



University for the Common Good

Glasgow Caledonian University Equality Outcomes 2017-2021



Contents

1	Introduction	2
2	Glasgow Caledonian University Equality Outcomes 2017-2021	2
3	Institutional alignment with our equality outcomes	3
4	Setting our equality outcomes	5
5	Implementing our equality outcomes	8
6	Glasgow Caledonian University Equality Outcomes 2017-2021, supporting themes and action plan	9

For further information on Glasgow Caledonian University's Equality Outcomes, contact equality@gcu.ac.uk

1. Introduction

- 1.1 This document presents Glasgow Caledonian University's Equality Outcomes 2017-2021. This is the second set of equality outcomes, as required by the public sector equality duty of the Equality Act 2010. This builds on the original outcomes which were developed in 2013 and also establishes some new priorities.
- 1.2 The equality outcomes are the results that we aim to achieve to help meet our Equality Act 2010 public sector equality duty obligations, specifically to eliminate discrimination, advance equality of opportunity and foster good relations. The outcomes are consistent with and further our mission as the University for the Common Good and our Strategy 2020.
- 1.3 In fulfilling this duty the University has taken steps to involve people who share relevant protected characteristics¹ or who represent the interests of such individuals. The University has thereby considered evidence relating to people who share a protected characteristic and has used this as the basis for prioritising actions. This is explained where the equality outcomes do not cover every relevant protected characteristic.

2. Glasgow Caledonian University Equality Outcomes 2017-2021

- 2.1 Our equality outcomes for the next four years are:
 - Equality Outcome 1: Our people have a strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics
 - Equality Outcome 2: Our University is accessible, safe and welcoming to all people from different protected characteristic groups
 - Equality Outcome 3: People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences
- 2.2 The three equality outcomes are each supported by three themes, which are supported by an action plan (provided in section 6) which describes the steps, accountabilities and measures in relation to implementation. The equality outcomes are the engine that help to power achievement of our Strategy

¹ The public sector equality duty covers the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership (in relation only to eliminating unlawful conduct to employees), pregnancy and maternity, race religion or belief, sex and sexual orientation.

2020, and the plan will be used to help drive our core goals in our core activities (described in section 3.3)

2.3 Our new equality outcomes aim to:

- Be simple, specific and strategic
- Take into account our experiences of implementing the Equality Outcomes 2013-2017
- Reflect the priority equality and diversity issues identified through the involvement of a wide range of internal and external sources

2.4 The outcomes relate to the full range of our functions, activities, campuses and partnerships.

3. **Institutional alignment with our equality outcomes**

3.1 As well as helping to fulfil the aims of the public sector equality duty, our equality outcomes are clearly aligned with our University's mission and values, and our Strategy 2020 and the associated goals. Equality is at the heart of GCU.



3.2 Working towards our equality outcomes will help us to further our University mission, vision, and values:

- **Our mission:** GCU is the University for the Common Good. Our University's heritage dates back to 1875 through its founding institutions and our coat of arms incorporates the motto 'For the Common Weal'. Established as a University in 1993, our commitment to the common good underpins everything we do.
- **Our vision:** By 2020, GCU will have a global reputation for delivering social benefit and impact through education, research and social innovation. We will be recognised as the University for the Common Good that transforms lives, enriches cities and communities, innovates for social and economic impact, engages globally and aligns with others in partnership and collaboration to deliver our goals.
- **Our values:** Our core values of Integrity, Creativity, Responsibility and Confidence are shared by staff and students and they underpin what we do and how we do it. They are the foundations upon which we build collaborative relationships with like-minded partners to deliver our social mission for the common good.

3.3 Our equality outcomes support the University's strategic priorities and directly contribute to our goals:

- **Transforming lives through education:** We will deliver excellence in learning and an outstanding student experience which equips students with the employability and entrepreneurial skills to succeed as global citizens, and enables them to make a positive impact within their communities, transforming their lives and the lives of others.
- **Enriching cities and communities through research:** We will build on our key areas of research strength in inclusive societies, healthy lives and sustainable environments, applying our research and knowledge to address societal challenges and enrich cities and communities
- **Innovating for social and economic impact:** We will provide solutions to real-world problems through applied research and development, working in partnership with business, the public and voluntary sectors.
- **Engaging globally:** As a globally networked University, we will harness our campuses in Glasgow, London and New York and our

educational offerings in Oman, Bangladesh and Africa to extend our global reach and impact, engaging in new ways with learners, partners and communities at home and overseas.

- **Aligning for the Common Good:** We will develop and deepen our strategic relationships with local and global thought leaders, aligning with others to champion social justice and promote our For the Common Good mission to deliver social benefit and impact.

There is also a corresponding relationship between our Strategy 2020 and goals, and our equality outcomes - our work around transforming lives, enriching communities, innovating and engaging, underpinned by the Common Good ethos, will help us to implement our equality outcomes. The Internationalisation Strategy, Digital Strategy, Estates Strategy and People Strategy have a particularly key and relevant role to play.

4. Setting our equality outcomes

- 4.1 Our equality outcomes are strategically aligned and based on analysis. They provide the basis of our equality and diversity work for the next four years. The outcomes have been developed with a range of stakeholders, and then finalised with the input of leaders from across the University, and have been endorsed and approved by key fora (outlined in section 4.5).
- 4.2 The setting of equality outcomes was based around a three stage process of gathering evidence, identifying priority issues, and gaining approval.
- 4.3 **Gathering evidence:** The equality outcomes are based on evidence from our last outcomes (full details available in the separate [Public Sector Equality Duty Report April 2017](#)), our data, and feedback from student, staff and external stakeholder consultation, and national and sectoral equality and diversity priorities and challenges. Over 150 people engaged in the consultation, through focus groups, staff team and student society meetings, and one-to-one meetings with individuals. The whole range of protected characteristics were represented in the consultation process, which included people with protected characteristics, as well as people and organisations representing groups and people with protected characteristics.
- 4.4 **Focus groups:** Central to the process of gathering evidence were five staff focus groups, held between December 2016 and February 2017. The focus groups were advertised widely through communications from the University Secretary, via the staff newsletter, and through individual contacts with key stakeholders, including Equality Champions. The discussions were facilitated by the Equality and Diversity Advisor and structured around two questions:

Our existing equality outcomes and what needs to be changed, and how mainstreaming of equality and diversity can be demonstrated in our core activities and values.

- 4.5 **Team, departmental and student society sessions:** The focus groups were complemented by more targeted sessions aimed at specific teams and departments, where staff had the opportunity to provide feedback and ideas at a local level.
- 4.6 **External consultation:** Over 50 externals (secondary school pupils, parents, carers and teachers, voluntary sector and community organisations) attended an 'Education In Glasgow – Have Your Say' event, held in partnership with Glasgow Equality Forum in December 2016.
- 4.7 Additional opportunities to put forward ideas and feedback were provided via social media (GCU's Equality and Diversity [Twitter](#) account, and Equality and Diversity [blog](#)) and through the internal Caledonian Connected intranet newsletter.
- 4.8 Institutional, sectoral and national data and information was also included in this evidence gathering process. For example, the increase in students disclosing a disability, and the National Student Survey (NSS) data² on students with protected characteristics has had a contribution towards our outcomes around disability. The staff data collected over the past two years, and published in our Public Sector Equality Duty Report April 2017, specifically around below average representation of black and minority ethnic, disabled and female staff at specific points of the staff experience have also contributed to Equality Outcome 3 on specific protected characteristics in relation to race disability and sex. The Universities UK Taskforce's "[Changing the Culture](#)" (2016) report on violence, harassment and hate crime against women contributed to the outcome theme around preventing unacceptable behaviours. The Equality and Human Rights Commission Scotland's "[Is Scotland fairer?](#)" (2015) report provided further contextual evidence in relation to the equality challenges for higher education and society more generally.
- 4.9 **Identifying priority issues:** The prevailing theme of the feedback from all of the focus groups was that the University had made good, positive progress over the past four years and showed that there were not any systemic problems around discrimination. The priority issues identified reflect this progress and that the University is not starting from a deficit – rather, the outcomes recognise views of individuals and the priorities and actions that are required to maintain and continue this progress.

² Specific NSS data cannot be published externally so the reference must be kept at a broad level

All of the information from the 'gathering evidence' stage was combined and assessed against the following criteria for inclusion in our equality outcomes and supporting themes:

- Risk of discrimination and non-compliance with the Equality Act 2010
- Frequency and consistency of an issue being raised
- Contribution to supporting the University's goals

A number of recurrent themes emerged throughout the consultation and evidence gathering process, including the feedback from external stakeholders, leading to the following priorities being identified that the University should take forward over the next four years:

- Equality and diversity learning and training for students and staff
- Enhanced, effective policies and data to support equality and diversity
- Accessibility of campus and facilities
- Preventing unacceptable behaviours
- Involving people with protected characteristics in our work
- Promoting gender equality, disability equality and race equality for both students and staff

Underpinning these priorities are the supporting themes of effective leadership and governance of equality and diversity, and equality impact assessment of strategies, policies and decisions.

The specific protected characteristics that consistently arose were disability, race and sex, and these feature prominently under Equality Outcome 3. Other protected characteristics discussed were age, gender reassignment and sexual orientation. When the evidence relating to this latter feedback was aggregated, there were no specific outcomes emerging. However, these protected characteristics are recognised under many of the actions in the action plan. Additionally, there was no explicit discussion or priorities in relation to intersectionality between a person's protected characteristics – however, the University recognises the need to ensure that this is monitored as the work on individual protected characteristics is implemented over the next four years.

Addressing these priorities will help the University to meet our institutional strategy and goals as outlined in section 3.

- 4.10 **Gaining approval:** The draft equality outcomes were formulated and then shared with all focus group attendees, and a wider audience, including teams, leaders and student representatives from across the University, as well as School-level Equality and Diversity Committees, the Equality Champions, and our Harassment Contacts for their further feedback and comments. The

language and focus around the equality outcomes, supporting themes and actions were amended and further developed based on this feedback.

Formal approval was gained through the usual institutional committees and fora, including Executive Board, Equality and Diversity Committee, the Senate and University Court.

5. Implementing our equality outcomes

- 5.1 The equality outcomes and supporting themes will be achieved through the implementation of the action plan (pages 9-17).
- 5.2 The equality outcomes will be published on the University's website. They will be promoted via the mainstream communication channels, including our website and intranet, as well as the equality and diversity website, social media and blog.
- 5.3 Implementation of our equality outcomes is the responsibility of the leads named in the action plan, supported by the People Services and the Equality and Diversity Advisor.
- 5.4 Monitoring progress of the equality outcomes is the responsibility of the University's Equality and Diversity Committee, supported by People Services and the Equality and Diversity Advisor.
- 5.5 As well as managing the implementation of the actions centrally, each School and Department will be required to demonstrate how they are delivering the equality outcomes at a local level. This will be done through engaging with Equality Champions, managers, senior management teams and relevant committees and fora, such as School Equality and Diversity Committees

6. Glasgow Caledonian University Equality Outcomes 2017-2021, supporting themes and action plan

- 6.1 This section provides a one page overview of the equality outcomes, together with the nine themes and the action plan which describes the steps that will be taken to achieve the outcomes. All of the actions have a timescale for implementation of April 2017 to April 2021 and more specific short, medium and long term timescales will be agreed as part of more localised operational plans.

Glasgow Caledonian University Equality Outcomes 2017-2021

Equality Outcome 1

Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics

Theme 1A Embedding equality and diversity in student and staff learning, training and development

Theme 1B Supporting equality and diversity through clear and effective data analysis, policies and information

Theme 1C Implementing equality and diversity awareness through events, campaigns and communications

Equality Outcome 2

Our University is accessible, safe and welcoming to all people from different protected characteristic groups

Theme 2A Maintaining an accessible campus and facilities

Theme 2B Taking a zero tolerance approach to unacceptable behaviours

Theme 2C Involving people with protected characteristics in the work and activities of the University

Equality Outcome 3

People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

Theme 3A Focusing on the promotion of gender equality for students and staff

Theme 3B Focusing on the promotion of disability equality for students and staff

Theme 3C Focusing on the promotion of race equality for students and staff

Supporting themes: Leadership, governance and equality impact assessment

Equality Outcome 1

Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics

Theme 1A Embedding equality and diversity in student and staff learning, training and development

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
1A.1: Continue to provide staff with specific training and development on equality and protected characteristics in the context of their roles	Director of People	Timetable of training established: numbers of staff attending sessions Staff training KPIs achieved as detailed in Equality and Diversity Staff Training Plan	All	Eliminate discrimination; Advance equality of opportunity; Foster good relations
1A.2 Embed E&D, dignity and respect and GCU Values into information that is provided to students pre-arrival and at induction stages	Director of Student Life	Presence in the Enhancing the Student Experience 2020 Action Plan Production of materials in accessible formats	All	Eliminate discrimination; Advance equality of opportunity; Foster good relations
1A.3 Support academic staff in embedding E&D best practice in academic and student support activities in alignment with the UK Professional Standards Framework for Teaching (UKPSF, 2011) and the UKPSF's Professional Values dimension.	Director of Academic Quality and Development	This is part of a core GCU KPI and can be measured through the core reporting mechanisms	All	Eliminate discrimination; Advance equality of opportunity; Foster good relations

Equality Outcome 1

Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics

Theme 1B Supporting equality and diversity through clear and effective policies, information and data

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
1B.1 Provide tailored, relevant and specific equality and diversity data to Schools/Departments to inform their planning and activities	Director of People; Director of Strategy and Planning	Evidence of data and analysis being used to inform equality impact assessments, and mainstream processes relating to policies and processes	All	Eliminate discrimination; Advance equality of opportunity
1B.2 Continue to develop clear and accessible information on all student wellbeing services, including those that relate to protected characteristics, for students and staff to use	Director of Student Life	Production of online and hard copy products Reduction in staff and student enquiries in relation to finding out about appropriate services	All	Eliminate discrimination; Advance equality of opportunity
1B.3 Develop clear and accessible staff and manager's guidance and FAQs on practical equality and diversity issues	Director of People	Improved handling of equality and diversity issues by staff and those in leadership roles, resulting in a reduction of enquiries asking for basic information and advice	All	Eliminate discrimination; Advance equality of opportunity

Equality Outcome 1

Our people have strong knowledge of equality and diversity so that our behaviours promote dignity and respect for people with protected characteristics

Theme 1C Implementing equality and diversity awareness through events, campaigns and communications

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
1C.1 Use case studies of good E&D practice to communicate to showcase how we embed E&D in our core functions, including learning and teaching, research and professional support	Equality and Diversity Advisor	Numbers of Schools and Departments featured Involvement of people from different protected characteristic groups	All	Eliminate discrimination; Foster good relations
1C.2 Maintain focus on Dignity at Work and Study by using campaigns to give clear guidance on everyday language and behaviours that may have the unintended consequence of discrimination	Equality and Diversity Advisor	Campaign materials developed, produced and communicated Positive feedback from staff and students	All	Eliminate discrimination; Foster good relations
1C.3 Awareness and celebration of significant dates and events	Equality and Diversity Advisor, Director of Student Life	Maintain calendar of events Numbers of students engaging with activities and events	All	Foster good relations

Equality Outcome 2

Our University is accessible, safe and welcoming to all people from different protected characteristic groups

Theme 2A Maintaining an accessible campus and facilities

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
2A.1 Ensure the physical accessibility of our environments through an access audit, and agreeing an action plan based on the findings and recommendations	Director of Estates	Completion of new audit Development of action plan with clear timelines and accountabilities Implementation of action plan	Disability	Eliminating discrimination, Advance equality of opportunity
2A.2 Ensure the University's new catering provision is inclusive of the diverse student, staff and visitor community	Chief Financial Officer	Equality impact assessment of implementing new provision Feedback from customers	Disability, Race, Religion or Belief	Eliminate discrimination; Foster good relations

Equality Outcome 2

Our University is accessible, safe and welcoming to all people from different protected characteristic groups

Theme 2B Taking a zero tolerance approach to unacceptable behaviours

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
2B.1 Participate in internal and external projects that tackle and prevent sexual violence - implement a policy, a First Responders Network, and collaborate with Students' Association and external partners	Director of Student Life	No incidences of sexual violence	Gender reassignment, Sex	Eliminate discrimination
2B.2 Support the Harassment Contacts in having a proactive presence and role at local School/Department level	Equality and Diversity Advisor	Staff survey results Reduction in informal and formal complaints	All	Eliminate discrimination; Foster good relations
2B.3 Firmly embed the Integrity value to promote equality and diversity as part of the roll out of GCU Values for staff and students	Director of People	Staff and student awareness and of integrity as a GCU Value and its association with equality and diversity	All	Eliminate discrimination; Foster good relations

Equality Outcome 2

Our University is accessible, safe and welcoming to all people from different protected characteristic groups

Theme 2C Involving people with protected characteristics in the work and activities of the University

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
2C.1 Maintain and grow student and staff networks and communities of interest related to specific protected characteristics	Equality and Diversity Advisor	Establish demand for specific staff networks	Disability, Race, Religion, Sex, Sexual orientation	Eliminate discrimination; Advance equality of opportunity; Foster good relations
2C.2 Set up mechanisms to channel the views and experiences of students and staff with protected characteristics into informing the University's core work and provision such as training, policies and processes to informing the University's through equality impact assessment	Equality and Diversity Advisor	Existing societies, networks and groups mapped out and contacted Clear evidence of feedback being sought and used to inform policies, provision and decision making	Disability, Race, Religion, Sex, Sexual orientation	Eliminate discrimination; Advance equality of opportunity; Foster good relations
2C.3 Ensure inclusive, real and representative images of our student and staff population are used in our core publications, posters and banners	Marketing PR and Communications	Involvement of people from different protected characteristic groups	All	Foster good relations

Equality Outcome 3

People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

Theme 3A Focusing on the promotion of gender equality for students and staff

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
3A.1 Implement the Athena SWAN Action Plan	DVC Academic	Progress in implementing action plan SEBE achievement of Silver Department Award Bronze reaccreditation by November 2019; Achievement of University Silver award	Gender reassignment, Sex	Eliminate discrimination; Advance equality of opportunity; Foster good relations
3A.2 Develop Gender Action Plan in line with Scottish Funding Council requirements and guidance	DVC Academic, DVC Strategy	Actions embedded in School plans KPIs agreed and outcomes achieved	Sex	Eliminate discrimination; Advance equality of opportunity; Foster good relations
3A.3 Meet specific performance measures in relation to the retention of male and female full-time Scottish-domiciled undergraduate entrants as outlined in the Outcome Agreement with the Scottish Funding Council	Director of Strategy and Planning	KPI met or exceeded	Sex	Eliminate discrimination; Advance equality of opportunity;

Equality Outcome 3

People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

Theme 3B Focusing on the promotion of disability equality for students and staff

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
3B.1 Sign up to Disability Confident scheme and commit to delivering a minimum of three objectives	Director of People	Agree and fulfil objectives People Services processes improved Increase in disabled applicants	Disability	Eliminate discrimination; Advance equality of opportunity; Foster good relations
3B.2 Participate in National Autistic Society's Autism Accreditation Programme	Director of Student Life	Achieve accreditation	Disability	Eliminate discrimination; Advance equality of opportunity; Foster good relations
3B.3 Continue to embed provision of support for disabled students at pre entry stages	Director of Student Life	Positive feedback from disabled students	Disability	Eliminate discrimination; Advance equality of opportunity
3B.4 Promote the active use of E&D checklist in academic programme design & review processes	Director of Academic Quality and Development	Evidence of use of checklist as part of programme design and review cycle	All	Eliminate discrimination; Advance equality of opportunity; Foster good relations

3B.5 Develop a cross University Framework of Student Mental Health Support	Director of Student Life	A Student Mental Health Action Plan will be developed and implemented providing a holistic approach to supporting student mental wellbeing	Disability	Eliminate discrimination; Advance equality of opportunity
3B.6 Develop BSL (British Sign Language) plan following publication of Scottish Government plan and guidance (due by October 2017)	To be confirmed	Action plan developed that is consistent with the Scottish Government eventual plan and priorities, and is contextualised in for Higher Education	Disability	Eliminate discrimination; Advance equality of opportunity; Foster good relations

Equality Outcome 3

People with protected characteristics have the same opportunities as others and achieve positive outcomes in relation to their work and study experiences

Theme 3C Focusing on the promotion of race equality for students and staff

Actions	Responsibility	Success measures	Protected Characteristic	Alignment with General Duty
3C.1 Establish baseline information by mapping out BME staff experiences through consultation and engagement	Equality and Diversity Advisor	Evidence gathered, priorities established	Race	Eliminate discrimination; Advance equality of opportunity; Foster good relations
3C.2 Scope potential membership of ECU Race Charter, and by assessing the actions, resources and leadership required to become members and requirements for future action planning and accreditation	Equality and Diversity Advisor	Establish rationale and engage with relevant staff and senior managers	Race	Eliminate discrimination; Advance equality of opportunity; Foster good relations
3C.3 Meet specific performance measures in relation to the retention of Black and Minority Ethnic full-time Scottish-domiciled undergraduate entrants as outlined in the Outcome Agreement with the Scottish Funding Council	Director of Strategy and Planning	KPI met or exceeded	Race	Eliminate discrimination; Advance equality of opportunity