

GENDER ACTION PLAN

Introduction

The University of Stirling new Strategic Plan (2016 – 2021) maintains our commitment to making a positive difference to people’s lives. We believe everyone with ability should have the opportunity to access higher education. We are proud of the progress we have made to advance equality of opportunity; many of our students are the first in their families to go to university and many come through non-traditional routes – for example through our partnership with Forth Valley College. Our successes in relation to promoting gender equality in our staff and student population and safeguarding retention and success levels of all of our students has been underpinned by a variety of actions and activities outlined below.

The University considers gender equality (and equality and diversity more broadly) holistically – intrinsic to everything we do and critical to recruiting, retaining and nurturing the greatest talent in students and staff. The University recognises the whole-sector approach required to achieving gender equality; it is critical that schools, colleges and professional bodies also undertake meaningful action to support actions and outcomes set out in this plan.

The University of Stirling placed gender equality and equality of retention, continuation and success at the heart of our Equality Outcomes 2017-2021:

In relation to EO1: Gender equality, the University has committed to:

- improve the gender balance in student intake in order to address the gender profile of different disciplines and improve the overall gender balance of students across the Institution
- increase the diversity of representation in professorial and senior leadership roles and in governance committees

In relation to EO3: Retention, Continuation and Success, the University has committed to:

- ensure that students with a protected characteristic equal the retention and continuation rates of the University average
- ensure that students with a protected characteristic equal the degree attainment results of the University average

This report sets out some of the University of Stirling’s actions and ambitions in relation to gender equality and details how we will achieve these. This is, however an element of our equality and diversity activity, and the plan should be read in-line with our Outcome Agreement, Equality Outcomes 2017-2021, Athena SWAN application and supporting action plan 2016 and our Strategic Plan 2016-2021.

The work is informed by the work undertaken by the University through the SFC-funded Impact for Access Project ‘So you want to be in the professions?’, a participative project and research report which was aimed at removing barriers to traditionally ‘gendered’ professions and supporting students from widening participation backgrounds to access higher education. The project assessed gender perceptions of students and young people in course and career choice. The project resulted in a better understanding of gendered perceptions of disciplines to support enhanced practice in recruitment.

SECTION 1: Priorities

The University of Stirling has established the following priorities in tackling gender imbalance in the student community, following analysis of institutional data:

1. Focussing on target subjects
2. Increasing applications from under-represented groups
3. Improving retention and success

1. Target subjects

The academic composition of the University leads to a gender imbalance in our student population; at June 2017 the student population was 64% female. Analysis of the gender balance by academic discipline identified the following areas as significantly gender imbalanced (as defined by the SFC – a proportion of 75% or greater of one gender):

- Computing science and mathematics
- Health Sciences (nursing)
- Psychology
- Social work, social policy and sociology
- Education

These align with the subjects identified by the SFC as gender imbalanced across the sector. These subjects will be the primary target subjects for the Gender Action Plan.

Annex A contains data which details the gender balance by subject.

2. Applications

Data analysis confirmed that the University admissions processes were free from bias with broad parity in gender balances from application to admission at institutional-level. Across the Institution there is, at most a 1% difference between the gender balance of applications, offers and acceptances. However, when analysed at subject-level, greater differences are notable with variations in-year and in-subject of up to 10%. The primary focus for this priority will be to increase applications from under-represented groups.

3. Retention and success

Over the previous three academic years, female students are marginally more likely to continue or be awarded a successful outcome than male students (in 2015/16, 89% of female students compared with 87% of male students continued to a further year of study or received a successful award). Equally, female students are marginally more likely to earn a 'good degree' (in 2015/16, 81% of female students achieved a first or 2:1 compared to 78% of male students). While the percentage differences are not significant, they do reflect an ongoing pattern. The focus for this priority will be in achieving parity in both retention and success rates for male and female students.

SECTION 2: Progress and Action

The progress and actions outlined against the five key priorities set by the SFC draws together a range of work being undertaken across the institution.

Infrastructure

The Gender Action Plan is one element of our equality and diversity work and is therefore overseen through our equality and diversity leadership structures. The following provides the core structure for leading and overseeing equality and diversity activity.

- The **Dean for Equality and Diversity** provides senior leadership on the institutional Senior Management Team ensuring active engagement with the equality and diversity agenda. The Dean chairs the institutional Equality Action Forum, the Institutional Athena SWAN Group and the Prevention of Sexual Violence and Misconduct Strategic Co-ordination Group. She also sits on Academic Council, the University Academic Quality Committee, the Education and Student Experience Committee, University Research Committee and the Equality Steering Group
- Each academic area and professional service appoints an **Equality Champion** who, together, form the Equality Action Forum. The Champions meet quarterly to provide input into key decisions and the Forum has proved to be an extremely effective way of sharing good practice
- The **Equality Steering Group** is chaired by the Senior Deputy Principal and includes representation from academic areas, professional services and the Students' Union. This group oversees all equality and diversity activity within the Institution thus enabling an embedded and joined-up approach to reducing gender imbalance. The Group reports through the governance structures to the Joint Policy, Planning and Resources Committee and to University Court

The senior academic leadership is supported by colleagues in professional services to deliver across the broad remit for advancing equality and diversity.

The University will maintain an effective infrastructure to support equality and diversity and deliver an environment of interculturalism and respect.

Actions to support infrastructure:

- Review Equality Champions' role in 2017-18 to ensure effective engagement, representation and dissemination
- Submit two faculty/divisional applications in 2017, following the expansion of Athena SWAN beyond STEM. By 2018/19, our intention is that all faculties will have successfully achieved Athena SWAN awards
- Continue to deliver equality & diversity training events, e.g. Academic Promotions Workshop, Aurora and Stepping Stone leadership programmes, W30 – Developing Women Leaders in University Administration, Unconscious Bias in Higher Education, Preventing sexual violence: initial awareness raising training
- From 2017, all student surveys will be analysed by protected characteristics encompassing National Student Survey, International Student Barometer, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey and Stirling Experience Survey

Influencing the Influencers

The University recognises the importance of ‘influencing the influencers’ in relation to removing barriers to student recruitment. The recent ‘So you want to be in the professions?’ project identified the following in relation to influences on young people:

“The majority of S4 participants mentioned influencers as being family members. This contrasted with applicant participants, who although influenced by family, mentioned teachers more than any other group. This is an interesting development in the most influential people in the space of two years – and perhaps indicates that while teachers can be influential in young people’s decision-making, their true influence is at too late a stage to be impactful on e.g. Higher subject choices.”

The University has the ability to influence parents and guardians and teachers.

We provide a comprehensive website which is aimed directly at parents: <http://www.stir.ac.uk/undergraduate-study/parents-information/>. We also hold Applicant and Family Information Sessions (AFIS) around the UK to allow parents/guardians to meet with University of Stirling staff (academic and professional services) and student ambassadors to discuss studying at Stirling and the various academic opportunities. This can help to demystify studying and the range of studying options. Where possible, the ‘AFIS’ teams are gender-balanced.

An overview of our activities with teachers and careers guidance staff is available here: <http://www.stir.ac.uk/undergraduate-study/teachers-and-careers-advisers/>

This activity is augmented by strong, informal relationships between key University of Stirling staff and college lecturers and schools. Annually, the University runs conferences for college lecturers and school teachers to provide information, advice and guidance to teachers, lecturers and advisers: <http://www.stir.ac.uk/undergraduate-study/teachers-and-careers-advisers/events-on-campus/>

Actions to increase our influence on influencers:

- Ensure that annual teacher and college lecturer conferences challenge gender stereotypes and that materials developed and shared positively challenge gender bias, e.g. within contra-stereotypical imagery
- Further strengthen local partnership with schools and Forth Valley College to extend the reach of University of Stirling and to increase the visibility of pathways for all young people into and through higher education
- Continue research work undertaken in the Impact for Access project which assessed gender perceptions of students and young people in course and career choice

Raising awareness and aspiration

The University of Stirling has a robust set of outreach activities led both by professional services and academic disciplines. A number of these activities have had a gender-equality focus from their inception. Annex D includes an overview of activities led by the University in 2016-17 (and ongoing) and notes that over 1000 participants are engaged with each year.

Initiatives have included a Science Cabaret (sponsored by EPSRC), "Science is for Everyone" student fairs; Annual Computing Science Faculties Day/Maths Workshops; a Computing Science and Maths public lecture series with our most recent Science Grrls event held in September 2016.

The SFC-funded Impact for Access project included a number of gender-focused events being delivered on campus for local schools, reaching over 100 students. These events sought to trial outreach activity which challenged gender stereotypes. The activities were academic-discipline influenced and included working with academic staff from across the institution. The events were accompanied by a research report which interviewed the young people engaged in the events to assess the impact of such activity. The majority (71%) of young people interviewed for the research report did not view particular subjects as being dominated by, or designated for, one particular gender but a significant minority (45%) of respondents did think that certain occupations were more associated with a specific gender.

All widening access activities held on campus since the report and project was undertaken have considered gender bias in perception or decision-making.

Actions to raise awareness and aspiration amongst under-represented genders:

- Increase activity for target subject and engage with earlier years of secondary education pupils to raise awareness and aspiration
- Explore perceptions of gender equality with professional bodies (e.g. Nursing and Midwifery Council, Law Society, British Psychological Society, General Teaching Council)
- The Students' Union will establish three 'Professional Programmes Panels' in education, social work and nursing in 2017 to bring together students and academics in these subject-areas to consider particular issues including gender balance

Encouraging applications

Trends analysed by subject across academic disciplines identifies that applications and enrolments are closely aligned – this indicates that the admissions process is fair, transparent and free from gender-bias. At institutional summary level, there is at most a 1% difference in applications, offers and acceptance rates. A further breakdown by subject is included in annex A.

Academic Calendar Year	Applications		Offers		Acceptances		Variance	
	Female	Male	Female	Male	Female	Male	Applications to offers	Offers to acceptances
2013/4	59%	41%	59%	41%	60%	40%	0%	1%
2014/5	61%	39%	61%	39%	62%	38%	0%	1%
2015/6	61%	39%	61%	39%	61%	39%	0%	0%
2016/7	62%	38%	63%	37%	63%	37%	0%	1%

This directs the actions, therefore, towards increasing the number of applications from under-represented groups in specific disciplines. This effort will be focused on the five target subjects and will build on activity already undertaken. From 2017, the University prospectus has adopted the tagline ‘#areyoustirling’ which is supported by images which challenges gender stereotypes e.g. providing a case study of a male student in nursing, female student in sport. The prospectus also highlights OneStirling and includes the statement “The University of Stirling and the University of Stirling Students’ Union believe in equality for all. No one should be denied opportunities because of age, disability, gender, race, religion or belief, or sexual orientation.”

The priorities for encouraging applications is through direct engagement with pupils and prospective students (outlined above) and through our effective new branding and marketing materials.

Actions to encourage applications include:

- Incorporate a gender aspect to all widening access events led by Access and Admissions
- Continue to deliver the high-level of engagement with local schools and partnerships and provide access activity to over 1000 participants per year
- Induct new Director of Admissions and Access, to enable the achievement of goals outlined below

Supporting Success

The University recognises the importance of maintaining a welcoming and inclusive culture and environment for staff and students, regardless of their background or the presence or absence of a protected characteristic.

The University of Stirling has excellent retention rates of 91% for all Scottish/EU undergraduate students and improving retention and continuation rates across the University and in line with the sector is a continuing ambition. One of the aims of the University's Strategic Plan 2016-21 is to ensure that student retention rates are in the upper-quartile of UK institutions. Male retention, however, is lower, and has reduced over the past five years, and this will be a key focus for improvement.

Institutional Averages

	2011/2	2012/3	2013/4	2014/5	2015/16	Sector
Continuing or awarded	95%	94%	95%	91%	TBC	91%
Withdrawn	5%	6%	5%	9%	TBC	9%

Gender

Female	2011/2	2012/3	2013/4	2014/5	2015/16	Sector
Continuing or awarded	95%	93%	96%	92%	TBC	92%
Withdrawn	5%	7%	4%	8%	TBC	8%
Male						
Continuing or awarded	94%	95%	94%	90%	TBC	89%
Withdrawn	6%	5%	6%	10%	TBC	11%

Undergraduate female students were slightly more likely than male compatriots to achieve a 1st class degree in 2014/15 and 2015/16. While degree attainment is broadly comparable, the University will consider patterns of male attainment across subjects to improve male degree outcomes.

Gender

	2011/2	2012/3	2013/4	2014/5	2015/6	Sector
Female						
(first class)	8%	9%	10%	32%	27%	22%
(second class, upper division)	56%	53%	60%	49%	54%	52%
(second class, lower division)	33%	35%	29%	18%	18%	22%
(third class)	2%	3%	1%	1%	0%	5%
Male						
(first class)	11%	8%	11%	24%	24%	22%
(second class, upper division)	48%	52%	53%	53%	53%	47%
(second class, lower division)	38%	36%	35%	21%	21%	25%
(third class)	3%	3%	1%	2%	1%	6%

Actions to support success for students:

- Develop Student Mentor Scheme – in 2017 the Student Mentor Scheme will move from being supported by Student Support Services to being led by the Students' Union
- The induction process will be reviewed and revised in light of the Ambitious Futures (<https://www.ambitiousfutures.co.uk/>) project from 2017
- Continue to improve student retention to exceed 92%
- Assess male student attainment across subjects and years to map patterns of achievement and identify early indicators of retention and success

SECTION 3: Monitoring and evaluation

The actions and outcomes from the Gender Action Plan commitments will be monitored and evaluated on an ongoing basis. The Gender Action Plan actions are integrated with our broader activity on equality and diversity and will be included in the institutional Equality Action Plan. This action plan incorporates activities across Athena SWAN, Outcome Agreement, Equality Outcomes and is updated regularly and reported to the Equality Steering Group three times per year and on to Court committees.

The data-driven approach to setting of outcomes and establishing baselines will allow for assessment of the achievement of the aims.

Gender Action Plan actions will be reviewed annually – in-line with the Outcome Agreement cycle – to amend actions as necessary.

SECTION 4: Action Plan

Activity	Lead Responsibility	Subjects	Action/Outcome	Success Measures	Progress (to be completed annually)
Theme 1: Infrastructure					
Review Equality Champions' role in 2017-18 to ensure effective engagement, representation and dissemination	Dean for Equality and Diversity	Not applicable	<p>Review role outline for Equality Champions</p> <p>Review remit and composition of Equality Action Forum</p> <p>Review role of Anti Bullying and Harassment Advisers</p>	<p>Increased attendance of Equality Champions at Equality Action Forum Meetings</p> <p>Increased awareness of equality and diversity policies in staff survey (baseline: 82% aware of anti-bullying and harassment policy, 74% aware of where to seek advice on E&D, 2015 staff survey)</p>	
Submit two faculty/divisional applications in 2017, following the expansion of Athena SWAN beyond STEM. By 2018/19, our intention is that all faculties will have successfully achieved Athena SWAN awards	Deans of Faculty Faculty/divisional Athena SWAN Panels	All	<p>Submit Faculty of Social Science and Computing, Science and Maths Athena SWAN submissions</p> <p>Establish Stirling Management School Athena SWAN Panel</p>	<p>Secure faculty/divisional Athena SWAN awards across all faculties in the University</p> <p>Secure institutional Silver Athena SWAN award by 2021</p>	
Continue to deliver equality & diversity	HR&OD	All	Roll out successful model	By the 2019 academic promotions round equal	

<p>training events, e.g. Academic Promotions Workshop, Aurora and Stepping Stone leadership programmes, W30 – Developing Women Leaders in University Administration, Unconscious Bias in Higher Education, Preventing sexual violence: initial awareness raising training.</p>			<p>where line managers help identify/actively support staff to put themselves forward for promotion to other divisions/faculties through discussion with faculty/divisional SATs/Faculty Deans</p> <p>A promotions peer mentoring/ buddy scheme for those staff who want it across the University between successfully promoted colleagues who wish to support others and those looking for specific promotions support</p> <p>Continue and expand the number of university-run (HROD) workshops on the formal promotions process</p>	<p>proportions of women and men applying for promotion (from 5.7% (F) and 8.9% (M))</p> <p>100% of Academic Advancement and Promotions Committee undertaken Unconscious Bias training (33% in 2016)</p>	
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			(AAPC) including one women only workshop		
From 2017, all student surveys will be analysed by protected characteristics encompassing National Student Survey, International Student Barometer, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey and Stirling Experience Survey.	Policy and Planning	All	Conduct coordinated analysis of NSS, ISB, PTES, PRES and SES and analyse results for equality and diversity questions and by demographics of respondents	In 2016, 87% of respondents to the National Student Survey perceived the University to be committed to equality and diversity. Female respondents were slightly more likely to agree (88%) than male students (85%). In the International Student Barometer, 93% of respondents agreed that the University was committed to equality and diversity Increase NSS satisfaction levels to reach ISB performance	
Theme 2: Influencing the Influencers					
Ensure that annual teacher and college lecturer conferences challenge gender stereotypes and that materials developed and shared positively challenge gender bias, e.g. within	Admissions and Access	Target subjects: <ul style="list-style-type: none"> • Computing Science and Mathematics • Health Sciences (Nursing) • Psychology 	Utilise existing marketing materials e.g. prospectus, Strategic Plan, Impact for Access materials, which have been developed to include gender-equal and gender-stereotype challenging images	Increased awareness among teachers and college lecturers of gender imbalance in target subjects and professions	

contra-stereotypical imagery		<ul style="list-style-type: none"> • Social Work, Social Policy and Sociology • Education 	Ensure teachers and college lecturers are aware of unconscious bias and provide unbiased information, advice and guidance about University of Stirling programmes and opportunities		
Further strengthen local partnership with schools and Forth Valley College to extend the reach of University of Stirling and to increase the visibility of pathways for all young people into and through higher education	Admissions and Access Policy and Planning	All subjects (widening access) and target subjects for gender: <ul style="list-style-type: none"> • Computing Science and Mathematics • Health Sciences (Nursing) • Psychology • Social Work, Social Policy and Sociology • Education 	Established Forth Valley Regional Partnership Group with representatives of the University, College and 3 local authorities to consider post-16 education and visibility of pathways Develop workstreams through regional partnership likely to focus on STEM, gender and articulation	Increase percentage of students articulating with advance standing from HNC to 10% by 2017/18	
Continue research work undertaken in the Impact for Access project which assessed gender perceptions of	Policy and Planning	Target subjects: <ul style="list-style-type: none"> • Computing Science and Mathematics 	Publish Impact for Access research report by July 2017 Prepare Impact for Access Evaluation (of	71% of young people interviewed in Impact for Access research did not view particular subjects as being dominated by or designated for one particular gender.	

students and young people in course and career choice.		<ul style="list-style-type: none"> • Health Sciences (Nursing) • Psychology • Social Work, Social Policy and Sociology • Education 	<p>activities, research, project) by September 2017</p> <p>Inform Admissions and Access activities in 2017/18 by September 2017</p>	<p>45% of young people interviewed in Impact for Access research did think that certain occupations were more associated with a specific gender</p> <p>Increase percentage responses by 5% points in 2018</p>	
Theme 3: Raising awareness and aspirations					
Increase activity for target subject and engage with earlier years of secondary education pupils to raise awareness and aspiration	Admissions and Access	<p>All subjects (widening access) and target subjects for gender:</p> <ul style="list-style-type: none"> • Computing Science and Mathematics • Health Sciences (Nursing) • Psychology • Social Work, Social Policy and Sociology • Education 	<p>Hold student-led gender and widening access event in August 2017 – led by Students’ Union and delivered by Student Ambassadors to 200+ local S4 pupils</p> <p>Support Student Ambassadors to develop workshop sessions which challenge gender and are appropriate for use with students from S2</p> <p>Implement a “Be a Researcher for a Day” targeted towards girls in their S2-S3 years of high school. They will shadow an active research</p>	<p>Event successfully held with positive feedback from attendees and partner schools</p> <p>5% increased gender balance in applications to target subjects in 2018/19</p> <p>One ScienceGrrl / Science Cabaret Style Events per semester.</p> <p>At least 10 students from local schools will take part in 2018/19 rising to 20 by 2020.</p>	

			academic for a day to get an idea of what an academic day is like, inspiring them to become a scientist.		
<p>Explore perceptions of gender equality with professional bodies (e.g. Nursing and Midwifery Council, Law Society, British Psychological Society, General Teaching Council)</p> <p>The Students' Union will establish three 'Professional Programmes Panels' in education, social work and nursing in 2017 to bring together students and academics in these subject-areas to consider particular issues including gender balance.</p>	<p>Policy and Planning</p> <p>Students' Union</p> <p>Academics from relevant disciplines</p>	<p>Target subjects:</p> <ul style="list-style-type: none"> • Computing Science and Mathematics • Health Sciences (Nursing) • Psychology • Social Work, Social Policy and Sociology • Education 	<p>Conduct further desk-based research (following on from research in 2016) on policies, processes and imagery</p> <p>Approach professional bodies through academic contacts with outcomes of desk-based research to discuss areas for improvement or best practice</p>	<p>Increasing the number of academic areas with an Advisory Board</p> <p>Reviewing the growth of business engagement in the curriculum through data gathered from our employability system and curriculum support tools</p> <p>Developing an institutional Business Engagement Plan and Corporate Engagement Group to manage, monitor and develop business engagement</p>	
Theme 4: Encouraging applications					

Include a gender aspect to all widening access events led by Access and Admissions	Admissions and Access	All	Develop – or further develop – innovative widening access event materials for easy use across age ranges, academic disciplines	All widening access events to include an aspect of gender equality by 2018	
Continue to deliver the high-level of engagement with local schools and partnerships and provide access activity to over 1000 participants per year	Admissions and Access	All – specific gender focus for: <ul style="list-style-type: none"> • Computing Science and Mathematics • Health Sciences (Nursing) • Psychology • Social Work, Social Policy and Sociology • Education 		Events held for over 1000 participants 5% increased gender balance in applications to target subjects in 2018/19	
Induct new Director of Admissions and Access, to enable the achievement of goals outlined below	Admissions and Access	All	Director of Admissions and Access appointed September 2017 Briefing for Director of Admissions and Access by Policy and Planning on equality and diversity and various commitments (e.g. Gender Action Plan,		

			Equality Outcomes, Outcome Agreement targets)		
Theme 5: Supporting Success					
Develop Student Mentor Scheme – in 2017 the Student Mentor Scheme will move from being supported by Student Support Services to being led by the Students’ Union	Students’ Union Student Support Services	All	Re-launch of Student Mentor Scheme in September 2017	Increased uptake of student mentoring of 20% from 2017 onwards Increased, early engagement of male students with mentoring and support (in-line with Equality Outcome 03- mental health and wellbeing and disproportionate impact on men)	
The induction process will be reviewed and revised in light of the Ambitious Futures project from 2017	Academic Registrar	All	Progressive implementation of revisions through 2017, 2018 and 2019 Enhanced induction to provide greater development of a ‘Stirling culture’ amongst students in support of Equality Outcome 04 – interculturalism and respect	In 2016, 87% of respondents to the National Student Survey perceived the University to be committed to equality and diversity. Female respondents were slightly more likely to agree (88%) than male students (85%). In the International Student Barometer, 93% of respondents agreed that the University was committed to equality and diversity	

				Increase NSS satisfaction levels to reach ISB performance	
Continue to improve student retention to exceed 92%	Policy and Planning	All	Project led by Dean for Student Affairs from academic year 2017-18	HESA non-continuation rate below 5% by 2018/19	
Assess male student attainment across subjects and years to map patterns of achievement and identify early indicators of retention and success	Policy and Planning	All	Project led by Dean for Student Affairs from academic year 2017-18	Male student continuation and attainment equals female student continuation and attainment by 2021	

Annexes

Annex A – Gender data analysis

Annex B – Widening Access activity overview

Annex C – Equality Outcomes 2017-2021

Owning Division	Female	Male
Accounting and Finance	43%	57%
Aquaculture	47%	53%
Biological and Environmental Sciences	61%	39%
Centre for Advanced Management Education	44%	56%
Communications, Media and Culture	61%	39%
Computing Science and Mathematics	22%	78%
Economics	37%	63%
Education Studies	75%	25%
Health Sciences (Stirling)	84%	16%
History and Politics	48%	52%
Housing Studies	63%	37%
Law and Philosophy	55%	45%
Literature and Languages	74%	26%
Management, Work and Organisation	49%	51%
Marketing and Retail	47%	53%
Psychology	78%	22%
Social work, Sociology, Social Policy and Criminology	75%	25%
Sport	37%	63%

Data: all levels of study, Stirling-based. Short courses (Internal Summer School, visiting credit etc) excluded.

Division	2013/4						2014/5				
	Application Count		Offers		Acceptances		Application Count		Offers		Acceptance
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Accounting and Finance	49%	51%	50%	50%	48%	52%	49%	51%	50%	50%	49%
Aquaculture	35%	65%	37%	63%	40%	60%	30%	70%	33%	67%	30%
Biological and Environmental Sciences	51%	49%	55%	45%	55%	45%	53%	47%	54%	46%	58%
Centre for Advanced Management Education	42%	58%	40%	60%	47%	53%	42%	58%	42%	58%	37%
Communications, Media and Culture	63%	37%	66%	34%	69%	31%	61%	39%	66%	34%	65%
Computing Science and Mathematics	24%	76%	26%	74%	22%	78%	28%	72%	30%	70%	35%
Economics	42%	58%	43%	57%	43%	57%	43%	57%	44%	56%	44%
Education	70%	30%	72%	28%	66%	34%	72%	28%	79%	21%	76%
Health	88%	12%	89%	11%	87%	13%	90%	10%	91%	9%	90%
History and Politics	51%	49%	52%	48%	49%	51%	51%	49%	52%	48%	47%
Law and Philosophy	47%	53%	47%	53%	43%	57%	51%	49%	50%	50%	45%
Literature and Languages	75%	25%	75%	25%	75%	25%	75%	25%	75%	25%	77%
Management, Work and Organisation	53%	47%	54%	46%	55%	45%	52%	48%	54%	46%	53%
Marketing and Retail	55%	45%	56%	44%	53%	47%	55%	45%	59%	41%	49%
Psychology	74%	26%	75%	25%	74%	26%	74%	26%	76%	24%	78%
Social Work	83%	17%	82%	18%	84%	16%	84%	16%	80%	20%	81%
Sociology, Social Policy and Criminology	68%	32%	70%	30%	66%	34%	72%	28%	74%	26%	69%
Sport	33%	67%	37%	63%	35%	65%	32%	68%	33%	67%	37%

Data: all levels of study, Stirling-based. Short courses (Internal Summer School, visiting credit etc) excluded.

Acceptances include all conditional firm, firm and deposit paid students. Insurance offers and alternative offers mean 'acceptances' will directly translate to enr

	2015/6						2016/7						
es	Application Count		Offers		Acceptances		Application Count		Offers		Acceptances		
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
51%	45%	55%	48%	52%	45%	55%	45%	55%	48%	52%	47%	53%	
70%	32%	68%	32%	68%	35%	65%	48%	52%	44%	56%	35%	65%	
42%	54%	46%	56%	44%	51%	49%	54%	46%	56%	44%	47%	53%	
63%	42%	58%	44%	56%	46%	54%	40%	60%	39%	61%	41%	59%	
35%	61%	39%	67%	33%	62%	38%	63%	37%	67%	33%	67%	33%	
65%	26%	74%	29%	71%	24%	77%	26%	74%	30%	70%	31%	69%	
56%	41%	59%	42%	58%	40%	60%	40%	60%	42%	58%	40%	60%	
24%	73%	27%	77%	23%	73%	27%	76%	24%	81%	19%	78%	22%	
10%	89%	11%	88%	12%	85%	15%	86%	14%	84%	16%	81%	19%	
53%	54%	46%	56%	44%	50%	50%	57%	43%	56%	44%	50%	50%	
55%	49%	51%	48%	52%	42%	58%	53%	47%	50%	50%	44%	56%	
23%	74%	26%	76%	24%	73%	27%	78%	22%	78%	22%	79%	21%	
47%	54%	46%	55%	45%	52%	48%	52%	48%	51%	49%	51%	49%	
51%	55%	45%	58%	42%	49%	51%	54%	46%	54%	46%	52%	48%	
22%	77%	23%	77%	23%	74%	26%	77%	23%	79%	21%	81%	19%	
19%	85%	15%	86%	14%	87%	13%	87%	13%	88%	12%	89%	11%	
31%	73%	27%	77%	23%	76%	24%	74%	26%	77%	23%	79%	21%	
63%	35%	65%	36%	64%	38%	62%	36%	64%	36%	64%	35%	65%	

olments.

2013/4			2014/5			2015/6			2016/7		
A-O	O-A	A-A	A-O	O-A	A-A	A-O	O-A	A-A	A-O	O-A	A-A
1%	-2%	-1%	1%	-1%	0%	2%	-2%	0%	3%	-1%	2%
2%	3%	5%	3%	-3%	0%	0%	3%	3%	-4%	-10%	-13%
3%	0%	3%	2%	4%	5%	2%	-5%	-3%	2%	-9%	-7%
-2%	7%	5%	0%	-4%	-4%	2%	1%	3%	0%	1%	1%
3%	3%	6%	5%	0%	4%	5%	-4%	1%	4%	0%	4%
2%	-4%	-2%	2%	5%	6%	3%	-6%	-2%	4%	0%	5%
1%	0%	1%	2%	-1%	1%	1%	-1%	0%	2%	-2%	0%
2%	-6%	-3%	7%	-3%	4%	4%	-4%	0%	5%	-3%	3%
0%	-2%	-1%	1%	-1%	0%	-1%	-3%	-3%	-2%	-3%	-5%
1%	-3%	-2%	2%	-5%	-3%	2%	-6%	-4%	-1%	-6%	-7%
0%	-4%	-5%	-1%	-5%	-6%	-2%	-6%	-8%	-3%	-7%	-10%
0%	0%	0%	1%	2%	2%	1%	-3%	-2%	0%	1%	1%
2%	0%	2%	2%	-1%	1%	1%	-3%	-2%	0%	0%	0%
1%	-3%	-2%	4%	-10%	-6%	3%	-8%	-6%	0%	-2%	-2%
1%	-1%	0%	2%	2%	4%	0%	-3%	-3%	2%	2%	4%
0%	2%	1%	-4%	1%	-3%	1%	1%	2%	1%	1%	1%
2%	-3%	-2%	2%	-4%	-3%	4%	-1%	3%	3%	2%	5%
3%	-2%	2%	1%	4%	5%	1%	2%	3%	0%	-1%	-1%

Rates of continuation/qualifying

Institutional Averages

	2011/2	2012/3	2013/4	2014/5	2015/16	Sector
Continuing or awarded	95%	94%	95%	91%	TBC	91%
Withdrawn	5%	6%	5%	9%	TBC	9%

Gender

Female	2011/2	2012/3	2013/4	2014/5	2015/16	Sector
Continuing or awarded	95%	93%	96%	92%	TBC	92%
Withdrawn	5%	7%	4%	8%	TBC	8%
Male						
Continuing or awarded	94%	95%	94%	90%	TBC	89%
Withdrawn	6%	5%	6%	10%	TBC	11%

Degree outcomes

Undergraduate students:

	2011/2	2012/3	2013/4	2014/5	2015/6	Sector
Female						
(first class)	8%	9%	10%	32%	27%	22%
(second class, upper division)	56%	53%	60%	49%	54%	52%
(second class, lower division)	33%	35%	29%	18%	18%	22%
(third class)	2%	3%	1%	1%	0%	5%
Male						
(first class)	11%	8%	11%	24%	24%	22%
(second class, upper division)	48%	52%	53%	53%	53%	47%
(second class, lower division)	38%	36%	35%	21%	21%	25%
(third class)	3%	3%	1%	2%	1%	6%

Postgraduate students:

	2011/2	2012/3	2013/4	2014/5	2015/6
Female					
(distinction)	6%	8%	7%	8%	16%
(merit)	1%	28%	24%	32%	39%
(no classification)	93%	65%	69%	60%	46%
Male					
(distinction)	7%	9%	8%	11%	13%
(merit)	2%	22%	23%	26%	38%
(no classification)	91%	69%	69%	64%	49%

WIDENING ACCESS ACTIVITY - OVERVIEW									
Programme name	Science Grrf	Just Get Exchange Ambassador Programme (Outreach Strand)	So you want to be... in the professions?	Integrated Degrees	Access to Degree Studies programme	S6 Induction	SWAP Study Skills Event	College induction	Individual schools liaison
Type of access activity	Other	Tasters	Secondary school	Integrated academic model	Integrated academic model	Secondary school	Transition	Transition	Secondary schools
If other please specify	Targets learners at a variety of ages								
Target group	Female learners at local schools with an interest in science	Learners in local primary schools	Learners at all 18 local authority schools in the Forth Valley region, including low-progression schools, and at Forth Valley College	The programme provides support for learners who are less confident about application directly into university and prefer an integrated approach.	Learners who have been out of education for 3 years and do not have relevant qualifications for entry to HE	Learners beginning S6 in local authority schools	Mature students on access programmes run by SWAP East and SWAP West	College and mature students - 1 programme for first years, 1 programme for HN advanced entry	Learners in 3-4 local schools who are either below the national average for progression to HE (but not SHEP) and/or who have significant numbers of students who would be considered widening participation (including SMD) - eg Bo'ness Academy, Braes High School, Denny High School
Target area with Scotland	Forth Valley	Forth Valley	Forth Valley	Scotland	Scotland	Forth Valley	SWAP East and SWAP West	Scotland	Forth Valley
Numbers per year	Approx 150	Around 10 returning exchange students and over 100 primary school pupils.	The project will work in-depth with up to 100 students.	The programmes are funded for 103 students on the four programmes each academic year.	Approx 50	Between 5-7 schools currently take up this option	BETWEEN 50-100 students depending on interest that year.	Anywhere between 100-250 depending on interest - voluntary sign up	Varies depending on the programme
Age range of participants	Primary and secondary	Primary	S4-S6	Any	Adults	S6	Adults	College and mature students	S3-S6
Brief description	ScienceGrrf is a national organisation dedicated celebrating women in science and passing on their 'love of science to the next generation. The Stirling chapter runs a number of events, including a Science Fair on campus in collaboration with Forth Valley College. University experts in Computing Science and Maths, Psychology, Health and Exercise, and Biology lead interactive demonstrations about a variety of bugs, plants and diseases. A series of hands-on activities help visitors learn about the environment and give them an opportunity to try out the tools used in university research. Other activities include a science treasure hunt, games and quizzes.	University of Stirling students who have returned from an International Exchange Programme are recruited and trained as Exchange Ambassadors. Alongside staff members in the International Office, students visit local primary schools and discuss what it is like to live and learn in different countries. The aim is to promote higher education opportunities to local schools, and tie in with Global Citizenship aspect of Curriculum for Excellence.	So you want to be... in the professions? is a pilot initiative from the University of Stirling to remove barriers to traditionally 'gendered' professions and support students from widening participation backgrounds to access higher education. It aims to do this through a range of approaches: targeted outreach activities, an alumni role model mentor, a student mentor, and by guaranteeing that every participant upon successful completion will receive a contextualised offer to the University.	Integrated degree programmes developed in partnership with Forth Valley College and industry. Students typically spend Years 1 and 2 primarily at Forth Valley College studying an enhanced HN curriculum, and then Years 3 and 4 primarily at the university. Throughout the whole course students are recognised as university students and have access to the latest resources on state-of-the-art campuses.	The Access to Degree Studies programme is aimed at mature learners who have been out of education for some time and have few or no relevant qualifications for entry to a degree. The programme provides learners both the academic requirements to get into university and the study skills needed to become a successful university student.	Build your own university introduces learners to what a university is like by asking them to set up their own institution. They have to consider location, subject offering, entry requirements, the student union, study abroad opportunities and accommodation. Usually the school sends the whole S6 cohort which means no-one is individually targeted, encouraging the idea of inclusion and HE for all. We use prospectuses from all the Scottish universities as inspiration, and they are supported throughout the day by university staff and student ambassadors	This is a one day programme run in conjunction with SWAP to give mature students an idea of what university is like. They have a sample lecture, some related study skills including notetaking and critical thinking, and a chance to talk to current students. The aim is to demystify the university experience and build confidence to aid the students through the transition between college and university.	This is a 2 day programme of study skills and transitional work to highlight the differences between studying at college and university. The programme includes targeted study skills sessions (more advanced for those coming in to 2nd / 3rd year) and sessions to encourage students to meet each other and build connections.	This is a developing programme of aspiration and awareness raising targeted to the individual school needs. It can include campus visits, sessions on entry and routes to university, subject taster sessions and student life work.
Background requirements	Attends a local school is a girl	Attends a local school			Has not studied at university level Does not have the relevant entry level qualifications to apply Has been out of formal education for a minimum of 3 years	Attends a local school	Currently studying on a SWAP East or SWAP West programme	Learners starting at the university in September	Attends a target school
Academic requirements	Has an interest in science			Standard degree entry requirements - three Bs at Higher, including subject specific requirements	None			Have met the conditions of their offer	
Does this allow access to a specific HE or is it more general? Please comment	General - raising aspirations, attainment, awareness	General - raising aspirations, attainment, awareness	Specific to Stirling - successful completion guarantees a contextualised offer	Specific to Stirling	All students who successfully complete the access course with the relevant grades will gain entry to a degree at the University of Stirling. This course may also be recognised by other universities.	General - raising aspirations, attainment, awareness	General	Transition support and awareness raising for those coming in with advanced entry of the differences between studying at college and university.	General - raising aspirations, attainment, awareness
Does this provide access to a specific subject or more subjects (please give details of subject etc)	Sciences	General	Subjects with gender imbalances	Four integrated degree programmes currently offered: Applied Biological Science Applied Computing Digital Media Heritage and Tourism	Three streams are available: General stream provides entry into Arts, Humanities, Education, Management, Social Science and Sports related degrees Science Stream provides entry into Biological and Natural Sciences degrees Nursing Stream provides entry into a variety of branches of Nursing	General	General	General	General
Has any evaluation been done on this project or is any underway? Please give evaluation information/links if relevant.			Regular reporting to SFC throughout the delivery of the programme				SWAP tracking		
Application process	Through schools	Through schools		Applications via UCAS	Applications directly to the university	None	Through SWAP	Through applicant portal / email	
Does this work include financial support?	No	No	No	No	No	No	No	No	No
Does this work include mentoring?	No	No	Yes	No	No	No	Yes	Yes	Yes
Does this work include skills sessions?	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Does this work include a summer school?	No	No	No	No	No	No	No	No	No
Does this work include university application support?	No	No	No	No	No	No	No	No	No
Does this work include work with families?	No	No	No	No	No	No	No	No	No
Does this work include a work placement?	No	No	No	Yes	No	No	No	No	No
Partners	Forth Valley College, ScienceGrrf national organisation	Local schools	Local schools, Scottish Funding Council	Forth Valley College, industry partners		Local schools	SWAP East and SWAP West		Targetted local schools
Financial implications for students, if any				Standard fees	£488 fee				
Costs (to run programme)			£98						
Funding (to run programme)			Scottish Funding Council						
Links (if relevant)	http://sciencegrrf.co.uk			https://www.stir.ac.uk/undergraduate-study/course-information/wogether/ https://www.forthvalley.ac.uk/ways-to-study/integrated-degrees/	http://www.stir.ac.uk/undergraduate-study/mature-students/access-to-degree-studies-programme/				
Other comments									

UNIVERSITY OF STIRLING

EQUALITY OUTCOMES 2017 - 21

“Stirling is a place where everyone is treated with respect and where ability – not background – is valued.”

Strategic Plan 2016-2021

The promotion of equality of opportunity has been a fundamental value of the University of Stirling since its establishment in 1967. Our charter states that “the University shall be committed to the fair and equal treatment of every person and shall not discriminate on unjustified, irrelevant or unlawful grounds.”

The University’s new Strategic Plan (2016-2021) maintains our commitment to equality and diversity. One of the key objectives of the Strategic Plan is to “create an inclusive environment, actively promoting equality and enriching our students’ lives by encouraging them to experience and understand the different cultures, beliefs and traditions of our student body”.

The University’s Equality Policy (2011) further emphasises our commitment, stating: “The University of Stirling is committed to creating and sustaining a positive, stimulating and supportive working environment for our staff, and an excellent teaching and learning experience which encourages our students to thrive academically and personally. As an employer and a provider of education, we strongly value the diversity of our staff and students. We aim to create an environment and culture where staff and students are equally valued and respected, where diversity is celebrated, and where our staff and students are able to achieve their full potential, to contribute fully, and to derive maximum benefit and enjoyment from their involvement in the life of the University. We recognise that the promotion of equality and diversity is fundamental to good governance and management practices, and that this principle will support the University to achieve its strategic priorities and outcomes.”

We see the promotion of equality and diversity as integral to all that we do. Our approach is to mainstream the promotion of equality into our functions, and to ensure that the University culture and environment is based on fairness, equality, cultural diversity, inclusion and respect.

Contribution to the Strategic Plan 2016-21

Our work to promote equality and diversity and achieve our equality outcomes will be supported by our institutional enablers which describe the way we do things at Stirling: our connectivity; our commitment to innovation; and our capacity to transform people’s lives. Our actions will support the achievement of our strategic outcomes:

- ✓ Creating an inclusive environment, actively promoting equality and enriching our students’ lives by encouraging them to experience and understand the different cultures, beliefs and traditions of our student body
- ✓ Providing life changing opportunities – in Stirling and through international exchanges- - that give our students new perspectives and broaden their horizons

- ✓ Attracting the brightest minds – regardless of background to join our learning community and contribute to its vitality
- ✓ Helping students identify and develop their intellectual, sporting and cultural passions, encouraging well-being and resilience and supporting students to reach their full potential
- ✓ Produce graduates who are active global citizens by making them socially, culturally and environmentally aware
- ✓ Developing and enhancing research leadership across all academic areas by creating an ethos that encourages personal development, interdisciplinary work, and mentoring
- ✓ Nurturing a culture of success by developing our research talent and providing an environment in which early career researchers thrive
- ✓ Actively promoting equality and diversity, eliminating discrimination by creating an environment that reflects our commitment to social justice and ensures transformational experience are accessible to all
- ✓ Demonstrating our accountability through effective governance structures that reflect the diversity of those we serve
- ✓ Harnessing the full capabilities of all our people by actively promoting gender equality, and advancing equality of opportunity among those who share a protected characteristic

Setting equality outcomes

The University's first set of Equality Outcomes were implemented in 2013 and are now due for review. In 2013, the University approved nine Equality Outcomes for 2013-17 in relation to culture, gender pay gap, knowledge, senior demographic profile, governance, staff gender balance, student gender balance, continuation, degree attainment all of which were underpinned by a range of metrics and measurements from a variety of sources including published HESA data for students. The University has made positive progress against its institutional aims since the original outcomes were developed. The progress against these Outcomes is detailed in our Equality Mainstreaming Report, available here:

The development of the 2017 outcomes was informed by analysis of progress made against our original outcomes, consideration of sector-wide developments changes and expert analysis and guidance issues by the Equality Challenge Unit, Equalities and Human Rights Commission and the Higher Education Academy. The revised outcomes have been developed to align with the new University Strategic Plan 2016-2021.

The outcomes were developed in a consultative approach with wide engagement across the institution including student representatives, academic and professional services staff and the University Equality Champions through the University's Equality Action Forum. This forum will help to shape and deliver the new set of Equality Outcomes and support the delivery of the University's Strategic Plan.

The publication of this set of equality outcomes represents the next phase in our approach to equality and diversity. An action plan is currently under development to support the 2017-21 outcomes. The Equality Outcomes for 2017-21 are:

- EO1: Gender equality
- EO2: Mental Health and Wellbeing
- EO3: Retention, continuation and success
- EO4: Interculturalism and Respect

These outcomes represent the areas that we now regard as priorities for action, based upon feedback from our consultative process and analysis of the quantitative and qualitative evidence. The actions that we take to achieve these outcomes are those which we consider will best maintain a fair and inclusive working, studying and living environment in which diversity is welcomed and respected.

Working towards the fulfilment of these outcomes will ensure that we are paying due regard to our duties under the Equality Act, which are to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

The outcomes in their totality cover all nine of the protected characteristics defined by the Equality Act 2010, specifically: age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion and belief, sex, and sexual orientation. **Appendix 1** demonstrates which characteristic each outcome relates to, and to which parts of the general duty our progress will contribute.

Under the leadership of the Equality Steering Group, we will monitor progress and identify further actions required to make progress towards our outcomes. We will review our outcomes and underpinning action plan on a biennial basis, reporting progress to our Academic Council and University Court.

Evidence and consultation

Our equality outcomes are firmly based on quantitative and qualitative evidence that we gathered and analysed. Evidence that we utilised included the following:

- Statistical data on the demographics of the student body, concentrating on key stages of the student journey (enrolment, retention, attainment, destination of leavers) obtained from the University's Business Intelligence (BI) tool. Where possible and appropriate, these data were compared with sectoral benchmark data produced by the Equality Challenge Unit.
- Statistical data on the demographics of university staff, concentrating on key aspects of the employee journey (applications, acceptances, retention, promotion, training, grievances and disciplinary action), obtained from the University's Business Intelligence (BI) tool. Where possible and appropriate, these data were compared with sectoral benchmark data produced by the Equality Challenge Unit.
- Equality and diversity findings from staff surveys
- Equality and diversity findings from student surveys
- Feedback received from academic and professional services staff from across the institution, including representatives of staff and students with protected characteristics and members of the Students' Union.

Equality Outcome 1: Gender equality

The University will:

- **improve the gender balance in student intake in order to address the gender profile of different disciplines and improve the overall gender balance of students across the institution**
- **increase the diversity of representation in professorial and senior leadership roles and in governance committees**

In order to benefit from diverse contributions to debate and decision-making at all levels in our institution

Rationale: Continuing on from the 2013 outcomes, improving the gender balance across the University is a key ambition of the University of Stirling. The academic composition of the University – and the predominance of women in education, nursing and social work programmes – leads to a gender imbalance in our student population. Significant progress has been made in the representation of women in leadership and governance roles since 2013; by 2016, 64% of Senior Management Team were women, 48% of Academic Council members were women, and 45% of Court members were women. The success in meeting the Scottish Code for Good HE Governance commitment to a minimum of 40% of appointed governing body members¹ marks Stirling out as sector-leading. We will continue to champion gender equality in senior leadership and commit to supporting academic career development at all stages to nurture leaders of the future. In line with our commitments in our Athena Swan Action Plan and informed by the SFC Gender Action Plan launched in 2016 the University will continue to promote and support gender balance and equality.

Strategic alignment:

- ✓ Demonstrating our accountability through effective governance structures that reflect the diversity of those we serve
- ✓ Harnessing the full capabilities of all our people by actively promoting gender equality, and advancing equality of opportunity among those who share a protected characteristic
- ✓ Developing and enhancing research leadership across all academic areas by creating an ethos that encourages personal development, interdisciplinary work, and mentoring
- ✓ Nurturing a culture of success by developing our research talent and providing an environment in which early career researchers thrive

¹ <http://www.scottishuniversitygovernance.ac.uk/>

Equality Outcome 2: Mental Health and Wellbeing:

The University will:

- **maintain a welcoming and inclusive culture and environment where staff and students feel valued, respected and supported**
- **ensure that all of our services are responsive and sensitive to the staff and students with mental health issues**
- **promote deeper consideration and understanding of intersectionality and how various different facets impact on individuals**

To ensure all staff and students receive the support they need to reach their full potential.

Rationale: There has been an increase in student demand for counselling, wellbeing and mental health support with a 99% increase in students with a diagnosed mental health condition registering with the University Accessibility and Inclusion Service between 2012/13 and 2015/16. Across the sector, 27% of students have reported mental health problems.² Between 2013/14 and 2014/15, the demand for student counselling increased c.29% (460 to 595) and in 2015/16, a further 347 students sought support from the Mental Health Advisor. As noted by the Equality Challenge Unit, the proportion of disabled students across the sector that disclosed a mental health condition increased by 33% in the same period.³

These trends are reflective of sector trends; the number of students disclosing a mental health condition has tripled since 2007/08 and students report significantly lower levels of mental wellbeing than the general population, with substantial differences in anxiety levels⁴. Staff and student perceptions of increasing mental health concerns were raised by every group during the consultation process. The increasing prevalence of mental ill-health amongst the staff and student body identified mental health and wellbeing as a priority for action from 2017-2021.

Strategic alignment:

- ✓ Creating an inclusive environment, actively promoting equality and enriching our students' lives by encouraging them to experience and understand the different cultures, beliefs and traditions of our student body
- ✓ Actively promoting equality and diversity, eliminating discrimination by creating an environment that reflects our commitment to social justice and ensures transformational experiences are accessible to all
- ✓ Helping students identify and develop their intellectual, sporting and cultural passions, encouraging well-being and resilience and supporting students to reach their full potential

² <https://yougov.co.uk/news/2016/08/09/quarter-britains-students-are-afflicted-mental-hea/>

³ <http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/>

⁴ https://www.heacademy.ac.uk/system/files/student_academic_experience_survey_2016_he-hepi_final_version_07_june_16_ws.pdf

Equality Outcome 3: Retention, continuation and success

The University will:

- **ensure that students with a protected characteristic equal the retention and continuation rates of the University average**
- **ensure that students with a protected characteristic equal the degree attainment results of the University average**

In order to ensure that all students have an equal opportunity to succeed at the University of Stirling and beyond.

Rationale: The University of Stirling has excellent retention rates of 94.2% for full-time, first degree Scottish/EU undergraduate students. This compares favourably with the sector average (92%) and the Stirling benchmark (93.8%). Improving retention and continuation rates across the University is a continuing ambition from the 2013-2017 Equality Outcomes and one of the aims of the university's Strategic Plan 2016-21 is to ensure that student retention rates are in the upper-quartile of UK institutions. Analysis shows that female students are marginally more likely to progress than male students, and young students are marginally more likely to progress than mature students but that ethnicity and disability do not currently impact on continuation rates.

Creating the right conditions to optimise learning is therefore vitally important in order to help students identify and develop their intellectual, sporting and cultural passions, encouraging well-being and resilience and supporting students to reach their full potential.

Strategic alignment:

- ✓ Attracting the brightest minds, regardless of background, to join our learning community and contribute to its vitality
- ✓ Produce graduates who are active global citizens by making them socially, culturally and environmentally aware

Equality Outcome 4: Interculturalism and Respect

The University will:

- **maintain a welcoming and inclusive culture and environment for staff and students, regardless of their background or the presence or absence of a protected characteristic and ensure that interculturalism is at the heart of everything we do**
- **develop and maintain a culture of respect and provide appropriate support to ensure that unlawful discrimination and harassment of staff or students is not tolerated**

In order to celebrate the diversity of our staff and student body and the positive impact they have on our culture.

Intercultural awareness will become increasingly crucial in light of the increasing international aspirations outlined in the Strategic Plan. Ensuring internationalisation is at the heart of everything we do requires the internationalisation of our staff and students experiences both here and overseas. As we increase our international student recruitment to Stirling our campus will become even more diverse, as we increase our transnational education our staff will be required to deliver teaching across different countries and cultures with sensitivity and understanding and as we seek to increase our international research reach our world-class academics will increasingly be representing the university on the world-stage. It will be necessary to support our staff and students to ensure that these aspirations are achieved.

Developing intercultural awareness complements an increased focus on a respectful culture between and across communities with protected characteristics; recognising the value of diversity in staff and students and the contributions they make.

Strategic alignment:

- ✓ Creating an inclusive environment, actively promoting equality and enriching our students' lives by encouraging them to experience and understand the different cultures, beliefs and traditions of our student body
- ✓ Providing life changing opportunities – in Stirling and through international exchanges- - that give our students new perspectives and broaden their horizons
- ✓ Actively promoting equality and diversity, eliminating discrimination by creating an environment that reflects our commitment to social justice and ensures transformational experience are accessible to all
- ✓ Produce graduates who are active global citizens by making them socially, culturally and environmentally aware

Monitoring

The Equality Steering Group is responsible for monitoring progress against the outcomes. Progress will be monitored by considering staff and student data held on the University's Business Intelligence tool, findings from the staff and student surveys, and feedback received from staff, students and service users.

The University will publish a progress report by 30 April 2019. We will review our outcomes no later than 30 April 2021.

Responsibilities

All staff and students are expected to accept and espouse the principles of respect, equality and inclusion, to abide by the University's equality policy, and not to be party to situations which could lead to discrimination, bullying, harassment or victimisation.

As a general principle, all staff are responsible for paying due regard to the equality duties when carrying out their functions at the University.

The supporting action plan will identify actions to achieve the outcomes. Responsibilities for delivering these actions will be set out in the plan. Each of the University's faculties and service areas has at least one named equality contact who is responsible for providing a communication link between the faculty/service area and the Equality Steering Group. Through that network, progress to deliver the actions will be reported.

The **Equality Steering Group (ESG)** is responsible for overseeing activity to achieve the institutional equality duties, and for reporting progress to the University Strategy & Policy Group, University Court, and other University committees as appropriate.

University Court, the University's governing body, is ultimately responsible for the fulfilment of the University's statutory equality duties. Through regular reports from the ESG, Court will satisfy itself that the duties are being properly exercised.

The **Joint Policy, Planning and Resources Committee (JPPRC)** is responsible for scrutinising new equality and diversity policies and strategies and recommending their approval to University Court. Academic Council is responsible for ensuring that the principles of equality and diversity are embedded into research, learning & teaching environments and practices, and are appropriately integrated into academic regulations and standards.

All University **committees, management groups and working groups** are required to pay due regard to the University's statutory equality duties when making decisions and carrying out their business.

Equality outcomes 2017-2020

	OUTCOME:	SUCCESS MEASURES	SOURCE OF EVIDENCE	PROTECTED CHARACTERISTIC ⁵	RELEVANT PARTS OF THE GENERAL EQUALITY DUTY ⁶
1	<p>GENDER EQUALITY</p> <p>We will:</p> <ul style="list-style-type: none"> • improve the gender balance in student intake in order to address the gender profile of different disciplines and improve the overall gender balance of students across the institution <p>increase the diversity of representation in professorial and senior leadership roles and in governance committees</p>	<p>Gender balance at various stages of the admissions process:</p> <ul style="list-style-type: none"> • Application • Offer • Acceptance <p>Gender balance of enrolled students</p> <p>Gender Pay Gap</p> <p>Governance Committee Gender Balance</p>	<p>BI</p> <p>BI</p> <p>HR</p> <p>Annual Review of Committees</p>	Sex	ii

⁵ This indicates which of the protected characteristic(s) [PC] each outcome relates to. The protected characteristics are age (A); disability (D); gender reassignment (GR); marriage & civil partnership status (MCP); pregnancy & maternity (PM); race (R); religion & belief (RB); sex (S); sexual orientation (SO).

⁶ This column indicates which of the three parts of the general equality duty each outcome will impact upon. In carrying out its functions, the University is expected to pay due regard to the need to:

- (i) eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- (ii) advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- (iii) foster good relations between people who share a protected characteristic and people who do not share it

2	<p>MENTAL HEALTH & WELLBEING:</p> <p>We will</p> <ul style="list-style-type: none"> • maintain a welcoming and inclusive culture and environment where staff and students feel valued, respected and supported • ensure that all of our services are responsive and sensitive to the staff and students with diagnosed mental health issues <p style="padding-left: 20px;">promote deeper consideration and understanding of intersectionality and how various different facets impact on individuals</p> 	<p>Staff Survey Question 'I feel stressed at work always/frequently/occasionally/never'</p> <p>Staff Disclosure of Protected Characteristics</p> <p>Student Disclosure of Protected Characteristics</p> <p>Satisfaction with Student Support Services</p> <p>Demand for Counselling services</p> <p>Complexity of Student Needs</p> <p>PRES Student Wellbeing Question Bank</p>	<p>Staff Survey</p> <p>HR/BI</p> <p>BI</p> <p>Student surveys</p> <p>Student Support Services</p> <p>Student Support Services</p> <p>PRES</p>	All	I, ii, iii
3	<p>RETENTION, CONTINUATION AND SUCCESS</p> <p>We will</p> <ul style="list-style-type: none"> • ensure that the students with a protected characteristic equal the retention and continuation rates of the University average <p style="padding-left: 20px;">ensure that students with a protected characteristic equal the degree attainment results of the University average</p> 	<p>Rates of retention, continuation and degree classification for those sharing the following protected characteristics, vs institutional average:</p> <ul style="list-style-type: none"> • Gender • Disability • Ethnicity • Religion • Sexual orientation 	<p>Student Information and Systems' annual 'continuation report'</p> <p>Comparator data from ECU statistical reports</p>	All	ii
4	<p>INTERCULTURAL AWARENESS AND RESPECT</p>	<p>Survey question - 'The University respects equally people of different...'</p> <ul style="list-style-type: none"> • Genders 	Staff Survey	All	I, ii, iii

<p>We will:</p> <ul style="list-style-type: none"> • maintain a welcoming and inclusive culture and environment for staff and students, regardless of their background or the presence or absence of a protected characteristic and ensure that interculturalism is at the heart of everything we do • develop and maintain a culture of respect and provide appropriate support to ensure that unlawful discrimination and harassment of staff or students is not tolerated • foster a culture where sexual violence, harassment and other forms of sexual misconduct are not tolerated and are actively challenged 	<ul style="list-style-type: none"> • Nationality/ethnicity • Ages • Disabled/not disabled • Sexual orientation • Religion/beliefs <p>Survey question – ‘The University respects equally...</p> <ul style="list-style-type: none"> • People regardless of pregnancy/maternity status • People of different gender identity • People of marital/civil partnership status <p>Survey question - ‘I believe that the University is committed to equality and diversity’</p> <p>Survey question – ‘I understand my responsibilities in relation to equality and diversity issues’</p> <p>Survey question – ‘are you currently being harassed or bullied at work?’</p> <p>Number of formally upheld recorded cases of discrimination and harassment (staff)</p> <p>Number of formally upheld cases of bullying and harassment (students)</p> <p>Overall Satisfaction, by different protected characteristics, as measured by student surveys</p>	<p>Staff Survey</p> <p>Staff Survey</p> <p>National Student Survey Stirling Experience Survey ISB</p> <p>Staff Survey</p> <p>Staff Survey</p> <p>HR</p> <p>Academic Registry</p> <p>SES, NSS, PRES, PTES, ISB</p>		
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