Glasgow Caledonian University

Mainstreaming Equality & Diversity

Equality Outcomes[1] Framework
2013 -2017

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[1] The term 'Equality Outcome' is used specifically to described one of the requirements of the Equality Act 2010. Elsewhere in this document, the terms 'Equality' and 'Diversity' are used together consistently to reflect the approach used by the University – equality is the elimination of discrimination and diversity is valuing the benefits of difference

EXECUTIVE SUMMARY

WHAT IS IT?

This Equality Outcomes Framework outlines our commitment to mainstream equality and diversity, and describes the Equality Outcomes that we have developed to help us deliver this commitment.

It sets out a series of actions around improving culture, environment and knowledge, who is responsible and how we will monitor and measure progress.

WHY DOES IT MATTER?

The Framework shows that the University has already adopted a mainstreaming approach and has made good progress towards embedding equality and diversity at all levels. As well as contributing to the requirements of the Equality Act 2010, the approach to mainstreaming is core to our social mission,values and principles.

In short, we believe that equality and diversity are everybody's business and our Framework is intentionally inclusive – ensuring "Something for Everyone".

HOW WE HAVE DEVELOPED THE FRAMEWORK In this Framework we explain the context and rationale behind Equality Outcomes, and describe our approach to involving students, staff and stakeholders in identifying priority areas, and informing our Equality Outcomes. The Outcomes are aligned with our strategic goals and will help us further mainstream equality and diversity.

WHAT ARE THE PLANNED OUTCOMES?

Our Equality Outcomes are:

- The University has clear leadership on equality and diversity, supported by a strong infrastructure to support mainstreaming of equality and diversity and delivery of our Equality Outcomes

- Students and staff understand equality, diversity and dignity so that they are able to participate in an inclusive learning and working environment, to promote good relations between people from different groups

- The University environment is physically accessible to students, staff and stakeholders

- The University's marketing and communications activities across all Schools and Directorates actively promote equality and reflect the diversity of the University's students and staff

- Students and staff understand mechanisms, including policies, procedures and contacts for reporting discrimination and harassment

- The University has a comprehensive and robust set of student and staff equality and diversity data that will give us an accurate picture of our University community, and enable us to undertake accurate analysis of under-representation

HOW IS THIS FRAMEWORK STRUCTURED?

This Framework is set out into four main sections:

- Section 1 outlines the University's approach to realising our commitment to mainstreaming equality and diversity. It describes how we mainstream equality and diversity at strategic, School and Directorate and individual levels

- Section 2 gives the background and context to Equality Outcomes

- Section 3 provides a summary of GCU's Equality Outcomes

- Section 4 presents the GCU's Equality Outcomes. It describes the actions we will take to implement our Equality Outcomes, which will help us to further mainstream equality and diversity. The Outcomes have been informed by staff, students and stakeholders and we will continue to seek input and work together to ensure that our culture and environment is inclusive and responsive

SECTION 1

MAINSTREAMING EQUALITY AND DIVERSITY AT GCU

1.1   OUR APPROACH TO MAINSTREAMING EQUALITY AND DIVERSITY

In order to achieve the vision for equality and diversity, and to meet the requirements of the Equality Act 2010, the University has adopted a mainstreaming approach to equality and diversity. We aim to secure equality and diversity at the heart of University activities and strategies to improve the student and staff experience. We want to enhance the inclusive reputation of the University, for example, by continuing to develop organisational awareness of equality and diversity, building it into the staff development cycle and student learning. This section illustrates the different methods the University has used to support mainstreaming at a strategic University wide level, at a School and Directorate level and at an individual student and staff level; all contribute to the three needs of the general duty of the Act:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups,
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups

1.2   MAINSTREAMING EQUALITY AND DIVERSITY AT STRATEGIC LEVEL

- **University motto – 'For the Common Weal'**
  Glasgow Caledonian University has a strong social mission, and our motto 'For the Common Weal', meaning for the common good, underpins everything that we do. We aim to offer access and opportunity to a diverse range of potential students regardless of their background or circumstance and apply our knowledge, skills and social capital for the social and economic benefits of the communities we serve in Scotland and around the world.

- **University values and principles**
  Equality and diversity are embedded in our University values and principles – 'Diversity' is one of the core values which underpins our vision; 'equality of opportunity' is one of the key principles that guides how we operate. We view mainstreaming equality and diversity as being essential to enabling the University to meet our vision to be a successful international institution delivering access and excellence, with a strong commitment to the common good. Our mission to provide an outstanding inclusive learning environment is underpinned by curiosity driven research. Furthermore, our Caledonian Code[2] encapsulates a shared understanding of what the University stands for, what we believe, and how we operate.

- **Our vision for equality and diversity**
  "Glasgow Caledonian University is committed to providing a culture and environment which is inclusive of all sections of society and responsive to the needs of individuals. Staff, students and other stakeholders should be free from any form of unlawful discrimination, enabling them to participate fully in all aspects of University life and make a valuable contribution to the success of the institution and the communities of which they are part." This vision is used consistently across policies and communications, and builds on our motto, values and principles by focusing on the relevance, and benefits of equality and diversity to all.

- **Our governing body**
  We recognise the benefits of a diverse governing body that reflects, values and understands equality and diversity. We are committed to securing this through the work of our Court Membership Committee and through members' induction and training to ensure they are aware of their responsibility for overseeing the University's performance in equality and diversity. Our gender balance on Court is above the sector average – 37% of our Court members are female compared with the sector wide figure of 25%. Furthermore, two lay Court members are members of the Equality and Diversity Committee.

- **Our Key Performance Indicators**
  We are fully committed to widening access and improving social mobility in order to achieve social benefits. Our activities include promoting access to a University education to learners from

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[2] The Caledonian Code reflects student and staff understanding of what GCU stands for and believes and is based on four principles: we are a community, we give opportunity, we are distinctive and we endeavour.

disadvantaged and non-traditional backgrounds. We are aware of the impact of disadvantage and the barriers to higher education, and are directly addressing this through our KPIs. For example, we are committed to maintaining the proportion of students from disadvantaged backgrounds at a minimum of one-third of our undergraduate student intake as measured by the HESA Performance Indicators. We are also committed to developing the 'global citizenship' of our students and developing graduates who respect and understand the value of diversity – another KPI commits us to grow the proportion of students participating in international exchanges to 5% of the home student population per year. Other KPIs address the recruitment of international students and staff from diverse ethnic, cultural and religious backgrounds.

- **Our evidence base**
  As part of our commitment to mainstreaming equality and diversity, we need good baseline data in order to understand our current position and chart progress. Equality and diversity data and metrics are a priority area for development and this is reflected in Equality Outcome 6. We have invested in developing our capacity for collecting and analysing quantitative data. For example our Integrated Student Information System (ISIS) helps to give us a profile of our student body, and our commitment to Oracle 12 will increase our capability in relation to staff data. We have also been collecting equality and diversity qualitative data in student and staff surveys. All these steps will both help to inform the planning and implementation of our Equality Outcomes.

1.3 MAINSTREAMING EQUALITY AND DIVERSITY AT SCHOOL AND DIRECTORATE LEVEL

- **Our inclusive culture and environment**
  Equality and diversity are integral to how the University operatesThey are an important dimension of activities such as internationalisation, student employability, high quality teaching and creating a student friendly environment within a dynamic academic community. Our academic Schools and professional support departments and Directorates recognise the business benefits of embedding equality and diversity into what they do, whether it is developing graduates, whatever their origin or background, who can succeed across the world, or supporting staff to achieve their potential. The objective is to provide a diverse environment that provides our students and staff with experience of different ways of working, learning and thinking. This is

ultimately an experience which gives our graduates professional credibility and enhanced value in the employment market worldwide.

- **Our Equality and Diversity Committee**
  The Committee is chaired by the University Secretary and Vice-Principal (Governance) and is the formal mechanism for discussing issues and monitoring data. The Committee is made up of lay Court members, Executive Board members, Directors and the Student President. It advises the Executive Board and provides an annual report to the University Senate and University Court.

- **Our Equality and Diversity Champions**
  We had in place a system of Equality and Diversity Champions who represented specific protected characteristics to provide visible leadership on equality and diversity, influence behavioural and cultural change, and encourage good practice across the University. To support mainstreaming we are currently revising their remit so that we have a supported network of institutional champions based across the different areas of the University.

1.4 MAINSTREAMING EQUALITY AND DIVERSITY AT INDIVIDUAL LEVEL

- **Roles and responsibilities**
  Although we have specialist resource in place for equality and diversity, mainstreaming requires collective involvement and engagement. We reinforce the importance of individual responsibilities for equality and diversity across the University, including our academic, management and leadership functions. For example, our Glasgow School *for* Business and Society is leading on our commitment to 'the Principles of Responsible Management Education', and our Students' Association has a comprehensive Student Leaders Programme which incorporates diversity awareness. Furthermore, we recognise the importance of building the capacity of key roles across the University, such as our Human Resources Business Partners, GCU LEAD (Learning Enhancement and Academic Development) and Caledonian Academy, in order to influence and effect change to mainstream equality and diversity.

- **Engagement and development**
  Students and staff engage in equality and diversity training, development and activities as part of their day-to-day roles. For example, equality and diversity learning is built into leadership

development modules undertaken by managers; equality and diversity, and cultural awareness already are integrated within many taught programmes for students and tailored briefings for staff across our academic schools and professional support directorates. These contribute to the inclusive working and learning environment at the University, and support students and staff in carrying out their day to day activities, whether in employment, in the classroom, or out on placement.

- **"Something for Everyone"**
  We recognise that equality and diversity are relevant to everyone – our students, staff and stakeholders. All individuals have at least two protected characteristics – age and gender. Whether individuals possess another protected characteristic, are associated with, or working with other people with a protected characteristic, we understand that mainstreaming equality and diversity requires a collective approach, where there is "Something for Everyone". This means that equality and diversity are not for specific or minority groups, they affect and are relevant to everyone and have benefits for the whole University community.

1.5   USING EQUALITY OUTCOMES TO ENABLE FURTHER MAINSTREAMING

Our Equality Outcomes, detailed later in this document, illustrate our plans to further mainstream equality and diversity across the University's functions, through a set of outcomes and SMART[3] actions.

We will use our Equality Outcomes to support us in meeting our obligations under the public sector equality duty of the Equality Act 2010. The principle behind this approach is to ensure that equality and diversity are included in the implementation of core business activities across the University and in the development of new strategies and activities. We believe that the key to mainstreaming is engagement and ownership by senior managers, and our Executive Board have been actively involved in helping to mainstream equality and diversity into our strategic goals. The Equality and Diversity Committee with its strong lay Court and Executive membership will oversee development and implementation, and the Executive Board and University Court will receive regular reports on progress.

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[3] Specific, Measurable, Achievable, Realistic, Timebound

SECTION 2

EQUALITY OUTCOMES: CONTEXT

2.1   WHAT IS AN EQUALITY OUTCOME?

An Equality Outcome aims to support and further the needs of the Equality Act 2010's general duty and "aims to bring practical improvements in the life chances of those who experience discrimination and disadvantage"[4]

2.2   LEGISLATIVE CONTEXT

Equality Outcomes are a requirement of the Equality Act 2010. The Act's public sector equality duty (PSED) consists of a general duty and specific duties. The general duty consists of three main needs which are supported by a set of specific duties. The specific duties are intended to assist public bodies to meet the general duty. For the PSED the relevant protected characteristics are: Age, Disability, Gender Reassignment, Pregnancy and Maternity, Race, Religion or Belief (including lack of belief), Sex and Sexual Orientation. The PSED also applies to Marriage and Civil Partnership, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

2.3   EQUALITY ACT 2010: GENERAL DUTY

The general duty has three needs. It requires the University to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups,
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups

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[4] EHRC Scotland (2012) *Equality outcomes and the public sector equality duty: a guide for public authorities (Scotland)"*

In order to demonstrate due regard, the University must consider the three needs of the general duty when making decisions and carrying out its functions for example, as an employer, as a provider of education, or as a service provider or service procurer.

2.4 EQUALITY ACT 2010: SPECIFIC DUTIES

Developing and publishing Equality Outcomes are requirements of the specific duties. The full list of specific duties requires the University to:

- report on progress on mainstreaming the general duty into all functions
- develop and publish a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered)
- assess the impact of policies and practices against the needs of the general duty
- gather and use information on employees
- publish gender pay gap information
- publish statements on equal pay for gender, race and disability
- have due regard to the general duty in specified procurement practices
- publish information in a manner that is accessible

2.5 HOW WE DEVELOPED OUR EQUALITY OUTCOMES

A key part to developing our Equality Outcomes was to consider a range of information and evidence, involving students, staff, , representatives and external stakeholders, including:

- Staff survey
- Student survey
- Student and staff data
- Student Experience Summit – using Appreciative Inquiry technique to build a vision of an inclusive and diverse working and learning environment
- Equality Outcomes Summit attended by University Court, staff, students and external stakeholders
- Website, anonymised email address, Caledonian Connected newsletter

2.6   EQUALITY OUTCOMES ALIGNMENT WITH GCU GOALS

The Equality Outcomes for GCU must be viewed in the context of a wider organisational perspective as they align with our strategic goals - the Equality Outcomes are assigned to a relevant strategic goal and embedded as part of the action plan for implementing that goal. Furthermore, they link with our Outcome Agreement with the Scottish Funding Council.

Our Equality Outcomes support some of the key 'building blocks' that are essential to the University, in terms of our ambition to mainstream equality and diversity, and ultimately to achieve our strategic goals and fulfil our mission and vision. The Equality Outcomes focus on three broad areas (summarised in the overview in Section 3) that will support the mainstreaming of equality and diversity across all University functions:

- To capture and embed the right **culture** for the University
- To ensure that our physical and virtual **environment** is fully accessible and inclusive
- To develop **knowledge** that will help our University community to understand equality and diversity

2.7   PRESENTATION OF EQUALITY OUTCOMES

The Equality Outcomes tables presented in Section 4 give details on what each Equality Outcome is, the actions required to meet the Outcome, who is responsible for delivering it, what the timescales are, and how the Outcome links with both the Equality Act 2010 general duty and the University's strategic goals. Most of the Equality Outcomes relate to all protected characteristics. Where an Equality Outcome relates to a single protected characteristic, an explanation for this is provided.

2.8   REPORTING ON PROGRESS

A summary of accountability for delivering our Equality Outcomes is provided at the end of Section 4. The progress made towards achieving the Equality Outcomes will be reported annually to University Court, and we will publish the report on the University website by 30 April each year.

SECTION 3

SUMMARY OF GCU EQUALITY OUTCOMES

What we want

(Our vision for equality and diversity)

A culture and environment that is inclusive of all sections of society and responsive to the needs of individuals

CULTURE

What we'll see (Equality Outcomes)

1. The University has clear leadership on equality and diversity, supported by a strong infrastructure to support mainstreaming of equality and diversity and delivery of our Equality Outcomes

2. Students and staff understand equality, diversity and dignity so that they are able to participate in an inclusive learning and working environment, to promote good relations between people from different groups

ENVIRONMENT

3. The University environment is physically accessible to students, staff and stakeholders

4. The University's marketing and communications activities across all Schools and Directorates actively promote equality and reflect the diversity of the University's students and staff

KNOWLEDGE

5. Students and staff understand mechanisms, including policies, procedures and contacts for reporting discrimination and harassment

6. The University has a comprehensive and robust set of student and staff equality and diversity data that will give us an accurate picture of our University community, and enable us to undertake accurate analysis of under-representation

How we'll know

(Short term measures by April 2014)

Equality and Diversity Champions appointed across Schools and Directorates

Students and staff are aware of how to implement equality and diversity in their day-to day roles

Student and staff survey evidence is positive

Full accessibility audit and resultant action plan agreed

Students and staff from under-represented groups apply to work and study at GCU

Students and staff are aware of their rights, roles and responsibilities

GCU has thorough data to analyse and take action where data shows gaps

Longer term measures will be informed by the proposed baseline information

SECTION 4   GCU EQUALITY OUTCOMES

Equality Outcome 1 (Culture)

The University has clear leadership on equality and diversity, supported by a strong infrastructure to support mainstreaming of equality and diversity and delivery of our Equality Outcomes

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
1.1 Refresh set of Equality and Diversity Champions, and clarify role and responsibility so that there is visible leadership and presence across the Schools and Directorates	University Secretary	By September 2013	Remit developed and agreed Equality and Diversity Champions appointed	All	Foster good relations	Valuing our people

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
1.2 The Chair of Court and University Secretary will continue to ensure that the work of the Court Membership Committee addresses gender balance and wider diversity	Chair of Court/University Secretary	Ongoing	Equality and diversity is on agenda of Court Membership Committee Process for identifying and recruiting Court members is revised	Sex primarily but also related to othe protected characteristics	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Valuing our people
1.3 Our Equality and Diversity Committee will continue to monitor and report on the University's compliance with equality and diversity legislation, mainstreaming of equality and diversity into all functions	University Secretary	Ongoing	Specialist Working Groups will help inform the work of the Committee by providing advice and recommendations for action	All	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Valuing our people

1.4 We will participate in the Athena SWAN scheme to promote gender equality in science, engineering and technology	Executive Dean School of Health and Life Sciences	November 2013	Engage in Athena SWAN workshops Submit application for University Bronze	Sex – Athena SWAN is specifically set up to promote gender equality	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Valuing our people

Equality Outcome 2 (Culture)

Students and staff understand equality, diversity and dignity so that they are able to participate in an inclusive learning and working environment, to promote good relations between people from different groups

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
2.1 Equality, diversity, and cultural difference to form a core part of student and staff experience, and strengthen the skills of our staff and the employability of our students	Director of People/Director of Student Experience	September 2013	Provision of relevant training and briefings, including cultural awareness, at key points in the student and staff life cycles e.g. Marketing information, pre arrival, induction	All	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Globally networked; Excellence in education; Delivering for the business, the public and voluntary sectors

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
2.2 Accessible and inclusive curriculum design, delivery and assessment form a core part of the University's new Strategy for Learning	Pro Vice-Chancellor Learning and Teaching/Assistant Head (Quality Enhancement & Academic Governance)	April 2014	Engage in Higher Education Academy Equality and Diversity project Equality and diversity (impact assessment) are built into programme approval/review cycle Learning and teaching materials avoid stereotypes and assumptions	All	Eliminate discrimination; Promote equality of opportunity	Excellence in education

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
2.2 continued			Learning and teaching materials account for the needs of disabled students (Needs Assessment Records) Fair assessments (e.g. anonymised marking) Embedding equality and diversity into programme delivery is part of a lecturer's role Flexibility in timetabling to account for needs of students who are parents and carers			

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
2.3 Student and staff understand equality, diversity and dignity so that there are good relations between people from different groups	Director of People/Director of Student Experience	April 2017 (ongoing)	Training and awareness sessions designed and delivered Awareness campaigns on specific issues are designed and delivered	All	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Excellence in education; Valuing our people
2.4 Develop and adopt a Mental Health Agreement as part of the National Union of Students 'Think Positive' project	Director of Student Experience	September 2013	Objectives developed and agreed Action plan developed, agreed and communicated Implementation of mental health and wellbeing policies and guidance (for students and staff)	Disability – this is a specific project on mental health	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Excellence in education; Valuing our people

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
2.5 Sign up to Business Disability Forum's Disability Standard	Director of People	April 2014	Action plan developed, agreed and communicated	Disability – this is a specific initiative on disability	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Excellence in education; Valuing our people; Sustainability
2.6 Each School and Directorate SMG to undertake self-assessment using 'Leading Culturally Diverse Communities in Higher Education' toolkit	Executive Deans/Directors	December 2013	Self-assessment undertaken by SMG	Race, Religion and Belief although the tool is transferable to the other protected characteristics	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Excellence in education; Valuing our people; Committed to the common good
2.7 Develop our Caledonian Code, to capture the behaviours expected of our students and staff	Director of People	By September 2013	Code developed, consulted on, agreed. Code is published and launched online and in hard copy	All	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Excellence in education; Valuing our people

Equality Outcome 3 (Environment)

The University environment is physically accessible to students, staff and stakeholders

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
3.1 Full disability audit of campus 3.2 Maintain disability and accessibility input into Campus Futures and Heart of Campus 3.3 Maintain participation of disabled student and staff, and other stakeholders into campus development activities	Head of Campus Services/Head of Estates and Buildings	By September 2013 (then use findings to develop action plan)	Audit completed, action plan developed, communicated and implemented Visible and accessible support services, including quiet space to support positive mental health, nursing mothers room and faith and belief space Appropriate signage of accessible/gender neutral toilets	Disability, Sex, Sexual Orientation, Religion and Belief. However, this also has benefits for other protected groups	Eliminate discrimination; Promote equality of opportunity; foster good relations	Excellence in education; Valuing our people; Committed to the common good

Equality Outcome 4 (Environment)

The University's marketing and communications activities across all Schools and Directorates actively promote equality and reflect the diversity of the University's student and staff

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
4.1 Build on existing activities by engaging with parents/carers from protected groups	Director of UK Recruitment and Outreach/Caledonian Club	April 2015	Analysis of data; outreach activities planned and implemented; Increased applications	All	Promote equality of opportunity	Committed to the Common Good

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
4.2 Highlighting role models/advocates including success of women in science, engineering and technology subject areas	Director of Marketing	April 2014	Visible presence in marketing literature, programme; increased applications from different protected characteristic groups Analysis undertaken of aspirations of people from different groups (e.g. male learners – as detailed in Scottish Funding Council Outcome Agreement)	Sex primarily as feedback suggested that there needs to be more role models and advocates (e.g. successful women) for women in non-traditional subjects. However, this can be extended to other protected groups	Eliminate unlawful discrimination; Promote equality of opportunity	Excellence in education

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
4.3 Market GCU for "All ages"	Director of Marketing	April 2014	Marketing literature and imagery developed, agreed and implemented Revising admissions policy and contextualised admissions (Equality Challenge Unit project)	Age – better age representation was raised in consultation. However, this can be extended to cover other protected groups	Promote equality of opportunity; foster good relations	Excellence in education; Excellence in research; Valuing our people; Delivering for business, the public and voluntary sectors
4.4 Ensure GCU website promotes equality and reflects diversity, so that there is active signalling of support and facilities that GCU has to support different protected characteristics	Director of Marketing	April 2014	Involve students and staff from protected groups to embed equality and diversity into existing marketing plans and activities	All	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Globally networked; Excellence in education; Valuing our people

Equality Outcome 5 (Knowledge)

Students and staff understand mechanisms, including policies, procedures and contacts for reporting discrimination and harassment

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
5.1 Revise mechanisms relating to harassment including Harassment Policy, Harassment Advisors	Director of People	By September 2013	Policy revised and approved Harassment Advisors appointed, trained and supported Revised mechanisms communicated and promoted through GCU-wide campaign Evidence of increased 'traffic' – enquiries etc.	All	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Excellence in education; Valuing our people

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
5.1 continued			Increased reporting options for students (e.g. through lecturers, Academic Development Tutors)			
5.2 Update the Equality and Diversity Policy to the Dignity and Respect Policy, which will outline the rights and responsibilities under the Caledonian Code	Director of People	By September 2013	A range of activities will be used to implement the Policy and Code, including awareness raising campaigns and embedding the principles	All	Eliminate discrimination; Promote equality of opportunity; Foster good relations	Excellence in education; Valuing our people

Equality Outcome 6 (Knowledge)

The University has a comprehensive and robust set of student and staff equality and diversity data that will give us an accurate picture of our University community, and enable us to undertake accurate analysis of under-representation

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
6.1 We will develop our capacity to collect and analyse qualitative and quantitative data in relation to protected characteristic profiles of student and staff	Director of People/Director of Policy and Planning	April 2014	Establish appropriate data to be collected in relation to the student and staff life cycle Increased range of evidence that covers all protected characteristics Establish bank of external data (e.g. HESA, census) to help us develop an understanding	All	Eliminate unlawful discrimination; Advance equality of opportunity	Excellence in education; Valuing our people; Committed to the Common Good; Delivering for business, the public and voluntary sectors

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
6.1 continued			of the communities we serve and take appropriate steps to ensure that our student and staff population reflects this			
6.2 We will use the data to help identify progress and also any areas for development	Director of People/Director of Policy and Planning	April 2014 (ongoing)	Put in place a series of SMART measures that addresses any imbalances identified. Key areas include student and staff records, and surveys	All	Eliminate unlawful discrimination; Advance equality of opportunity	Excellence in education; Valuing our people
6.3 We will publish gender pay gap information	Director of People	September 2013	Staff data collected, analysed and published	Sex	Eliminate unlawful discrimination	Valuing our people

What are the **actions** required to achieve the Outcome?	Who is the **lead person responsible** for delivery?	What is the **timescale** for delivery?	What are the **measurements** for achieving the Outcome?	Which **protected characteristic** does the Outcome relate to?	Which of the **Equality Act 2010 general duties** does this Outcome support?	Which of **GCU's Strategic Goals** does this Outcome support?
6.4 We will publish statements on equal pay for gender (and subsequently for race and disability from 2017)	Director of People	September 2013	Staff data collected, analysed and published	Sex (and subsequently Race and Disability)	Eliminate unlawful discrimination	Valuing our people
6.5 We will conduct equality impact assessments of policies and processes to ensure that they do not discriminate; they advance equality of opportunity and foster good relations	Executive Deans, Directors, Heads of Department	September 2013	Equality impact assessment is embedded as a requirement as part of the policy approval/renewal process Equality impact assessment is built into procurement practices	All	Eliminate unlawful discrimination; Advance equality of opportunity	Excellence in education; Valuing our people

Accountability matrix

Who	What	Where	When
University Secretary	1.1 Equality Champions	Equality and Diversity Committee; University Court	September 2013
	1.2 Court Membership Committee		Ongoing
	1.3 Equality and Diversity Committee		Ongoing
Executive Dean School of Health and Life Sciences	1.4 Athena SWAN	Equality and Diversity Committee; Executive Board; University Court	November 2013
Director of People	2.1 Equality and diversity part of student staff experience	Equality and Diversity Committee; Executive Board; University Court	September 2013
	2.3 Student and staff understand equality and diversity		April 2017 (ongoing)
	2.5 Business Disability Forum's Disability Standard		April 2014
	2.7 Caledonian Code		September 2013
	5.1 Revise reporting mechanisms		September 2013
	5.2 Dignity and Respect Policy		September 2013
	6.1 Collect and analyse data		April 2014
	6.2 Use data to identify progress/areas for development		April 2014 (ongoing)
	6.3 Gender gap information		September 2013
	6.4 Equal pay statement		September 2013
PVC Learning and Teaching/ Assistant Head	2.2 Accessibility and inclusivity form part of Strategy for Learning	Equality and Diversity Committee; University Court	April 2014

(Quality Enhancement & Academic Governance)		Learning and Teaching Sub-Committee; Academic Policy Committee; Senate	
Director of Student Experience	2.3 Student and staff understand equality and diversity 2.4 Mental Health Agreement (NUS Scotland) 5.1 Revise reporting mechanisms	Equality and Diversity Committee; University Court	April 2017 (ongoing) September 2013 September 2013
Executive Deans/Directors	2.6 'Leading Culturally Diverse…Toolkit' 6.5 Equality impact assessment	Equality and Diversity Committee; University Court; Senior Management Groups	December 2013 September 2013
Head of Campus Services/Head of Estates and Buildings	3.1 Disability audit 3.2 Disability input into Campus Futures/Heart of Campus 3.3 Participation of disabled students, staff, stakeholders	Heart of Campus Project Board	September 2013 September 2013 September 2013
Director of UK Recruitment and Outreach/ Caledonian Club	4.1 Engage parents/carers from protected groups	Equality and Diversity Committee; University Court	April 2015
Director of Marketing	4.2 Highlight role models/advocates 4.3 Market GCU for "All ages" 4.4 GCU website promotes equality and reflects diversity	Equality and Diversity Committee; University Court	April 2014 April 2014 April 2014
Director of Policy and Planning	6.1 Collect and analyse data 6.2 Use data to identify progress and areas for development	Equality and Diversity Committee; Executive Board; University Court	April 2014 April 2014 (ongoing)