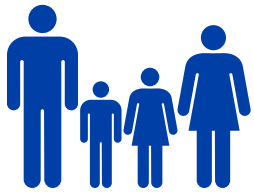




University for the Common Good

Public Sector Equality Duty Report

April 2015



93% OF

RESPONDENTS TO OUR 2014 STAFF SURVEY AGREED THAT THEY WERE **"SATISFIED WITH MY LEVEL OF AWARENESS OF DIVERSITY ISSUES AND HOW TO ENGAGE APPROPRIATELY WITH COLLEAGUES"**

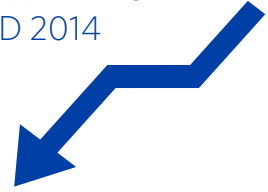


MORE OF OUR STAFF - 4.8% -

HAVE THE CONFIDENCE TO DISCLOSE A DISABILITY THAN THE AVERAGE PROPORTION ACROSS HIGHER EDUCATION INSTITUTIONS IN **SCOTLAND (3.4%)** AND **UK (3.9%)**

THE **TURNOVER** OF STAFF WITH DISABILITIES HAS **REDUCED FROM 16% TO 1.3%**

BETWEEN 2012 AND 2014



WE HAVE A HIGHER PERCENTAGE OF **BLACK** AND **MINORITY ETHNIC** (BME) STAFF

5.8%

THAN THE AVERAGE FOR SCOTTISH HIGHER EDUCATION INSTITUTIONS (3.1%)

THE PERCENTAGE OF OUR FEMALE PROFESSORS HAS **INCREASED** FROM 25.4% IN 2012 TO

 **33.3%**

IN 2014. THIS IS HIGHER THAN THE SCOTTISH HIGHER EDUCATION SECTOR FIGURE OF 21.8% THE AVERAGE PAY

= OF OUR FEMALE AND MALE PROFESSORS IS **IDENTICAL**

OUR GENDER PAY GAP **REDUCED BY 2.9%**

FROM 18.3% IN APRIL 2013 TO 15.4% IN APRIL 2015. THIS IS LOWER THAN THE SCOTTISH



HIGHER EDUCATION SECTOR FIGURE OF 21.6%

Equality and diversity at the heart of GCU

Equality and diversity are embedded in GCU's culture. The principles of the Public Sector Equality Duty are supported across GCU activities. As a University for the Common Good, we are proud of our long-established record on creating opportunities and working with others towards the creation of a fairer, better world for individuals and their communities at home and overseas.

www.gcu.ac.uk/equality



University for the Common Good

Contents

Executive Summary	4
1. Introduction: Equality at the heart of GCU	5
1.1 About this report.....	5
1.2 Glasgow Caledonian University.....	5
1.3 Our commitment to promoting dignity at work and study	7
2. Mainstreaming equality: making the general equality duty integral to our functions	9
2.1 Mainstreaming equality: Our commitment to the Common Good	9
2.2 UN Global Compact and PRME	9
2.3 Ashoka Changemaker Campus.....	9
2.4 Grameen Caledonian College of Nursing	10
2.5 SAMH partnership.....	10
2.6 Widening participation	11
2.7 Advanced Higher Hub	11
2.8 Scottish Funding Council Outcome Agreement	12
2.9 Community and Public engagement.....	12
Case Study 1: Eliminating discrimination.....	13
2.10 Accessibility in Heart of Campus	14
2.11 Research Excellence Framework (REF) 2014	15
Case study 2: Promoting equality of opportunity.....	17
2.12 Mainstreaming equality and diversity into operational activity.....	18
Case Study 3: Fostering good relations.....	19
3. Progress against our Equality Outcomes April 2013 – April 2015	20
Equality Outcome 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	23
Equality Outcome 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	26
Equality Outcome 3: The University environment is physically accessible to students, staff and stakeholders.....	29

Equality Outcome 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	30
Equality Outcome 5: Students and staff understand mechanisms, including policies, procedures and contacts for reporting discrimination and harassment	31
Equality Outcome 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	32
4. Data	34
4.1 Rationale	34
4.2 Methodology.....	34
4.3 Objectives.....	34
4.4 Breakdown of data.....	34
4.5 Key observations.....	35
4.6 Gender pay gap	37
4.7 GCU Staff Survey 2014	37
Appendices	39
Appendix A: Staff data	40
Appendix B: Student data	50

Key to abbreviations:

- GCU – Glasgow Caledonian University
- UN – United Nations
- PRME – Principles of Responsible Management Education
- SAMH – Scottish Association For Mental Health
- REF – Research Excellence Framework
- STUC – Scottish Trade Union Congress
- STEMM – Science, Technology, Engineering, Medicine and Maths

Executive Summary

This report on the implementation of the Public Sector Equality Duty (PSED) demonstrates that Glasgow Caledonian University (GCU) has made good progress in mainstreaming equality across University functions and implementing our Equality Outcomes Framework.

Equality and diversity are embedded in GCU's culture. The principles of the PSED's general duty¹ are supported across GCU activities. As a University for the Common Good, we are proud of our long-established record on creating opportunities and working with others towards the creation of a fairer, better world for individuals and their communities at home and overseas. One example of this is our sector-leading widening access initiatives, which open the doors of university to talented individuals from all backgrounds who might otherwise never have considered continuing their education.

Our research has been recognised as having real-world impact and our commitment to social innovation education has been recognised by the international Ashoka U network. We are signatories to the United Nations PRME, which supports responsible business management.

A GCU staff survey was conducted in 2014, which indicated that equality and diversity are considered to be areas of strength, with 93% of respondents stating they are satisfied with their level of awareness of diversity issues and how to engage appropriately with colleagues.

We can also report a reduction in the gender pay gap from 18.3% in April 2013 to 15.4% in April 2015, and a year-on-year rise in the number of female professors from 25.4% (one in four) in 2012 to 33.3% (one in three) in 2014. The proportion of female Professors at GCU exceeds the UK (21.7%) and Scotland averages (21.8%). Furthermore, a recent survey of sector pay² showed that GCU was the only University in the UK to have equal pay for female and male Professors – the average salary for both was identical (£65,797).

The turnover of staff with disabilities reduced from 16.0% in 2012 to 1.3% in 2014, and there was increased confidence in our student population declaring their sexual orientation and religion or belief.

There is increased engagement across the University through devolution of operational responsibility to School and Department level, the appointment of Equality Champions, enhanced equality and diversity training through our People Passport programme for managers, and staff consultations, forums and networks. The Equality Outcomes Framework was approved by the Executive Board and GCU's governing body, the University Court, in April 2013. In a change to previous approaches, accountability now sits with these bodies and progress reports are routinely presented to the Executive Board.

¹ Eliminate unlawful discrimination, advance equality of opportunity, foster good relations

² Times Higher Education, 2 April 2015

1. Introduction: Equality at the heart of GCU

1.1 About this report

This progress report focuses on the implementation of the Public Sector Equality Duty, covering the first two years of a four year plan, from April 2013 to April 2015, published as required under the Equality Act 2010. It includes:

- A mainstreaming update;
- Annual employee information with details of progress made in gathering and using the information to better meet the duty;
- Progress towards achieving the equality outcomes published in 2013;
- Updated gender pay-gap information.

1.2 Glasgow Caledonian University

As a University for the Common Good, GCU delivers academic excellence to 20,000 students from more than 100 countries, with the support of 1600 staff. Our distinct commitment to work with others to tackle social injustice at home and internationally is realised through the development of practical and lasting solutions with the support of staff and students, who share their talent, creativity and skills with partner organisations, the communities themselves and global thought leaders.



GCU students relax ahead of their graduation ceremony in Glasgow

For example, the University is a co-founder of the award-winning Grameen Caledonian College of Nursing in Bangladesh, which helps to raise nursing education standards and offers academic opportunities for young women. In South Africa, the University is helping to enhance the lives of railway workers through the co-creation and co-delivery of a Railway Operations Management degree programme in partnership with Transnet Freight Rail, the University of Johannesburg and the Institution of Railway Operators.



Transnet workers in South Africa celebrate their graduation with GCU degree

The Caledonian Club works with children and their families in Glasgow, at GCU London and soon at GCU New York, to inspire academic ambition and social mobility. Many participants may never have considered applying for university without the strategies delivered by our staff members and introduced when the children are in nursery school.

Our commitment to creating social benefit is underpinned by high quality learning, teaching and research. GCU is the top performing modern university in Scotland for UK full-time students completing their first degree³.

We are proud to be the first university in Scotland to achieve accreditation by the Living Wage Foundation, and the University generates economic and social benefit worth nearly £1bn each year to the UK economy while supporting 14,000 jobs, according to BiGGAR Economics.

³ Higher Education Statistics Agency

Our Chancellor is Nobel Peace Prize winner and US Congressional Medal of Honour recipient, Professor Muhammad Yunus. Our Strategy 2020 reinforces GCU's position as a University for the Common Good. Our 2020 goals are:

- **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 Common Good mission to deliver social benefit and impact.
- **Transforming lives:** We will deliver excellence in learning and an outstanding student experience which equips graduates 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:** We will build on our key areas of research excellence 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 an international university, we will harness our campuses in Glasgow, London and New York and our educational offerings in Oman and Bangladesh to extend our global reach and impact, engaging in new ways with learners, partners and communities at home and overseas.

1.3 Our commitment to promoting dignity at work and study

We are 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 a part. The University is committed to ensuring that:

- All potential and current staff, students and other stakeholders are treated fairly, and are not discriminated against on grounds of sex, marital status, gender reassignment, racial group, disability, sexual orientation, religion or belief, age, socio-economic background, trade-union membership, family circumstance, or any other irrelevant distinction;
- An inclusive and supportive environment is created for staff, students and others associated with its work, that truly recognises and values staff and student diversity, and promotes good relations between different groups;

- A shared awareness, understanding and commitment to equality and diversity are developed to enable all staff and students to act in accordance with this Policy, so that equality and diversity can effectively be mainstreamed into the core of all University functions.

This commitment is being realised through the implementation of the University's Equality Outcomes Framework.

2. Mainstreaming equality: making the general equality duty integral to our functions

2.1 Mainstreaming equality: Our commitment to the Common Good

Although our Equality Outcomes Framework is used to drive specific activities at strategic, operational and individual levels, our commitment to equality and diversity can be clearly evidenced in our core activities through our University for the Common Good commitment. This section highlights our activities beyond our Equality Outcomes that demonstrate our ‘whole institution’ approach to enhancing the lives of people and their communities by tackling inequalities and promoting inclusion.

2.2 UN Global Compact and Principles for Responsible Management Education (PRME)

GCU is a member of the United Nations Global Compact (UNGC), the largest voluntary corporate responsibility initiative in the world. It brings together like-minded organisations under the UN umbrella to ensure that business can help guide markets, commerce, technology and finance to work for the overall benefit of economies and societies worldwide. GCU was the first Scottish university to join leading companies such as Burberry, BT and Unilever in the global movement. GCU is also a signatory to PRME – Principles for Responsible Management Education, which aims to influence the role played by universities and business schools to develop responsible managers and leaders for the future.

Two of the six principles of PRME⁴ are aligned with the general equality duty, and the University has been engaged in a number of activities⁵ to support these, focusing on the areas of gender equality.

2.3 Ashoka Changemaker Campus

GCU is the first university in Scotland to achieve Changemaker Campus status by Ashoka U⁶, and has joined a global network of 30 select universities and colleges in recognition of its global leadership role in promoting social innovation in its teaching and research. This approach supports the general equality duty by bringing together people from different backgrounds and with varied experiences to generate ideas and initiatives to meet the diverse social needs of individuals and communities.

⁴ i) Purpose: to develop graduates able and willing to contribute to an inclusive and sustainable future
ii) Values: to develop graduates who care about the global environment and social responsibility

⁵ http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/GCU_2014PRME_SIPReport.pdf

⁶ <http://ashokau.org/programs/changemaker-campus/glasgow-caledonian-university/>

2.4 Grameen Caledonian College of Nursing

Established in 2010 in Dhaka in partnership with GCU, the Grameen Caledonian College of Nursing was created in response to the massive shortage of nursing professionals in Bangladesh. This initiative drives gender equality by preparing young women from the poorest communities to be leaders and agents for change who will improve the health and wellbeing of people in Bangladesh and elsewhere. In 2013, the College celebrated its inaugural graduation when 38 students were awarded a Bangladesh Nursing Council-approved Diploma in Nursing and Midwifery. Principal's Scholarships were awarded to three students, providing support to allow them to continue their studies at GCU. They graduated in Glasgow in 2014 and have since returned to Dhaka to inspire other young women and continue their studies.



Students from GCCN in Bangladesh continue their studies at GCU

2.5 SAMH partnership

We have formed a unique partnership with SAMH (Scottish Association for Mental Health), Scotland's leading mental health charity, to raise awareness of mental health issues and provide students and staff with easier access to support services and volunteering or employment opportunities. GCU and SAMH both benefit from an exchange of expertise while ensuring that the mental health agenda is embedded in staff and student wellbeing initiatives, training and teaching. We accessed professional advice from the organisation when drafting our health and wellbeing

policies, underlining further the University's ongoing commitment to support students and staff using best available advice, evidence and guidance.

2.6 Widening Participation

GCU is a sector leader in widening access to higher education. We work with schools, children and families to raise educational aspirations to promote equality of opportunity in the very widest sense:

- 97% of our students come from state schools, compared to 87% in Scottish sector;
- 35% from social classes 4-7, compared to a Scottish sector average of 27%;
- 17% of young Scottish entrants come from the lowest quintile of Multiple Deprivation, compared to a sector average of 10%;
- 26% of entrants articulate from 14 of Scotland's colleges.



Our Advanced Higher Hub is the first on campus initiative of its type in Scotland

2.7 Advanced Higher Hub

Supported by the Scottish Funding Council, and working in partnership with Glasgow City Council, the Hub delivers Advanced Higher subjects that cannot be accommodated within regular school timetables. Launched in September 2013, it succeeded in its widening access target, with the majority of Hub participants in year

one (over 60%) falling within the MD20⁷ indicator of deprivation. This demonstrates our approach to supporting equality of opportunity.

2.8 Scottish Funding Council Outcome Agreement

In line with sector requirements, equality and diversity are a core part of the University's Outcome Agreement⁸ with the Scottish Funding Council. Outcome Agreements set out what colleges and universities plan to deliver in return for their funding from the Scottish Funding Council. Their focus is on the contribution that the colleges and universities make towards improving life chances, supporting world-class research and creating sustainable economic growth for Scotland.

2.9 Community and Public engagement

Our work on Community and Public Engagement is delivered through six strands of engagement, and are all underpinned by the principles of the general equality duty, with a particular focus on promoting equality of opportunity and fostering good relations:

- Public Engagement – collaborating with the public to generate mutual benefits;
- Research Engagement – generating real economic, cultural, social, public policy and quality of life benefits and impacts through applied research;
- Community Engagement – connecting our local communities with our campus, and the work of our students and staff;
- Business Engagement – working with external organisations and individuals who have an aim of contributing to the Common Good;
- International Engagement – supporting multicultural societies by delivering academic and economic growth;
- Schools and Colleges Engagement – providing a pathway to education and employment to people living in deprived areas.

⁷ "MD20" refers to the 20 per cent most deprived areas of Scotland

⁸ http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2014-15/Glasgow_Caledonian_University_Outcome_Agreement_2014-15.pdf

Case Study 1: Eliminating discrimination

Gathering the Voices: Student collaboration



The exhibition is displayed in schools and other venues across Scotland

Outline: The Gathering the Voices project gathers oral testimonies from Holocaust refugees who sought refuge in Scotland to escape the racism of Nazi-dominated Europe in the 1930s and 1940s. Their stories are collected in their own words and are available online. The project is supported by GCU, the Heritage Lottery Fund and a number of local donors.

Benefit and impact: GCU students developed designs for the mobile exhibition and have developed educational digital content in the form of 'serious games'. Involving students in the project had two key benefits: firstly, the students produced innovative ideas that appealed to contemporary young learners and, secondly, the students themselves learned about the Holocaust from accessing the testimonies, and therefore engaged in learning about the impact of racism and discrimination. The project has also had wider educational impact beyond the University as the exhibition is available for use in Scottish schools, libraries, and museums. Furthermore, a website www.gatheringthevoices.com has been created where these testimonies can be freely accessed in audio and written form.

2.10 Accessibility in the Heart of Campus

Campus Futures is a series of innovative developments designed to enhance GCU's facilities for everyone who studies and works at the University. A major element of Campus Futures is the Heart of the Campus project, an exciting £30million redevelopment that will enrich the student experience through the creation of inspiring academic, teaching, research and social spaces.



An artist's impression of how our new look campus could look

One of the key challenges in such a wide ranging and ambitious project is ensuring that the developments are accessible and inclusive to users. An in-depth consultation process was undertaken which engaged with diverse interests in the University, and included Executive and academic representatives, students and student support groups, including those with disability interests. Participants shared invaluable insights, experience and ideas on everything from accessibility and technological requirements to learning and teaching provision.

The design team, which includes an accessibility specialist, has worked closely with key stakeholders including Library Services, Student Services, Catering and Hospitality, Conferencing and Events to include equality of opportunity considerations in the developments. A permanent Accessibility Group has been established to continue to consider and address operational issues during the 'kitting out' stage (for example, signage, lighting, furniture, flooring etc). This is particularly relevant to the general equality duty and the University's commitment to taking a proactive approach by anticipating diverse needs in order to create an inclusive environment.

2.11 Research Excellence Framework (REF) 2014



Our applied health research at world-leading and internationally excellent standards is ranked in the top 20 UK universities

In line with our commitment to the Common Good, GCU embedded equality and diversity into our activities to support our Research Excellence Framework (REF) 2014 submission. This also helped to ensure that we met the requirements of the sector, as well as to support the general equality duty.

GCU's Equality and Diversity Code of Practice, approved by the REF Equality and Diversity Advisory Panel and Scottish Funding Council, was our guiding document and outlined the equality and diversity principles that underpinned the whole REF 2014 process. These principles were: transparency; consistency; accountability and inclusivity.

The governance arrangements ensured that the Code of Practice was adhered to, and that equality and diversity considerations were part of the process. As well as the REF Equality and Diversity Group, equality and diversity were agenda items on the REF Management Group and REF Data Group. Furthermore, all staff involved in the selection process was asked to complete an equality and diversity online training course.

Staff eligible for inclusion in REF were contacted and informed of their right to submit, in confidence, any individual circumstances related to protected

characteristics that may have had an impact on their ability to carry out research. The final selection was based on a range of criteria, including the consideration of staff circumstances.

The REF 2014 results recognised GCU's research strengths on general equality duty-related topics such as intimate partner violence, improving gender equality, educational development, poverty, slavery and the Gaelic language.

To best meet societal challenges through the Institute for Society and Social Justice Research, GCU's research spans Social Innovation and Equalities and Justice. Two general equality duty related 'impact case studies' formed key parts of the REF 2014 submission: 'Occupational Segregation and the Scottish Modern Apprenticeship' and 'Improving and Influencing Gender Equality in the Public Sector'.

The REF 2014 results demonstrated that almost two-thirds of GCU's social work and social policy submission was rated world-leading and internationally excellent, with 80% of impact in this area rated at world-class levels. This research includes a significant impact on intimate partner violence practice in Scotland, including the development of new interventions for offenders, and challenging perceptions of poverty. Most of our research impact in history is ranked internationally excellent.

Case Study 2: Promoting equality of opportunity

Influencing change through research on gender equality

Outline: The Women in Scotland's Economy (WiSE) research group at GCU aims to promote and make visible women's contribution and to boost Scotland's economy through high-quality research, consultancy and knowledge transfer activities. The WiSE team includes researchers in feminist economics and feminist public policy as well as specialists in poverty and inclusion. The team draws on the interdisciplinary strengths of the GCU research community across the Institute for Society and Social Justice Research.



Our research has influenced government policies on gender equality

Benefits and impact: The WiSE group has made a significant contribution to improving understanding of women's economic impact and measures to enhance it. As a result of the centre's analysis of occupational gender segregation, the Scottish Government established a Cross-Directorate Working Group to explore policy responses to this issue. The group also collaborated with the Equality Challenge Unit to inform the measures taken by Scottish universities to reduce occupational segregation and address unequal pay. The WiSE group has also pioneered the development of Gender Impact Assessments to improve policy outcomes and illustrate the value of this analysis in key policy areas. The late Professor Ailsa McKay was a leading member of the centre and held several important policy advisory roles, including being a member of the Scottish Government's Equality Budget Advisory Group, and its Expert Working Group on Welfare and Constitutional Reform, and an Adviser to the Equal Opportunities Committee of the Scottish Parliament. Equality analysis is now included in the annual Budget Statement of the Scottish Government.

2.12 Mainstreaming equality and diversity into operational activity

As well as the achievements outlined above, we have made significant progress in ensuring that equality and diversity – and supporting the general equality duty – are core to our day to day operational activity. Examples include:

- Our Positive Living and Disability Service, Faith and Belief Centre, Student Mentors, Student Leaders and network of Academic Disability Co-ordinators ensure that the differing needs of all our students – and broader community – are understood and supported;
- GCU Students' Association received National Union of Students Scotland's Equality and Diversity Award 2013 in recognition of its focus on addressing discrimination and promoting good relations through campaigns and activities aimed at the student population;
- We work in partnership with campus Trade Unions via the Joint Consultative Committee (JCC) where the promotion of equality and diversity is a core objective and where operational and policy issues related to equality and diversity are addressed. For example, we have established a JCC Equal Pay Audit Working Group to analyse equal pay data and make recommendations to the JCC and other University committees;
- GCU is a participant in the Scottish Trade Union Congress (STUC) 'One Workplace Equal Rights' Equality Mentoring and Work Shadowing project, which aims to remove barriers to progression for black and minority ethnic workers in the college and university sectors in Scotland;
- We are also active in the Leadership Foundation in Higher Education's Aurora programme, a leadership development initiative for women in academic and professional roles in higher education. GCU has supported two cohorts of staff to participate in the programme and also hosted the first 'Aurora Glasgow' event.

Case Study 3: Fostering good relations

Developing an inclusive catering service



Our “Global Café” celebrates multi-cultural food from around the world

Outline: Encore Hospitality Services provides the University’s catering services across campus. They routinely consult with representatives of the Students’ Association and stakeholders such as international students and those with culturally diverse nutritional requirements. For example, a Halal-specific dedicated food counter has been introduced within the refectory, as well as Halal chicken products in all of our sandwiches, salads and main courses across campus. An African Nations Counter, which sells traditional African food, has been established in the main student refectory. The menu was developed in consultation with the students themselves, and this facility trades from 2.30pm to 6pm to suit the cultural needs of our students. A “Global Café” has also been introduced to celebrate multi-cultural food from around the world. It is staged in the Student Bistro every four weeks and is themed around international cuisine from countries such as India, Pakistan, China, the US and Nigeria. Based on the high demand and feedback received, these events have proved to be highly successful. In the International Student Barometer survey conducted in autumn 2014, catering at GCU was ranked 1st in Scotland with International students and also ranked as the as the most used university catering service in Scotland.

Benefits and impact:

As a result we have developed a range of products and services that have been well received by staff and students alike from diverse backgrounds. As well as improved variety of products on offer, this diversification has helped increase the understanding of different cultures.

3. Progress against our Equality Outcomes April 2013 – April 2015

3.1 Equality Outcomes Framework

GCU's Equality Outcomes are structured within the Equality Outcomes Framework 2013-2017. We have taken an evidence-based approach to determining our Equality Outcomes – our Outcomes and the priority actions were shaped and informed by a range of evidence, including staff and student surveys and data, and our first Equality Summit in 2013. The Summit engaged students, staff and stakeholders (including governors and external organisations) in discussing and prioritising actions that would help us meet the aims of the general equality duty. It provided a systematic way of identifying key themes and priorities for us to address and implement in order to ensure that equality and diversity are embedded within all our activities and supports our vision of a GCU culture and environment that is inclusive of all sections of society and responsive to the needs of individuals.



Our Equality Summit 2013 consulted staff, students, governors and external stakeholders to inform our Equality Outcomes Framework

The key themes emerging from the Summit were:

- Equality and diversity leadership and infrastructure
- Staff and student understanding of equality and diversity
- Ensuring a physically accessible environment
- Marketing and communications being reflective of the student and staff population at GCU
- Awareness and understanding of our policies related to equality and diversity
- Developing comprehensive data

These themes were then shaped into our Equality Outcomes Framework, which 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 based on feedback around improving culture, environment and knowledge, who is responsible and how we will monitor and measure progress.

We ensured that the Framework was embedded into the work of the University via our governance mechanisms and had visibility, engagement and approval of our Equality and Diversity Committee, Executive Board, University Senate and University Court.

A second Equality Summit was held in 2014 under the theme of 'Think, Engage and Apply'; this event focused on reviewing year one's progress and to make additional recommendations for year two actions.



Our second Equality Summit was held in 2014 and engaged staff, students and stakeholders in reflecting on progress and shaping our year 2 action plan

3.2 Progress on implementing our Equality Outcomes

The University's Equality Outcomes Framework 2013 - 2017 identified six outcomes that were based on evidence collected, and an overview of progress made against these in the first two years is outlined below. The majority of the planned actions for the first two years have been completed. This section describes the completed actions in the first two years of the four year plan, and also indicates what remains to be done, and where actions have changed.

Equality Outcome 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

What we have done...	What difference this has made...
<p>Equality Champions We appointed, inducted and supported a network of 18 Equality Champions across Schools and Directorates.</p>	<ul style="list-style-type: none"> ➤ The Equality Champions model has enabled us to consolidate the infrastructure to support mainstreaming equality and diversity by complementing the central resource of Equality and Diversity Advisor. ➤ This model ensures that there is a local presence that plays an integral role in implementing the Framework, communicating the importance of equality and diversity across GCU, and developing and implementing tailored actions that are owned and monitored by senior teams in each area. ➤ Senior teams have also received a detailed briefing on changes to GCU policies which relate to equality and diversity activities. We have a clear understanding of how the Equality Champion role fits into a School/ Directorate context. ➤ The development of tailored role descriptors reflects the individual challenges in each area. ➤ Senior managers better understand the rationale for embedding equality and diversity in their core business. ➤ Schools and Directorates have a tailored action plan, approved by their senior management teams that complement the University wide Equality Outcomes Framework.
<p>Equality and Diversity Governance We embedded equality and diversity considerations into the work of our Court Membership Committee</p>	<ul style="list-style-type: none"> ➤ This helped us to respond to the equality and diversity requirements of the Scottish Code of Good Higher Education Governance and increased visibility of equality and diversity within our governing body. ➤ The inclusion of direct references to equality and diversity in our recruitment of University Governors.

<p>We revised the remit and membership of our Equality and Diversity Committee</p>	<p>➤ The revised Committee was part of a drive to establish the most effective arrangements for monitoring the implementation of our Equality Outcomes Framework. The Committee adopted a more strategic role, and the creation of an Equality Outcomes Framework Implementation Group established a formal and regular mechanism to oversee the implementation of year one of our Equality Outcomes Framework. In year two, the work of the Group was incorporated into the Equality Champions network co-ordinated by People Services.</p>
<p>Gender equality We gained academic leadership and involvement to establish a specific self-assessment and action plan in relation to promoting equality for women in STEMM (Science, Technology, Engineering, Medicine and Maths)</p>	<p>➤ We have established ways to engage both men and women in our gender equality work, and have provided platforms for views and experiences to be shared and inform our actions. GCU's Women in STEMM Group was established in 2013 to identify and share good practice and to develop our commitment to advancing women's careers in science, technology, engineering, maths and medicine. Under the leadership of Athena SWAN Champion, Professor Valerie Webster, this Group is preparing GCU to achieve the Athena SWAN University Bronze award. Activities have included focus groups consultation with male and female staff and students from across the University, sharing information and analysing data.</p> <p>➤ The focus groups found that most staff spoke positively about GCU as an employer, but that there were also challenges around staff perception and knowledge of effective processes in relation to recruitment, development, policies and communication. These findings have been central to the development of the GCU Athena SWAN application and action plan. This activity has enabled the University to target prioritise the following areas in order to advance gender equality:</p> <ul style="list-style-type: none"> ○ Development and communication of specific activities to support gender equality ○ To improve and consolidate baseline data and supporting evidence ○ To improve the access and experience of women in STEMM subject areas in relation to recruitment and induction ○ To ensure female academics in STEMM subjects can access the full range of development opportunities offered by GCU ○ To ensure that GCU policies support the

	<p style="text-align: center;">participation and inclusion of female academics in STEM subjects</p> <ul style="list-style-type: none"> ➤ GCU has provided opportunities for 25 female staff to develop their leadership skills through the Leadership for Higher Education’s Aurora Programme, which is a women only leadership programme that has been designed to help address the issue of the reducing numbers of women in senior posts in the higher education sector. Aurora is for women up to senior lecturer level or professional services equivalent working in a university, college or related organisation who would like to develop and explore issues relating to leadership roles and responsibilities. GCU has supported two cohorts of female staff, 4 in 2013/2014 and 21 in 2014/2015. GCU hosted the first ‘Aurora Glasgow’ event in 2013. Feedback from participants has been positive overall, with key benefits being the blended learning structure of the programme. Longer term impacts and benefits of participation (e.g. increased promotion) will be measured as part of the evaluation process. ➤ We have held events for staff and student engagement – for example a ‘Women in Higher Education Leadership’ knowledge and networking event for all staff focused on “Communicating with Influence”. Furthermore Glasgow Caledonian University Students’ Association’s Caledonian Women group established the ‘I Am A Leader’ project to involve female students in addressing the underrepresentation of female student leaders; they have contributed to a change to a fairer election system, and have run a series of talks on the topic of women in leadership.
--	--

Equality Outcome 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

What we have done...	What difference this has made...
<p>Staff and student experience</p> <p>We included equality and diversity and cultural awareness in the Student Experience Framework, specifically, within the Framework's Priority Themes</p> <p>We included equality and diversity in the staff induction process in the form of online awareness training for all new staff</p> <p>We included equality and diversity awareness training within the core People Passport Programme (for all people managers across the University)</p> <p>We promoted the equality and diversity online awareness course to all staff, via managers, and asked them to complete as part of the implementation of the Equality Outcomes Framework</p> <p>We developed a communications plan to promote the Equality Outcomes Framework, and</p>	<ul style="list-style-type: none"> ➤ Students are aware of our commitment to provide an inclusive environment; accessible student services; support regardless of background; and equality of opportunity. Students are also clear about their role and responsibilities to promote diversity and respect, and not discriminate. The general equality duty has visibility across the whole of the student experience, from induction to graduation. Further analysis of impact is required in years three and four. ➤ All new staff are clear about their responsibilities under the Equality Act 2010, and have a working knowledge of key concepts such as discrimination, reasonable adjustments and protected characteristics. This is evidenced through positive staff survey scores on equality and diversity. ➤ All managers are clear about their responsibilities under the Equality Act 2010, have a working knowledge of key concepts such as discrimination, reasonable adjustments and protected characteristics, and understand that as part of their portfolio, they are responsible for ensuring that discrimination does not occur. Engagement from managers at sessions was high, evidenced by the questions and discussions on applying the learning in every day scenarios. ➤ Staff who have completed the course (42% of all staff as at March 2015) are clear about their responsibilities under the Equality Act 2010, and have a working knowledge of key concepts such as discrimination, reasonable adjustments and protected characteristics. ➤ Communication of the Framework has been through the University's standard communication channels (e.g. through all staff and student email, website, intranet). A more targeted communication plan in year two as part of

<p>specific issues/ actions within it, to staff and students</p>	<p>a wider ‘People Services’ approach to communicate action and activities has reinforced key messages around dignity at work and study, our Equality Champions and harassment contacts.</p>
<p>Learning and teaching We engaged academic staff in equality and diversity in the curriculum; externally via the Higher Education Academy’s equality and diversity tools and guidance for academic staff, and internally through the inclusion of equality and diversity in our Strategy for Learning (in the form of the FAIR Curriculum project)</p> <p>We updated the equality and diversity sections in reviewing our Quality Assurance and Enhancement Handbook</p>	<ul style="list-style-type: none"> ➤ Our FAIR (Flexible, Accessible, Inclusive and Real) Curriculum project is a central part of the implementation of the University’s Strategy for Learning and supports staff in developing pedagogical approaches that anticipate and take into account students’ educational, cultural and social backgrounds. This is achieved through establishing inclusive and accessible learning as one of the curriculum design principles, and within the set of identified enablers, including staff and support systems. This results in accessible and inclusive curriculum design, delivery and assessment, and subsequently a student learning experience aligned with the general equality duty. Specific progress by each academic School will be measured in years three and four. ➤ Academic programme approval and renewal processes now adopt a more constructive and standardised approach to the consideration of equality and diversity issues through the use of a checklist and establishment of minimum standards.
<p>Student mental health We developed and adopted a Mental Health Agreement as part of the National Union of Students ‘Think Positive’ project, and we developed guidance on supporting students in distress.</p>	<ul style="list-style-type: none"> ➤ The guidance for staff on mental health and supporting students in distress was piloted, and published on the University website. This has resulted in staff having better access to concise guidance on the early identification of warning signs for students in distress, enabling signposting to appropriate support services. ➤ The School of Health and Life Sciences and the Positive Living Team embedded support for mental wellbeing within the curriculum. It has been well received by staff and our Learning and Teaching Committee which means that this model will be widely disseminated across all three academic Schools. ➤ The Positive Living Team have also collaborated with the Students’ Association to promote mental wellbeing, for example, specific activities and events were held for World Mental Health Day.

<p>Student disability</p>	<ul style="list-style-type: none"> ➤ The Disability Team have led on innovative projects to promote inclusion and more effective support of disabled students, including initiatives specific to students with autism, and the promotion of assistive software across the campus to all students and staff through free workshops.
<p>Staff disability equality We signed up to participate in Business Disability Forum's Disability Standard</p>	<ul style="list-style-type: none"> ➤ The Disability Standard's methodology of self-assessment of the University's performance on supporting disabled staff across ten key operational areas provides a focus for ensuring that good practice is recognised and communicated, as well as identifying gaps that inform an action plan. The formation of the Disability Consultation Forum, chaired by our Disability Champion Alex Killick, provides a voice for staff with disabilities, and enables staff with expertise in disability to channel feedback and experiences into tangible actions.

Adjustments to equality outcomes and actions

Original action	Adjustment
<p>Each School and Directorate SMG to undertake self-assessment using 'Leading Culturally Diverse Communities in Higher Education' toolkit</p>	<ul style="list-style-type: none"> ➤ After piloting and feedback it was decided that it was of limited use at School and Directorate level, and that action planning via Equality Champions and senior managers is a more direct and relevant approach.
<p>Develop our Caledonian Code, to capture the behaviours expected of our students and staff</p>	<ul style="list-style-type: none"> ➤ Initial work was done on a standalone Code, but has since been embedded in the development of new GCU Values which will be launched in 2015.
<p>All students to participate in an equality and diversity online learning as part of their core modules, as part of the Strategy for Learning</p>	<ul style="list-style-type: none"> ➤ This proposal has subsequently been integrated into a wider piece of work that the University is undertaking on a 'GCU Award' to recognise and reward student citizenship, engagement and employability.

Equality Outcome 3

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

What we have done...	What difference this has made...
<p>Accessibility of campus Disability audit of GCU London campus</p> <p>Maintain disability and accessibility input into Campus Futures and Heart of Campus; maintain participation of disabled student and staff, and other stakeholders into campus development activities</p>	<ul style="list-style-type: none"> ➤ The disability audit of GCU London campus has resulted in an action plan that identifies priorities for improvements, resulting in better access for staff and students. Completed actions include: improved reception facilities and disability training for staff; improved signage and lighting; improved safety and slip resistance of stairways; increased ease of doors to entrances and offices and increased accessibility of toilets. ➤ The consultation that took place before the commencement of Heart of Campus included disability and accessibility interests. The establishment of the Accessibility Group provides a platform for student and staff input into the Heart of Campus plans. A range of accessibility issues have been raised and discussed, with the first stage of accessibility issues relating to structural and build elements (such as gradients of access points) resolved as part of the project plan. However, further consideration and action planning is required during 2015/16, including circulation and routes, signage, interior finishes and colours, zoning of areas, ground surfaces and level changes.

Adjustments to equality outcomes and actions

Original action	Adjustment
Full disability audit of campus	Delayed until after completion of Heart of Campus projects in 2016. A full disability audit of campus is no longer appropriate due to the changes and disruption that the Heart of Campus developments will have. An audit of the areas of Glasgow campus not affected by the changes has been completed, with an action plan now being developed.

Equality Outcome 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

What we have done...	What difference this has made...
<p>Diversity in marketing We have highlighted role models and advocates including success of women in science, engineering and technology subject areas and people from different age groups</p>	<p>➤ By including a more diverse range of real graduates in the marketing campaigns for student recruitment, and people from diverse backgrounds in our student recruitment materials, we have maintained the confidence in the University's profile amongst people from diverse groups, such as those that do not traditionally access higher education. This can be evidenced by our continued strength in recruitment of Scottish students from widening access backgrounds, and increase in students from black and minority ethnic backgrounds and international students.</p>
<p>Informative website We have redeveloped our equality and diversity website to more effectively promote equality and reflect diversity, so that there is active signalling of support and facilities that GCU has to support people with from different groups with diverse needs</p>	<p>➤ The equality and diversity website now more accessible and provides more guidance on specific protected characteristics, and is better integrated with other services and links, resulting in more effective signposting and clearer provision of information for people with diverse needs. Years three and four will focus on further development of content for the whole range of protected characteristics.</p>

Adjustments to equality outcomes and actions

Original action	Adjustment
Build on existing activities by engaging with parents/ carers from protected groups	This action will be included in 2015/16 action planning.

Equality Outcome 5

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

What we have done...	What difference this has made...
<p>Harassment support We revised and improved our mechanisms relating to harassment</p>	<ul style="list-style-type: none"> ➤ By including harassment into our new integrated Staff Conflict and Complaints Resolution Policy, supported by staff and management guidelines, we made the informal and formal processes to deal with all staff complaints, including harassment, clearer and more consistent. Similarly, we integrated student harassment in our new Complaints Handling Procedure for students. ➤ We revised the role and remit of our Harassment Advisors (now Harassment Contacts) in the context of wider actions to ensure a collective approach to promoting dignity at work and study. A new group of Harassment Contacts were recruited, and they were provided with induction and support. The wider actions included placing emphasis on managers taking responsibility through the People Leadership & Management Accountabilities which were rolled out through the People Passport programme. That, and outlining the responsibility of students to uphold dignity and respect as part of the Student Experience Framework means that Harassment Contacts are not the only source of help, but they are part of wider support provision.
<p>Policy We updated the Equality and Diversity Policy to the Dignity at Work and Study Policy</p>	<ul style="list-style-type: none"> ➤ GCU's new Dignity at Work and Study Policy sets out the University's aim to be an environment where everyone is treated with dignity and respect, equality is promoted and diversity is valued. The Policy outlines the rights and responsibilities associated with this commitment and our Zero Tolerance approach to any form of unlawful discrimination, including harassment, victimisation, racism, sexism, homophobia or any other unacceptable behaviour towards any member of our community.

Equality Outcome 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

What we have done...	What difference this has made...
We developed our capacity to collect and analyse qualitative and quantitative data in relation to protected characteristic profiles of students and staff	<ul style="list-style-type: none"> ➤ By establishing appropriate data to be collected in relation to the student and staff life cycle and having a clearer picture of our people, we are more informed in our equality impact assessment and decision making ➤ We also used external data (e.g. HESA, census) to help us develop an understanding and benchmark ourselves against the sector.
We used the data to help identify progress and also any areas for development	<ul style="list-style-type: none"> ➤ Our primary focus on gender equality data as part of our work on Athena SWAN helped to inform a SMART Athena SWAN action plan. We then focused on using this approach to consolidate the other existing protected characteristics that we could report on – age, disability and race.
We published gender pay gap information and a statement on equal pay for gender, undertook an equal pay audit focused on salary, and established an Equal Pay Working Group in partnership with GCU trade unions to develop this work further	<ul style="list-style-type: none"> ➤ In April 2013, the University's mean (average) gender pay gap was 18.3% (lower than the Scotland figure of 22.6% and UK figure of 21.1%). By April 2015, the University's mean pay gap reduced to 15.4% (lower than the Scotland figure of 21.6% and the UK figure of 19.0%). ➤ Our equal pay audit in April 2014 found that there was a pay gap greater than 5% in three areas (Academic, Research and Enterprise, Campus Services and Technical Services). Two of the pay gaps were in favour of females, and one was in favour of males. The reasons for the gaps were established during the process and all three were justified objectively as they were not linked to the gender of the job holders.
We conducted equality impact assessments of policies and processes to ensure that they do not discriminate and that they advance equality of opportunity and foster good relations	<ul style="list-style-type: none"> ➤ The creation of an equality impact assessment toolkit and template, together with briefings, helped policy owners and senior managers understand the process, and to ensure that key strategies, policies and decisions considered the impact on equality issues. ➤ We have embedded equality impact questions into coversheets for committee papers so that owners consider the impact on equality at the earliest stage possible. For our 2014/15 plan, this action has been moved to Equality Outcome 1, so that equality impact assessments are linked to the infrastructure that supports mainstreaming (i.e. via Equality Champions and governance mechanisms such as committees).

3.3 As detailed in Equality Outcome 1, to complement the University's Equality Outcomes Framework, each School and Directorate Equality Champion has developed a tailored, local action plan in conjunction with their Senior Management Groups. These cover issues that are not featured at University level, including tailored staff development initiatives, equality impact assessment of specific School or Directorate functions, and programme specific activities embedding equality and diversity into the student learning and teaching experience. These actions have been reinforced by staff survey action plans, where senior managers in Schools and Directorates have made a commitment to addressing equality and diversity issues if it was raised as a significant point in the analysis of the staff survey results.

4. Data

4.1 Rationale

The collection and analysis of equality and diversity data is one of the key commitments in the University's Equality Outcomes Framework, and helps us to:

- Have an overview of staff and student profile Identify trends and plan further action to address gaps or under-representation
- Make sense of other data (anecdotal, qualitative, staff survey, focus group)
- Benchmark against the higher education sector

Equality and diversity data have also been included in the staff demographic reports that are presented routinely to Executive Board and Senior Management Groups. This section presents staff data from 2012, 2013 and 2014, and student data from 2012/2013 and 2013/2014.

4.2 Methodology

Equality data is collected via an equality monitoring form for all new staff. Existing staff can access and update their protected characteristic data online via the Employee Self Service system (apart from disability, which is currently collected separately). Student data is collected at registration at the start of each academic year (September).

4.3 Objectives

We have successfully completed our primary aim of establishing a robust age, disability, race and sex profile for our current staff. This initial focus has been informed by our approach to collecting data on sex for our Athena SWAN application and action plan, and has also been determined by a need to prioritise our data collection in the context of technological and resource constraints. This will allow us to develop our data collection activities on other protected characteristics such as sexual orientation, religion and trans, and profile data such as recruitment and training and development in years three and four, by both developing systems capability and communicating the rationale to staff to increase disclosure.

4.4 Breakdown of data

Appendix A1 provides detailed breakdown of staff data by specific categories. Appendix B1 provides an overview of student data – although the Public Sector Equality Duty requires publication of staff data, we are also committed to developing our student equality and diversity data.

4.5 Key observations

Overall there has been no significant change to the University's staff diversity from April 2013 – April 2015. There are key observations on the data which are noted below, where hypotheses are presented. However, it must also be noted that in other areas, it is unclear why there may be a trend or pattern and this makes it more difficult to explain the data. Therefore, our action plan for years three and four will make a commitment to further consultation and investigation.

The data shows that: the age profiles are broadly in line with the sector averages; there is confidence in staff disclosure of disability; we have increased the proportion of our BME staff in higher grades; despite our majority female staff population not being reflected at more senior posts, we have made good progress in increasing the proportion of female Professors and female senior managers, and also reducing our gender pay gap.

To provide a broader sector wide context, the Equality Challenge Unit's "Equality in higher education: statistical report 2014"⁹ has been used *where comparable data is available* for Higher Education institutions (HEI) in the UK or Scotland.

Years three and four of implementing our Equality Outcomes Framework provides the University with an opportunity to consolidate our longitudinal data to further develop the links between our data and our actions and activities to meet the general equality duty.

4.5.1 Age

- Over a third (33.9%) of our staff are aged between 45-54 years. This is similar to the average for HEIs in Scotland (29.9%) and post-92 HEIs in Scotland (34.1%), but higher than the UK HEI average of 26%.
- We have more academic staff than professional support staff in the higher age groups. This is consistent with the HEI sector in the UK.
- Of the staff on fixed term contracts, there is a high proportion of staff aged between 25-34, although this has decreased over the three years. This higher proportion is consistent with the HEI across the UK.
- Of the staff on part time contracts, there is a higher proportion of staff from the 45-54 age group. In contrast, the data for HEIs across the UK suggests a more even spread of part time working across the age bands from the age of 35 up.
- Nearly 80% of staff in Grade 1 are aged 45 or over.
- The majority of our senior managers are in the 45-54 age group – consistent with the UK HEI average - and this has increased over the three years.
- In terms of turnover, there is no distinguishable pattern or trend as it fluctuates for each age group every year. However, turnover has significantly reduced for

⁹ <http://www.ecu.ac.uk/publications/equality-higher-education-statistical-report-2014/>

staff under 24 years of age, and staff who are 65 and over. The latter group however are a small data set so caution must be exercised with this data.

- For academic promotions caution must be exercised in observing this data due to small numbers. With the exception of 2012, the lower age groups had a better success rate in academic promotions.
- The 55-64 age group consistently have the highest sickness absence rate – this is consistent with national data collected by the Office for National Statistics for the Labour Force Survey.

4.5.2 Disability

- GCU's staff disability disclosure rate 4.8% is higher than the average for all HEIs in Scotland (2.6%) and the UK (3.4%).
- The higher proportion of staff with a disability in professional support roles (5.3%) compared with academics (4.1%) at GCU reflects the UK picture (support 3.9%, academic 2.9%).
- The turnover (leavers) rate for staff with a disability has decreased significantly over three years, from 16.0% in 2012, to 9.6% in 2013 and 1.3% in 2014.
- There is a higher proportion of part time staff who disclosed a disability – this could be interpreted as a positive step in terms of flexible working, or could indicate a lack of support for full time arrangements and therefore requires further investigation.
- There are more disabled staff at lower grades, although there is a very good rate of disability disclosure at Grade 1 and Senior Management/ Executive level compared to other grades.

4.5.3 Race

- GCU's proportion of BME staff (5.8%) is higher than the Scotland average (3.1%) but lower than the UK figure (7.8%)
- There is a higher percentage of BME staff who are academic (9.7%) than support (2.8%).
- Over the three years, there has been a decrease in the percentage of staff on fixed term contracts who are from a BME background, from 10.1% in 2012, 8.3% in 2013 to 4.3% in 2014.
- Of the staff on part time contracts, a lower proportion are staff from a BME background compared to the overall University BME staff population. In contrast, the percentage of White staff on part-time contracts matches that of the overall University White population.
- There has been an increase over three years of BME staff in senior positions as a group (Grades 8, Prof and SM). Grade 8 (8.3%) and Professors (12.5%) have

higher proportions of BME staff than the University figure, although Senior Management is at 1.4%.

- BME staff (2.3 average working days lost) have a lower sickness absence rate than White staff (7.2 average working days lost).

4.5.4 Sex

- The proportion female staff at GCU (62.9%) is consistently higher than the UK (53.9%) and Scotland (54.0%) average.
- The proportion of GCU's female academic staff (55.8%) is significantly higher than the UK (44.5%) average. This is due to the high proportion of female academic staff in the School of Health and Life Sciences.
- The proportion of GCU's female professional support staff reflects the UK position where there are a majority of females in professional support roles. GCU's proportion of female support staff (68.3%) is slightly higher than the UK average (62.6%).
- Of GCU's part time staff, the majority (85.8%) are female – this is higher than the UK average where females make up 67.3% of part time staff. This may suggest that GCU offers flexible employment opportunities and arrangements that support the work-life balance of our staff.
- The proportion of fixed term staff who are female has increased over 3 years, from 65.9% in 2012 to 70.7% in 2014. This is higher than the UK average of females making up 48.3% of fixed-term staff.
- Females are in the majority across all grades with the exception of Professor and Senior Manager. However, there has been good progress in both areas over 3 years, with an increase in the proportion of female Professors (25.4% to 33.3%) and an increase in the proportion of Senior Managers (41.2% to 48.6%). The proportion of female Professors at GCU exceeds the UK (21.7%) and Scotland averages (21.8%).

4.6 Gender pay gap

Our gender pay gap has reduced over two years. In April 2013, the University had a mean (average) gender pay gap of 18.3%. In April 2015, the mean pay gap was 15.4%. This pay gap is calculated by working out the percentage difference between men's and women's hourly pay.

4.7 GCU Staff Survey 2014

GCU conducted an independent Staff Survey in 2014 which achieved a response rate of 66% of staff. Equality and diversity received one of the most positive responses, and was considered an 'area of strength' in the analysis. Specifically, equality and diversity at GCU scored positively in the survey as responses to questions under the

“equality, diversity and fair treatment” section showed that these were an area of strength, generating the most positive responses. There was an overall improvement in the equality and diversity scores from the previous staff survey in 2011.

Staff survey statement	“Agree or tend to agree” 2011	“Agree or tend to agree” 2014
“I believe the University is committed to equality of opportunity for all of its staff”	69%	76%
“I am aware of the University’s policies on Equality and Diversity”	91%	92%
I am satisfied with my level of awareness of diversity issues and how to engage appropriately with colleagues	91%	93%
“I feel the University acts fairly, regardless of ethnic background, religion, sex, sexual orientation, disability or age with regard to: <ul style="list-style-type: none"> • Recruitment • Career progression/promotion 	86%	88%
“The University respects people regardless of their: <ul style="list-style-type: none"> • Age • Disability status • Ethnicity • Gender identity • Marital or civil partnership status • Pregnancy or maternity • Religion or belief • Sex • Sexual orientation 	73%	78%
	89%	88%
	95%	96%
	95%	95%
	n/a	96%
	n/a	97%
	n/a	95%
	97%	97%
	92%	92%
	96%	97%

Notes on the data

- Black and minority ethnic – ‘not disclosed’ refers to staff who refused to provide this information (60%), and information that is unknown (40%)
- Disability – ‘not disclosed’ refers to staff who refused to provide this information (9%), and information that is unknown (91%)
- ‘Sex’ is used to reflect the terminology of protected characteristics, although the term ‘gender’ is also used in the narrative of the report
- All data is at 31 July of each year stated.
- Where data refers to a range (e.g. 2013/14), this refers to a twelve month period from 1 August to 31 July
- “BME” = Black and minority ethnic
- “Prof” = Professors
- “SM” = Senior Managers

APPENDIX A

A1. Staff equality profile – total headcount

Age	2012	2013	2014
Under 24	0.8% (12)	0.8% (13)	1.5% (24)
25-34	16.1% (243)	15.6% (250)	14.4% (232)
35-44	24.8% (374)	25.3% (406)	25.7% (413)
45-54	35.9% (541)	35.3% (566)	33.9% (545)
55-64	21.5% (324)	21.8% (350)	23.1% (371)
65 and over	0.8% (12)	1.2% (19)	1.4% (22)
Disability	2012	2013	2014
Yes	5.0% (75)	4.6% (73)	4.8% (77)
No	72.1% (1086)	73.4% (1177)	73.9% (1188)
Not disclosed	22.9% (345)	22.1% (354)	21.3% (342)
Race	2012	2013	2014
Black and minority ethnic	5.5% (83)	6.0% (96)	5.8% (93)
White	93.7% (1411)	93.0% (1492)	93.1% (1496)
Not disclosed	0.8% (12)	1.0% (16)	1.1% (18)
Sex	2012	2013	2014
Female	61.9% (932)	62.2% (998)	62.9% (1010)
Male	38.1% (574)	37.8% (606)	37.1% (597)

A2. Staff equality profile – Academic/Professional Support Staff

	2012		2013		2014	
Age	Academic	Support	Academic	Support	Academic	Support
Under 24	0.1% (1)	1.3% (11)	0.1% (1)	1.3% (12)	0.1% (1)	2.5% (23)
25-34	11.8% (81)	19.8% (162)	10.3% (74)	19.8% (176)	10.2% (72)	17.7% (160)
35-44	25.4% (174)	24.4% (200)	26.3% (188)	24.5% (218)	26.9% (189)	24.8% (224)
45-54	38.8% (266)	33.5% (275)	38.3% (274)	32.8% (292)	36.1% (254)	32.2% (291)
55-64	22.6% (155)	20.6% (169)	23.2% (166)	20.7% (184)	24.6% (173)	21.9% (198)
65 and over	1.3% (9)	0.4% (3)	1.7% (12)	0.8% (7)	2.0% (14)	0.9% (8)
Disability	Academic	Support	Academic	Support	Academic	Support
Yes	4.5% (31)	5.4% (44)	3.6% (26)	5.3% (47)	4.1% (29)	5.3% (48)
No	69.0% (473)	74.8% (613)	70.5% (504)	75.7% (673)	71.8% (505)	75.6% (683)
Not disclosed	26.5% (182)	19.9% (163)	25.9% (185)	19.0% (169)	24.0% (169)	19.1% (173)
Race	Academic	Support	Academic	Support	Academic	Support
Black and minority ethnic	8.7% (60)	2.8% (23)	9.7% (69)	3.0% (27)	9.7% (68)	2.8% (25)
White	90.8% (623)	96.1% (788)	90.1% (644)	95.4% (848)	90.0% (633)	95.5% (863)
Not disclosed	0.4% (3)	1.1% (9)	0.3% (2)	1.6% (14)	0.3% (2)	1.8% (16)
Sex	Academic	Support	Academic	Support	Academic	Support
Female	55.1% (378)	67.6% (554)	55.0% (393)	68.1% (605)	55.9% (393)	68.3% (617)
Male	44.9% (308)	32.4% (266)	45.0% (322)	31.9% (284)	44.1% (310)	31.7% (287)

A3. Staff equality profile – Fixed term vs Permanent

	2012		2013		2014	
Age	Fixed term	Permanent	Fixed term	Permanent	Fixed term	Permanent
Under 24	4.3% (6)	0.4% (6)	3.2% (5)	0.6% (8)	8.5% (14)	0.7% (10)
25-34	40.6% (56)	13.7% (187)	39.5% (62)	13.0% (188)	34.8% (57)	12.1% (175)
35-44	21.7% (30)	25.1% (344)	24.8% (39)	25.4% (367)	22.6% (37)	26.1% (376)
45-54	23.2% (32)	37.2% (509)	22.3% (35)	36.7% (531)	22.6% (37)	35.2% (508)
55-64	9.4% (13)	22.7% (311)	8.9% (14)	23.2% (336)	11.0% (18)	24.5% (353)
65 and over	0.7% (1)	0.8% (11)	1.3% (2)	1.2% (17)	0.6% (1)	1.5% (21)
Disability	Fixed term	Permanent	Fixed term	Permanent	Fixed term	Permanent
Yes	2.9% (4)	5.2% (71)	3.8% (6)	4.6% (67)	5.5% (9)	4.7% (68)
No	75.4% (104)	71.8% (982)	78.3% (123)	72.8% (1054)	79.3% (130)	73.3% (1058)
Not disclosed	21.7% (30)	23.0% (315)	17.8% (28)	22.5% (326)	15.2% (25)	22.0% (317)
Race	Fixed term	Permanent	Fixed term	Permanent	Fixed term	Permanent
Black and minority ethnic	10.1% (14)	5.0% (69)	8.3% (13)	5.7% (83)	4.3% (7)	6.0% (86)
White	89.1% (123)	94.2% (1288)	91.1% (143)	93.2% (1349)	93.9% (154)	93.0% (1342)
Not disclosed	0.7% (1)	0.8% (11)	0.6% (1)	1.0% (15)	1.8% (3)	1.0% (15)
Sex	Fixed term	Permanent	Fixed term	Permanent	Fixed term	Permanent
Female	65.9% (91)	61.5% (841)	66.9% (105)	61.7% (893)	70.7% (116)	62% (894)
Male	34.1% (47)	38.5% (527)	33.1% (52)	38.3% (554)	29.3% (48)	38% (549)

A4. Staff equality profile – Full time vs Part time

	2012		2013		2014	
Age	Full time	Part time	Full time	Part time	Full time	Part time
Under 24	0.9% (10)	0.5% (2)	0.8% (10)	0.8% (3)	1.4% (16)	1.9% (8)
25-34	16.7% (190)	14.3% (53)	17.1% (206)	11.1% (44)	15.6% (185)	11.1% (47)
35-44	23.9% (271)	27.8% (103)	24.8 (300)	26.8% (106)	25.5% (302)	26.2% (111)
45-54	37.2% (423)	31.9% (118)	35.3% (426)	35.4% (140)	33.8% (400)	34.3% (145)
55-64	20.7% (235)	24.1% (89)	21.1% (255)	24.0% (95)	22.7% (269)	24.1% (102)
65 and over	0.6% (7)	1.4% (5)	0.9% (11)	2.0% (8)	1.0% (12)	2.4% (10)
Disability	Full time	Part time	Full time	Part time	Full time	Part time
Yes	4.9% (56)	5.1% (19)	4.4% (53)	5.1% (20)	4.6% (55)	5.2% (22)
No	69.8% (793)	79.2% (293)	71.4% (862)	79.5% (315)	72.4% (857)	78.3% (331)
Not disclosed	25.3% (287)	15.7% (58)	24.3% (293)	15.4% (61)	23% (272)	16.5% (70)
Race	Full time	Part time	Full time	Part time	Full time	Part time
Black and minority ethnic	6.1% (69)	3.8% (14)	6.6% (80)	4.0% (16)	6.4% (76)	4.0% (17)
White	93.4% (1061)	94.6% (350)	92.9% (1122)	93.4% (370)	93.1% (1102)	93.1% (394)
Not disclosed	0.5% (6)	1.6% (6)	0.5% (6)	2.5% (10)	0.5% (6)	2.8% (12)
Sex	Full time	Part time	Full time	Part time	Full time	Part time
Female	54.1% (615)	85.7% (317)	54.5% (658)	85.9% (340)	54.6% (647)	85.8% (363)
Male	45.9% (521)	14.3% (53)	45.5% (550)	14.1% (56)	45.4% (537)	14.2% (60)

A5.1 Staff equality profile – Grade

	2012									
Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Under 24	2.1% (3)	-	4.4% (5)	3.4% (3)	0.5% (1)	-	-	-	-	-
25-34	2.9% (4)	-	26.3% (30)	25.8% (23)	31.3% (63)	35.2% (64)	12.4% (51)	2.6% (6)	-	2.9% (2)
35-44	16.4% (23)	16.7% (1)	17.5% (20)	19.1% (17)	31.8% (64)	26.9% (49)	28.6%(118)	27.7% (64)	12.7% (8)	14.7% (10)
45-54	36.4% (51)	16.7% (1)	28.9% (33)	34.8% (31)	25.4% (51)	27.5% (50)	40.5%(167)	41.1% (95)	41.3% (26)	52.9% (36)
55-64	41.4% (58)	66.7% (4)	22.8% (26)	15.7% (14)	10.9% (22)	10.4% (19)	18.4%(76)	27.7% (64)	34.9% (22)	27.9% (19)
65 and over	0.7% (1)	-	-	1.1% (1)	-	-	-	0.9% (2)	11.1% (7)	1.5% (1)
Disability	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Yes	6.4% (9)	-	5.3% (6)	5.6% (5)	4.5% (9)	4.4% (8)	6.1% (25)	3.0% (7)	6.3% (4)	2.9% (2)
No	87.9%(123)	66.7% (4)	71.1% (81)	65.2% (58)	69.7%(140)	73.6%(134)	69.2%(285)	71.4%(165)	71.4%(45)	75.0%(51)
Not disclosed	5.7% (8)	33.3% (2)	23.7% (27)	29.2% (26)	25.9% (52)	22.1% (40)	24.8%(102)	25.5% (59)	22.2% (14)	22.1% (15)
Race	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
BME	2.9% (4)	-	3.5% (4)	2.2% (2)	4.0% (8)	5.5% (10)	8.0% (33)	6.5% (15)	11.1% (7)	-
White	95.0%(133)	100% (6)	94.7%(108)	97.8%(87)	95.0%(191)	93.4%(170)	91.5%(377)	93.1%(215)	88.9% (56)	100.0%(68)
Not disclosed	2.1% (3)	-	1.8% (2)	-	1.0% (2)	1.1% (2)	0.5% (2)	0.4% (1)	-	0.0% (0)
Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Female	91.4%(128)	66.7% (4)	57.0% (65)	65.2% (58)	71.6%(144)	69.8%(127)	59.5%(245)	50.6%(117)	25.4% (16)	41.2% (28)
Male	8.6% (12)	33.3% (2)	43.0% (49)	34.8% (31)	28.4% (57)	30.2% (55)	40.5%(167)	49.4%(114)	74.6% (47)	58.8% (40)

A5.2 Staff equality profile – Grade

	2013									
Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Under 24	2.1% (3)	16.7% (2)	4.4% (5)	1.0% (1)	1.0% (2)	-	-	-	-	-
25-34	2.1% (3)	33.3% (4)	26.3% (30)	31.4% (33)	27.7% (56)	29.9% (61)	12.0% (53)	3.7% (9)	-	1.4% (1)
35-44	13.9% (20)	8.3% (1)	20.2% (23)	19.0% (20)	31.2% (63)	32.4% (66)	31.2%(138)	22.4% (54)	12.9% (9)	17.1% (12)
45-54	37.5% (54)	8.3% (1)	20.2% (23)	32.4% (34)	28.2% (57)	27.9% (57)	37.3%(165)	44.8%(108)	41.4% (29)	54.3% (38)
55-64	41.0% (59)	25.0% (3)	28.9% (33)	15.2% (16)	11.9% (24)	9.3% (19)	19.0%(84)	27.8% (67)	37.1% (26)	27.1% (19)
65 and over	3.5% (5)	8.3% (1)	-	1.0% (1)	-	0.5% (1)	0.5% (2)	1.2% (3)	8.6% (6)	-
Disability	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Yes	6.9% (10)	8.3% (1)	5.3% (6)	4.8% (5)	4.5% (9)	4.4% (9)	5.0% (22)	2.5% (6)	4.3% (3)	2.9% (2)
No	87.5%(126)	66.7% (8)	67.5% (77)	73.3% (77)	68.8%(139)	74.5%(152)	71.3%(315)	72.2%(174)	72.9% (51)	82.9% (58)
Not disclosed	5.6% (8)	25.0% (3)	27.2% (31)	21.9% (23)	26.7% (54)	21.1% (43)	23.8%(105)	25.3% (61)	22.9% (16)	14.3% (10)
Race	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
BME	2.8% (4)	8.3% (1)	2.6% (3)	3.8% (4)	3.5% (7)	5.4% (11)	8.8% (39)	7.9% (19)	11.4% (8)	-
White	93.8%(135)	75% (9)	95.6%(109)	96.2%(101)	95.5%(193)	93.1%(190)	91.0%(402)	91.7%(221)	88.6% (62)	100% (70)
Not disclosed	3.5% (5)	16.7% (2)	1.8% (2)	-	1.0% (0)	1.5% (3)	0.2% (1)	0.4% (1)	-	-
Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Female	90.3%(130)	66.7% (8)	61.4% (70)	63.8% (67)	72.8%(147)	71.1%(145)	57.7%(255)	50.2%(121)	32.9% (23)	45.7% (32)
Male	8.9% (13)	40.0% (6)	37.7% (46)	34.4% (33)	30.0% (64)	28.1% (56)	42.1%(182)	46.7%(112)	66.7% (48)	51.4% (37)

A5.3 Staff equality profile – Grade

	2014									
Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Under 24	2.1% (3)	26.7% (4)	9.8% (12)	5.2% (5)	-	-	-	-	-	-
25-34	2.7% (4)	33.3% (5)	20.5% (25)	28.1% (27)	27.7% (59)	27.1% (54)	12.3% (53)	2.1% (5)	-	-
35-44	9.6% (14)	6.7% (1)	23.0% (28)	18.8% (18)	32.4% (69)	33.7% (67)	31.0%(134)	24.2% (58)	15.3% (11)	18.1% (13)
45-54	39.7 (58)	6.7% (1)	16.4% (20)	31.3% (30)	24.9% (53)	29.6% (59)	36.1%(156)	42.5%(102)	34.7% (25)	56.9% (41)
55-64	41.8% (61)	20.0% (3)	30.3% (37)	15.6% (15)	15.0% (32)	9.5% (19)	19.9%(86)	30.0%(72)	38.9% (28)	25.0% (18)
65 and over	4.1% (6)	6.7% (1)	-	1.0% (1)	-	-	0.7% (3)	1.3% (3)	11.1% (8)	-
Disability	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Yes	6.8% (10)	6.7% (1)	4.9% (6)	4.2% (4)	4.7% (10)	6.5% (13)	4.4% (19)	3.8% (9)	4.2% (3)	2.8% (2)
No	87.0%(127)	80.0% (12)	73.8% (90)	70.8% (68)	68.5%(146)	74.9%(149)	71.3%(308)	73.3%(176)	73.6% (53)	81.9% (59)
Not disclosed	6.2% (9)	13.3% (26)	21.3% (26)	25.0% (24)	26.8% (57)	18.6% (37)	24.3%(105)	22.9% (55)	22.2% (16)	15.3% (11)
Race	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
BME	2.7% (4)	6.7% (1)	2.5% (3)	3.1% (3)	3.3% (7)	4.0% (8)	8.6% (37)	8.3% (20)	12.5% (9)	1.4% (1)
White	93.8%(137)	80.0%(12)	95.9%(117)	96.9%(93)	95.8%(204)	94.0%(187)	91.2%(394)	91.7%(220)	86.1%(62)	97.2%(70)
Not disclosed	3.4% (5)	13.3% (2)	1.6% (2)	-	0.9% (2)	2.0% (4)	0.2% (1)	-	1.4% (1)	1.4% (1)
Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Prof	SM
Female	91.1%(133)	60.0% (9)	62.3% (76)	65.6%(63)	70.0%(149)	71.9%(143)	57.9%(250)	53.3%(128)	33.3% ¹⁰ (24)	48.6% (35)
Male	8.9% (13)	40.0% (6)	37.7% (46)	34.4% (33)	30.0% (64)	28.1% (56)	42.1%(182)	46.7%(112)	66.7% (48)	51.4% (37)

¹⁰ The figure for female Professors at Scottish Universities is 21.8%

A6. Staff equality profile – Turnover (number of leavers divided by total staff each year for each protected characteristic)

	2012	2013	2014
Age			
Under 24	66.7%	30.8%	16.7%
25-34	19.3%	13.2%	21.6%
35-44	10.4%	5.2%	6.5%
45-54	6.8%	4.2%	5.0%
55-64	14.2%	6.9%	12.4%
65 and over	83.3%	36.8%	22.7%
Disability			
Yes	16.0%	9.6%	1.3%
No	10.9%	5.9%	9.8%
Not disclosed	16.5%	10.2%	12.3%
Race			
Black and minority ethnic	12.0%	11.5%	18.3%
White	12.3%	6.6%	9.2%
Not disclosed	33.3%	18.8%	27.8%
Sex			
Female	12.0%	7.2%	9.5%
Male	13.1%	6.8%	10.6%

A7. Staff equality profile – Success rate in academic promotions

	2012		2013		2014	
Age	Promoted	Not promoted	Promoted	Not promoted	Promoted	Not promoted
Under 24	-	-	-	-	-	-
25-34	33% (1)	67% (2)	89% (8)	11% (1)	67% (2)	33% (1)
35-44	86% (6)	14% (1)	82% (18)	18% (4)	65% (15)	35% (8)
45-54	57% (8)	43% (6)	67% (14)	33% (7)	53% (8)	47% (7)
55-64	67% (4)	33% (2)	86% (6)	14% (1)	57% (4)	43% (3)
65 and over	-	-	-	-		
Disability	Promoted	Not promoted	Promoted	Not promoted	Promoted	Not promoted
Yes	100% (1)	-	-	77.0% (10)	100% (1)	-
No	45.5% (10)	54.5% (12)	23% (10)	77% (34)	33% (11)	67% (22)
Not disclosed	-	100.0% (7)	23% (3)	100% (2)	50% (7)	50% (7)
Race	Promoted	Not promoted	Promoted	Not promoted	Promoted	Not promoted
Black and minority ethnic	75% (3)	25% (1)	80% (8)	20% (2)	44% (4)	56% (5)
White	62% (16)	38% (10)	77% (37)	23% (11)	64% (25)	36% (14)
Not disclosed	-	-	100% (10)	-	-	-
Sex	Promoted	Not promoted	Promoted	Not promoted	Promoted	Not promoted
Female	61% (11)	39% (7)	85% (29)	15% (5)	71% (17)	29% (7)
Male	67% (8)	33% (4)	67% (8)	33% (4)	50% (12)	50% (12)

A8. Staff equality profile – Sickness absence: average working days lost due to sickness per FTE

	2011/12	2012/13	2013/14
Age			
Under 24	5.3	14.1	2.9
25-34	3.8	4.0	4.4
35-44	5.5	4.9	5.2
45-54	8.1	7.9	6.6
55-64	11.8	9.6	11.0
65 and over	0.5	1.2	7.8
Disability			
Yes	13.6	13.0	9.1
No	6.5	6.4	6.1
Not disclosed	9.0	7.1	9.2
Race			
Black and minority ethnic	3.9	2.9	2.3
White	7.7	7.1	7.2
Not disclosed	8.1	6.3	4.3
Sex			
Female	9.2	8.7	7.8
Male	4.9	4.2	5.5

APPENDIX B: STUDENT DATA

B1. STUDENT PROFILE

Age	2012/2013	2013/2014
17 and under	4.6% (725)	4.7% (788)
18 to 20	34.7% (5527)	34.4% (5767)
21 to 24	24.5% (3908)	24.3% (4068)
25 to 29	14.0% (2224)	13.8% (2314)
30 and over	22.2% (3540)	22.8% (3815)
Age unknown	-	0.005% (1)
Disability	2012/13	2013/14
Declared a disability	5.7% (901)	5.9% (986)
No disability	94.3% (15023)	94.1% (15767)
Race	2012/13	2013/14
White	79.3% (12630)	78.5% (13148)
BME (Home students)	7.7% (1224)	7.8% (1305)
Unknown	0.8% (129)	0.5% (90)
Non UK Domiciled	12.2% (1941)	13.2% (2210)

Sex	2012/13	2013/14
Female	59.5% (9472)	59.2% (9926)
Male	40.5% (6452)	40.8% (6827)
Sexual Orientation	2012/13	2013/14
Bisexual	0.2% (38)	0.9% (150)
Gay Man / Woman	0.2% (35)	1.0% (161)
Heterosexual	8.7% (1391)	42.5% (7115)
Information Refused	1.4% (223)	4.2% (704)
Other	0.6% (101)	1.6% (276)
Unknown	88.8% (14136)	49.8% (8347)
Religion or belief	2012/13	2013/14
Christian	4.3% (687)	21.3% (3568)
Other Religion	2.3% (374)	7.0% (1176)
No Religion	3.9% (624)	19.7% (3293)
Refused	0.7% (103)	2.2% (369)
Unknown	88.8% (14136)	49.8% (8347)



Cowcaddens Road,
Glasgow G4 0BA

www.gcu.ac.uk



40 Fashion Street,
London E1 6PX



64 Wooster Street,
New York, NY 10012, USA