Influencers Raising awareness and aspiration Supporting Success 	EO 59	Support Student Liberation Groups linked to Protected Characteristics	Legal requirement (meet PSED), Student, staff and visitor feedback, Equality Outcomes 2013-17	All	Clear process and programme in place for collaboration with SU reviewed annually	E&DP, SU, SSA	2017 & ongoing
17	<ul style="list-style-type: none"> Supporting Success 	EO 61	Create process for use of preferred names for students	Legal requirement (meet PSED), Student, staff and visitor feedback	Transgender	Clear process in place for students	E&DP, SU, Academic Registry	Aug 2017 & ongoing
18	<ul style="list-style-type: none"> All 	AS 1	We will meet the requirements for a Silver institutional submission by 2020.	Athena SWAN Self-Assessment process	Gender - relevant to all	The University makes an application for Silver Institutional Award by November 2020.	University Athena SWAN lead	2020
19	<ul style="list-style-type: none"> All 	AS 2	We will support AHSSBL Schools and our Graduate School of Business Athena SWAN applications. All Schools achieving Bronze by 2018.	Athena SWAN Self-Assessment process	Gender - relevant to all	SoSS, TEX and EBS all make a successful application for at least Bronze award by 2018.	School Champions Lead	2018

20	<ul style="list-style-type: none"> All 	AS 3	We will support STEMM Schools progress action plans and retain awards, with a minimum of one School achieving Silver status by 2020.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> All STEMM Schools have made a successful renewal application by 2020. At least one School has a silver award by 2020 	School Champions Lead	2020
21	<ul style="list-style-type: none"> All 	AS 4	We will ensure full historical datasets for our 2020 application.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Updated data specification prepared for Jan 2017 Data cleaning reports in place prior to running the report Reports run by Mar 2107 Outcome of recruitment process review includes Athena SWAN reporting requirements Full data sets available for 2020 University renewal. 	Director HRD	2017
22	<ul style="list-style-type: none"> All 	AS 24	We will open up the online parents forum to a broader audience and host two face-to-face meet-ups a year	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Promotion via newsletter and poster campaign First face-to-face session delivered by Jun 2017 85% of participants report a positive impact in first year 	Family-friendly working group lead	2017

23	<ul style="list-style-type: none"> All 	AS 28	We will complete the project to consolidate HWU's family friendly offer, with a single webpage signposting policies, services and opportunities, case studies and relevant useful links.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> One single landing page signposts ALL family-friendly materials by Jul 2017 Information is available to potential staff as well as current staff Page relaunched including newsletter item by Sep 2017 A focus group is run in 2018 to check on family-friendliness improvements and reports positively on ease of access to information 	Director of Marketing & Communications	2018
24	<ul style="list-style-type: none"> All 	AS 29	We will redesign the maternity pack to be more inclusive: a "parents-to-be" information pack.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Review formal letters provided to parents-to-be to include links to family friendly webpages and amend any accompanying materials by summer 2017 A focus group is run in 2018, new dads report being provided with the pack and feeling informed. 10% increase in paternity coaching uptake by new fathers 	Director HRD	2018

25		AS 30	We will enhance, i.e. add to, our case study series.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Case studies delivered and include: <ul style="list-style-type: none"> - at least one academic phased-return example - a male colleague's experience of support when becoming a father - varied childcare solutions including: wraparound care and 9 day fortnight; - positive teaching models like teaching 11 out of 12 weeks, with a flexible, strategically timed reading week Positive feedback received from users via relevant fora 	Director HRD	2019
26		AS 35	We will broaden the principle of childcare as a permissible expense to include other forms of care.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Policy amended and communicated by Q4 2017. Focus group with carers in 2019 provides positive feedback 	Finance Director	2017
27		AS 36	We will develop guidance for carers and communicate it widely.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Carers Week celebrated annually from June 2017 Carers guidance available online in 2018 Additional materials e.g. services, case studies and relevant useful links for carers will be posted alongside Carers guidance will be launched during Carers Week June 2018 Focus group with carers in 2019 indicates that our measures are helping people feel supported 	Director HRD	2019

28		AS 39	We will ensure application of Equality and Privacy Impact Assessment (EPIA) is integral to our Equality Outcomes 2017-21.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Equality Outcomes include an action to address inconsistent application of EPIA 	Equality & Diversity Partner	2017
29		AS 40	We will ensure the workload framework guides and workload are fair and transparent, cover contributions including teaching, pastoral, administrative and outreach responsibilities, consider part-time workers and those returning from career breaks, and allow monitoring for unconscious gender bias.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Framework undergoes an Equality Impact Assessment prior to ratification All School Workload Models undergo an Equality Impact Assessment prior to ratification 5% improvement in female academics response to the relevant staff survey questions (see rationale) in Spring 2019 	Vice Principal of the University	2017
30		AS 41	We will develop a statement that embeds a considerate approach to meeting arrangements at HWU.	Athena SWAN Self-Assessment process	Gender - relevant to all	<ul style="list-style-type: none"> Statement posted on internet and promoted via newsletter item by Q2 2017 Positive feedback re new approach to timing of meetings in staff survey Spring 2019 	University Secretary	2017

8. Sources

Commission on Widening Access

www.commissiononwideningaccess.co.uk

Heriot-Watt University Athena SWAN Bronze Award Submission November 2016

www.hw.ac.uk/services/equality-diversity/athena-swan/our-applications.htm

Heriot-watt University Equality Outcomes

www.hw.ac.uk/services/docs/Mainstreaming.pdf

Heriot-Watt University SFC Outcome Agreement 2017-18-2-019/20

Not link available at time of publication can be found in due course at www.sfc.ac.uk

Scottish Funding Council Publication: Gender Action Plan

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

Scottish Funding Council Publication: Guidance for the development of University Outcome Agreements: 2017-18 to 2019-20

www.sfc.ac.uk/web/FILES/GUI_SFCGD222016_UniversityOAGuidance1718/SFC_GD_22_2016_University_OA_guidance_2017-18.pdf