Public Sector Equality Duty Report

April 2017

Contents

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 into our functions so that they are a routine part of our day-to-day work, and implementing our Equality Outcomes Framework over the past four years. We are pleased to be able to show that equality and diversity are evident across our core activities and goals, and are truly embedded in GCU's culture.

Equality mainstreamed

The principles of the PSED's general duty are supported across GCU activities. As the 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. A range of other internal and external partnerships further support the mainstreaming of the general duty in our work.

Research and recognition

Our research has been recognised as having real-world impact and our commitment to social innovation education has been recognised by internationally. GCU is the first university in Scotland – and only the second in the UK – to be designated a Changemaker Campus by Ashoka U, reflecting our global reputation in promoting social innovation through teaching, research and community engagement. We are also signatories to the United Nations PRME - Principles for Responsible Management Education.

Institutional engagement

The devolution of operational responsibility around equality and diversity to Schools and Departments has resulted in increased involvement and engagement from staff and managers alike. The infrastructure that we have established over the last four years has resulted in a real recognition that there is a collective responsibility for equality and diversity with organisational advantage in doing so, and that everyone has a part to play in integrating our duties to eliminate discrimination, advance equality of opportunity and foster good relations in our daily work and interactions.

Data and pay gaps

Our quantitative data shows that the equality profile of our staff is broadly in line with that of the higher education sector. Some of the data has informed our focus in our equality outcomes such as some aspects of gender (sex) equality, which informed our work on the Athena SWAN charter, and disability, which was reflected in our disability equality work. There remains scope for further progress in relation these two areas, and also for race equality, and this is reflected in the commitments made in our new equality outcomes for the next four years.

Our work on equal pay, in collaboration with trade union colleagues, identified a number of strengths as well as areas for development for the next phase of the joint working group's activities. We had no gender pay gaps in relation to the grades and spinal points for staff in the Campus Services; Academic; Professional, Administrative & Support; and Technical Support job families. For Senior Management/ Professorial staff, there were no gender pay gaps at job family level. Our overall gender pay gap has continued to reduce over the past two years from 15.4% to 14.5%.

1. Introduction

1.1 About this report

This progress report focuses on the implementation of the public sector equality duty (PSED) at Glasgow Caledonian University. It includes:

- A report on progress in mainstreaming the general duty into all functions since 2015, including:
    - employee equality information: an annual breakdown of information on the number and relevant protected characteristics of employees, including information on recruitment, development (career progression) and retention
    - details of progress made in gathering and using employment information to better perform the general duty
    - governing body/board diversity information: the gender breakdown of governing body/board members and how information on the protected characteristics of the governing body/board has and/or will be used to improve diversity amongst members

- A report on final progress in delivering GCU's set of equality outcomes for 2013 – 2017

- Gender pay gap information and a statement on equal pay, including occupational segregation, for gender, race and disability

1.2 Public sector equality duty

The public sector equality duty (PSED) consists of a general duty and specific duties. The general duty consists of three main needs. These are underpinned by specific duties which aim to assist public bodies to meet the general duty.

1.2.1 The general duty

The general duty requires the University, in the exercise of our functions, to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010

- advance equality of opportunity between people from different protected characteristic groups[1], considering the need to:
  - remove or minimise disadvantages suffered by people due to their protected characteristics
  - meet the needs of people with protected characteristics
  - encourage people with protected characteristics to participate in public life or in other activities where their participation is low

- foster good relations between people from different protected characteristic groups, tackling prejudice and promoting understanding between people from different groups

1.2.2 The specific duties

The specific duties aim to help the University to better meet the general duty. They are designed to help the University develop evidence-based policies and practices, improve transparency and accountability, and deliver better outcomes for everyone in Scotland. To meet the specific duties, the University is required to:

- Report on progress of mainstreaming the general duty into all functions every two years, starting in 2013

- Publish and deliver a set of equality outcomes that cover all protected characteristics (or explain why not all protected characteristics are covered) every four years, starting in 2013

- Assess the impact of new and revised policies and practices against the needs of the general duty on an ongoing basis

- Gather information on the protected characteristics of employees and publish every two years, starting in 2013, as part of mainstreaming reports if not published elsewhere

- Publish board diversity information as part of mainstreaming reports from 2017, including the gender breakdown of governing body or board members and how this information will be used to improve diversity amongst members

- Publish gender pay gap information every two years, and publish statements on equal pay and occupational segregation for gender, race and disability every four years, starting in 2013

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[1] The relevant PSED protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief (including lack of belief), sex, sexual orientation. The PSED also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate unlawful discrimination in employment.

- Have due regard to the general duty in specified procurement practices on an ongoing basis

- Publish the above information in a manner that is accessible

1.3 Equality Outcomes 2017 – 2021

A report setting out Glasgow Caledonian University's new set of equality outcomes, which have been developed using evidence and involvement, has been published separately.

Some of the qualitative data presented in this report was used to inform the implementation of some aspects of our previous equality outcomes, in particular our work on gender (sex) equality and our work on the Athena SWAN charter.

Furthermore, the data in this report informed some of our new equality outcomes in relation to gender (sex) equality, disability equality and race equality.

1.4 Using our data

The data overall, when combined with other qualitative evidence received such as staff feedback through consultations and day-to-day interactions, indicates that there are no significant gaps or challenges in relation to the protected characteristic of age, and that there is positive evidence in relation to disability, race and sex. The data shows that: the proportion of staff in the younger age groups are broadly in line with the sector averages; there is confidence in staff disclosure of disability; we have good representation of BME staff in higher grades; we have made good progress in increasing the proportion of female Professors, ensuring positive outcomes for female academics in the promotion process, and also reducing our gender pay gap.

However, the observations on the data relating to the lower proportion of disabled staff in higher grades, the below average representation of BME staff in support roles, and the separate but related work on gender (sex) equality in our Athena SWAN data, provide areas to be prioritised in our next equality outcomes. This is particularly strengthened by the qualitative information gained through the consultation and involvement process.

Section 6 provides more detailed observations of our staff equality profile.

2. Equality at the heart of GCU

2.1 The University for the Common Good

Glasgow Caledonian is the University for the Common Good. Our mission is to make a positive difference to the communities we serve and this is at the heart of all we do, especially in our teaching and research on social innovation.

Our innovative and award-winning work with communities around the world is underpinned by a shared commitment to the Common Good by students and staff at all levels.

2.2 Achieving equality through our Common Good mission

Our Strategy 2020 is central to making the PSED integral to our functions. It does this by setting out the University's distinctive vision to achieve a global reputation for delivering social benefit and impact through education, research and innovation. As the University for the Common Good, we have five overarching strategic goals:

- **Goal one: 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.

- **Goal two: Enriching cities and communities through research.** We will build on our key areas of research excellence in inclusive societies, healthy lives and sustainable environments to address societal challenges and enrich cities and communities.

- **Goal three: Innovating for social and economic impact.** We will innovate for social and economic impact, providing social solutions through applied research and development, and working in partnership with business, the public and voluntary sectors.

- **Goal four: Engaging globally.** We will harness our campuses in Glasgow and London, our base in New York and educational offerings in Oman, Bangladesh and Africa, to extend our global reach and impact, providing opportunities to engage in new ways with learners, partners and communities at home and overseas.

- **Goal five: 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 mission For the Common Good.

Our strategic indicators and enablers further demonstrate alignment between what we do and the PSED. For example, we have a commitment to maintaining a leading positon for widening access, and to diversifying our student population as core indicators. One of our core enablers is to promote equality and value diversity in attracting, retaining and developing talented staff. Our quantitative and qualitative data helps us to understand in more detail how we can develop this as a key enabler.

These goals support our duty to eliminate discrimination, advance equality of opportunity and foster good relations by providing and driving our ambitions to deliver real and lasting positive impact for the communities we serve in Scotland, the UK and internationally. Practical examples are provided in section 3 on mainstreaming the general equality duty into our functions.

2.3 Our commitment to promoting dignity at work and study

Our staff, students and partners are central to the delivery of Strategy 2020. The Strategy is underpinned by a suite of cross-cutting strategies in learning, research, internationalisation, and development of our people, digital capabilities and learning environments.

In carrying out our activities, we are committed to providing a culture and environment which is inclusive of all sections of society and responsive to the needs of individuals. 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, and will continue in the next set of equality outcomes. Our quantitative and qualitative evidence suggest that we have met this commitment. This includes previous staff survey data described in our PSED Report 2015[2], together with data presented in this report and information collated through our more recent consultation and engagement activities to inform our new equality outcomes.

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[2] Glasgow Caledonian University Public Sector Equality Duty Report 2015

3. Mainstreaming the general equality duty into our functions since 2015

3.1 Mainstreaming equality: Our commitment to the Common Good

Our commitment to making the general duty integral to our functions by mainstreaming equality can be clearly evidenced in our core activities through our University for the Common Good commitment. While our Equality Outcomes drive specific activities at strategic, operational and individual levels, this section highlights our work beyond those activities and presents examples of our 'whole institution' approach to enhancing the lives of people and their communities by eliminating discrimination, advancing equality of opportunity and fostering good relations.

Graduates celebrating academic success from the University's Glasgow School for Business and Society in June 2016

Furthermore, the achievement of the Athena SWAN Bronze University award[3], which was part of our equality outcomes commitments, has provided further opportunity for the mainstreaming of equality into core business. This work has been comprehensively informed by the collection, collation and analysis of data. This, in turn, has informed the Athena SWAN action plan which directly supports the general duty as the activities focus on eliminating discrimination, promoting equality of opportunity and fostering good relations in relation to gender (sex) equality.

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[3] http://www.gcu.ac.uk/equality/athenaswanatgcu/

While the Athena SWAN charter is focused on the advancement of gender (sex) equality, the journey to achieving accreditation, and the implementation of the action plan, has helped to embed equality into core processes such as recruitment, career development, promotion, flexible working and communications and staff engagement.

3.2 Eliminating discrimination

3.2.1 Research

GCU's 2020 Research Strategy aims to provide a framework for both discipline-led and inter-disciplinary research within and across all academic units. The research framework outlines the three societal challenges that our research focuses on, which all support the principle of eliminating discrimination and tackling inequalities: Inclusive Societies, Healthy Lives and Sustainable Environments.
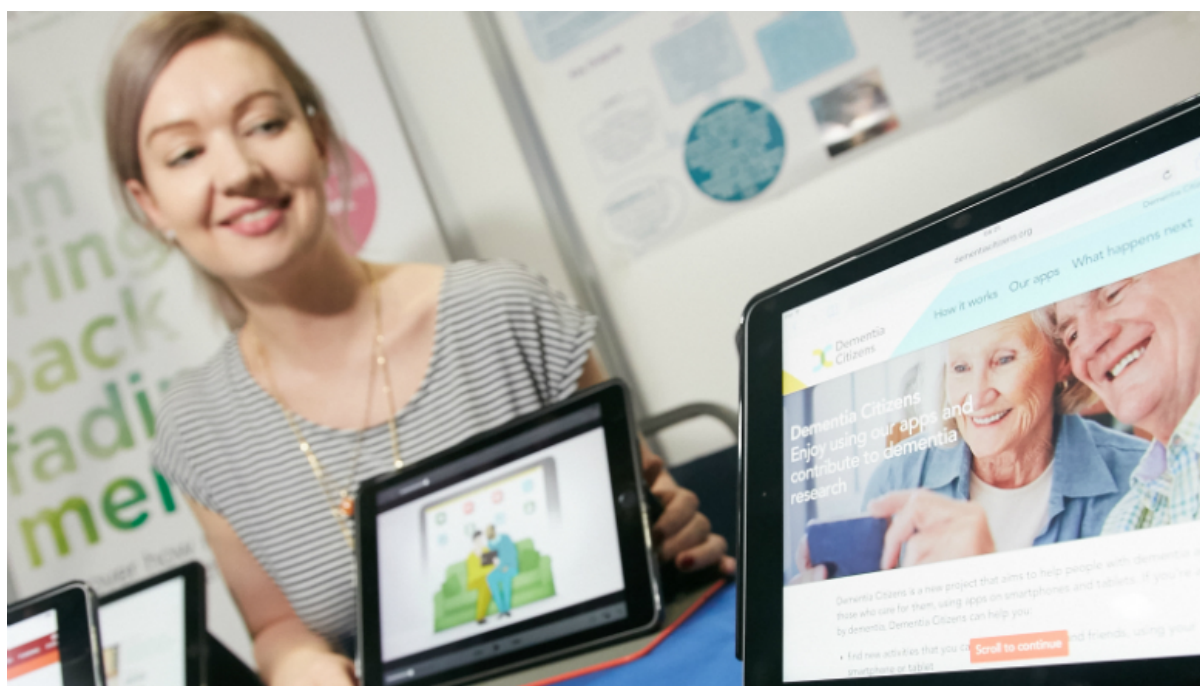
Research Day 2016 provided an exciting opportunity to showcase the scale and scope of the impact GCU staff and students are having in addressing some of society's major challenges

WiSE Research Centre: A key contributor to national and international research around equality and diversity is the WiSE (Women in Scotland's Economy) Research Centre, which takes an innovative, multidisciplinary approach to gender analysis of economic and public policy both in Scotland and internationally. Using a feminist economics lens WiSE highlights women's visible and invisible economic contribution by challenging established norms and models.

Through high quality, high impact research and knowledge transfer WiSE engages widely with policymakers, including the Scottish Government, equality practitioners, the business community and gender equality activists and regularly presents evidence to the Scottish Parliament. It focuses on gender and equality analysis of poverty, income inequality, financial exclusion, living standards within households, gender budgeting, labour market and occupational segregation, employability and skills, European employment and gender equality policies, and comparative gender equality policy.

Showcasing Scotland's role in anti-apartheid: Glasgow Caledonian University has made the full story of Scotland's significant role in the anti-apartheid movement accessible to researchers and the community for the first time.

Scottish anti-apartheid activist and GCU honorary graduate Brian Filling

The University's Archives and Special Collections appointed a Project Archivist to catalogue the records of the Anti-Apartheid Movement Scottish Committee, currently held at GCU, which includes papers, correspondence, posters, publications, photographs, ephemera and audio-visual materials.

The Glasgow Caledonian University Foundation was awarded funding from the National Archives Cataloguing Grants Programme for a Project Archivist to catalogue the collection, which offers rich research potential. A hundred key documents were selected for digitisation and promotion at the end of the cataloguing project in 2017.

3.2.2 Learning and teaching

Strategy for Learning and the FAIR Curriculum: Key to ensuring that our learning and teaching activities are fair is in the implementation of GCU's Strategy for Learning 2020. We have developed a framework to support, recognise and embed the Common Good within the curriculum and also provide opportunities for all GCU students to engage in co- and extra- curricular activities aligned to the Common Good, for example, social innovation, community engagement and volunteering. This is underpinned by our participation in the prestigious AshokaU network, as the first Scottish institution to achieve Changemaker status in recognition of our commitment to embedding social innovation as a core value across the University's campuses. We have 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.

The FAIR Curriculum project element of Strategy for Learning also supports the University's social mission of promoting the Common Good. It provides the pedagogic direction for developing approaches to learning and teaching based on the Strategy for Learning's Design Principles of inclusive, accessible and flexible learning.

A FAIR (Flexible, Accessible, Inclusive and Real/Relevant) curriculum takes into account the educational, social and cultural background of all students. Students will benefit from an education that is FAIR, socially just and that will allow them to develop the knowledge, skills and attributes required to achieve the University's commitment to the 'participation, progression and success of all students regardless of background' (Strategy for Learning 2013-20).

Enhancement-Led Institution Review (ELIR): GCU completed the ELIR in early 2015, which returned a judgement of highest confidence, as the panel recognised the University's commitment to, and success in, delivering excellence in learning and the student experience. An integral part of the evidence considered by the panel was the University's approach to equality and diversity, and ensuring that students have a supportive an inclusive experience.

MSc Citizenship and Human Rights: GCU's MSc Citizenship and Human Rights is a popular part-time programme designed for professionals and volunteers in the third and public sectors. Praised by the Equality and Human Rights Commission, the Masters degree has benefited volunteers and employees in a range of roles, including those in the charity and care sectors. To further enhance the programme, the University has partnered with leading dementia charity Alzheimer Scotland, who work with the University's School for Work Based Education to shaping the content

of the programme. This is to gives graduates the knowledge to put human rights standards at the heart of their own professional practice.

Gathering the Voices: In November 2012, a Glasgow-based group, Gathering the Voices Association commenced a Heritage Lottery Funded Project in partnership with Glasgow Caledonian University. The key aim of this project is to collect, and make freely available online, the oral testimony from men and women who sought sanctuary in Scotland as a consequence of Nazi persecution. In addition, as this is an educational project, one of the outcomes of the project has been collaborate with students in the School of Engineering and Built Environment in the creation of developing digital artefacts.
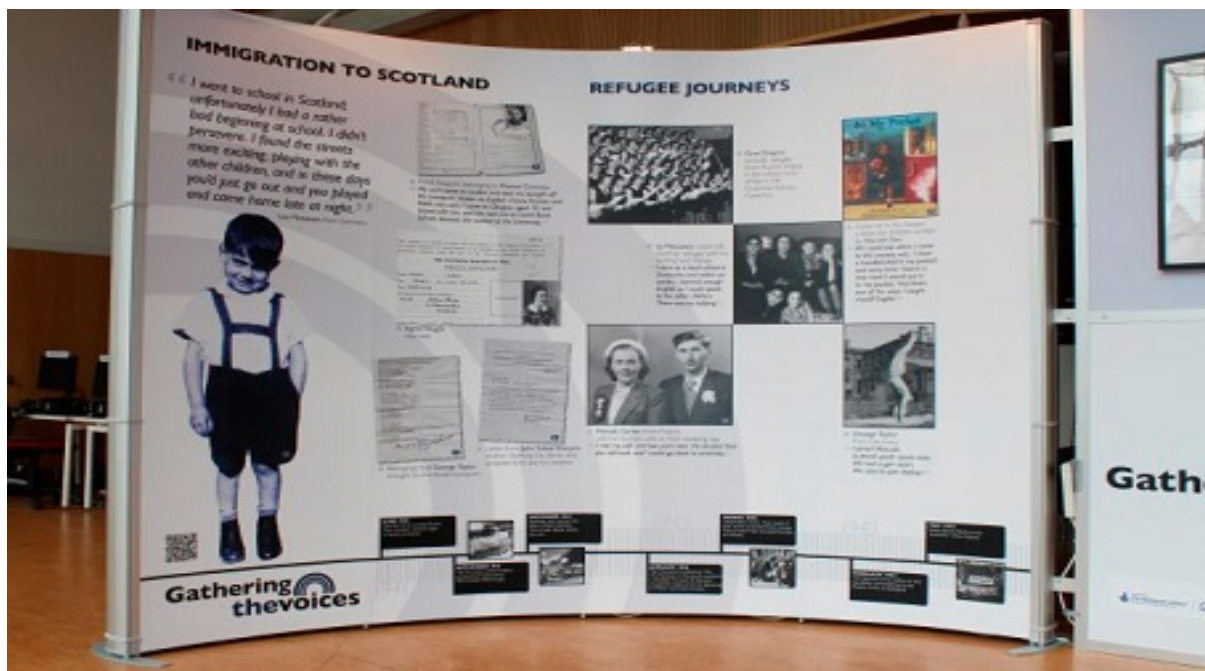
The Gathering the Voices project has highlighted the valuable contribution which Holocaust survivors who settled in Scotland have made to social and cultural life here, as well as preserving the memories of those who witnessed the Holocaust atrocities.

A number of activities have taken place, that have been integrated into the students' programmes including a Games Jam, a design brief for a mobile exhibition, the development of one Serious Game – Marion's Journey and the design of a book cover of a memoir for a monologue by a Saskia Tepe, the daughter of a Holocaust Survivor, who was born in a Deportation Camp in Nuremberg. A Serious Game is usually a simulation, which has the look and feel of a game, but is actually a simulation of real-world events or processes. The students then evaluated the effectiveness of the game as a learning tool with schools in Glasgow.

BSc Nursing Studies (Learning Disability): GCU is one of only two universities in Scotland that offers an Undergraduate BSc or BSc (Honours) in Learning Disability Nursing. GCU makes a direct contribution to meeting the holistic needs of people

with learning disabilities as Learning Disability Nurses are the only professionally registered group who are degree educated to work alongside people who have a learning disability, their families and carers. In addition, GCU now also offers a unique opportunity in Scotland to study for a BSc (Honours) Dual Registration in Learning Disability and Children's and Young People's Nursing.

3.2.3 Accessibility in the Heart of Campus

The Heart of Campus project centred around an exciting £30million redevelopment of campus that has enriched the student experience through the creation of inspiring academic, teaching, research and social spaces.

One of the key challenges in the Heart of the Campus development was 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 included an accessibility specialist and 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.

3.3 Advancing equality of opportunity

3.3.1 Widening access

GCU has a strong tradition of tackling inequalities by promoting equality of opportunity in the broadest sense through widening access to higher education for individuals regardless of their backgrounds, with the aim to unlocking talent, raising aspirations and promoting social mobility. Widening access is central to the University's vision, and this helps us to take a holistic approach to eliminating discrimination, advancing equality of opportunity and fostering good relations. Fulfilling our PSED obligations helps us to delivering a distinctive student experience which supports students through their learning journey and into employment.

Our Open Days are part of our holistic approach to widening access through a model of partnership working, engagement and support at multiple points throughout the learner journey

GCU's key initiatives to tackling inequalities and promoting inclusion include our:

- Caledonian Club which works with nursery, primary and secondary school pupils and parents to help to raise aspirations and build key life skills in Club members and GCU student mentors

- Innovative Advanced Higher Hub which offers school pupils a unique opportunity to register as GCU Associate Students and study for Advanced Highers on the University campus, giving students a chance to study subjects not available to them in their own school's curriculum. The significant positive impact of these initiatives is demonstrated through key indicators

- School Connect initiative engages schools at key educational stages to help support and enrich the curriculum, helping pupils to make an informed choice about their subject options and supporting them with their applications and transitions to university. We engage with c3,400 pupils across 12 secondary schools through School Connect. Over 100 GCU undergraduate student mentors participate each year and are central to our work as positive role models and ambassadors for higher education.

- Routes for All project, which works with 500 pupils annually through a series of in-school workshops, focusing on topics including, researching future course options, personal statements, and study and exam preparation. Workshops are supplemented by college and university campus events. Trained student mentors support pupils during the sessions and provide them with first-hand information, advice and guidance.

- Contextualised admissions process which recognises the different learner journeys and acknowledges that not all applicants have an equal opportunity to demonstrate their full academic potential. We take into consideration the context and circumstance in which a student has achieved their academic grades – in 2016 we made over 200 contextualised offers.

- Partnership with Glasgow City Council, to offer a wide range of support to those who declare a looked after or care-experienced background both pre and during their university experience. For example, we support prospective students with academic planning as early as S3 stage and we run targeted taster days. Working with Who Cares Scotland, we have created our Corporate Parenting plan in line with the Children and Young People Act (2014) Guidance. Our embedded approach to support for all is further enhanced by bespoke support for those who wish to declare.

- Student Carers Policy, which supports students who are carers. We recognise the challenges associated with caring responsibilities, and offer flexibility in delivery as well as providing bespoke support for students who declare that they are carers or seek additional support.

3.3.2 SmartSTEMs

GCU underlined its commitment to inspiring more young women to get involved in Science, Technology, Engineering and Mathematics (STEM) by hosting the award-winning SmartSTEMs events in 2015 and 2016.

The free-to-attend SmartSTEMs events took place at our Glasgow campus and featured keynote addresses from industry leaders and senior female role models, as well as a wide range of workshops and activities. It won the Herald 'Inspiring City' Award in 2015.

GCU attracted more than 500 pupils to take part in SmartSTEMs activities that included a robot race, forensics investigation, model bridge building, coding, TV news programme production, and surveying.

SmartSTEMS demonstrates the embedding of advancing equality of opportunity into heart of our student experience. Engineering and science students planned and led workshops for school students on campus to raise aspirations and promote career options in STEM disciplines, particularly to girls. A number of additional workshops were hosted by external companies and SmartSTEMs volunteers. There were also numerous internal and external exhibitors hosting demonstrations and hands-on activities on the day, while over 40 student volunteers helped run the event. Participating students had the opportunity to develop new skills and knowledge, gain practical experience, and make a positive and tangible difference within local schools. By focusing on pupils who are about to select their subjects at school, SmartSTEMS helps better inform them about engineering, computing and other STEM subjects.

3.4 Fostering good relations

3.4.1 Celebrating cultural diversity

A range of activities have demonstrated how we foster good relations to provide a welcoming and inclusive working and learning environment. GCU joined higher education institutions from Scotland to unite as a group in January 2017 to share a message of welcome with the world by committing to a new, global campaign: *'Scotland's universities welcome the world'*. The campaign celebrates the diversity and inclusivity of Scottish higher education, and forms a part of our wider commitment to promoting and celebrating the positive academic and social impacts of cultural diversity.

Our Welcome Wall at our Glasgow campus marks our strong commitment to the 'Scotland's universities welcome the world' campaign and forms a part of our institutional wide commitment to celebrating cultural diversity

Over the past two years we have made a significant contribution to the discourse around migration and how policies, attitudes and media coverage impact on migrants and wider society. In 2015 we partnered with the Glasgow Refugee Asylum and Migration Network (GRAMNet) to host an event which brought together researchers, practitioners, NGOs, policy makers and migrants from across Scotland.

In 2016, we hosted '*A Human (Rights) response to refugees in Scotland'* which brought together an expert panel to consider the role of human rights in addressing the refugee crisis. High profile contributors included Humza Yousaf MSP, the then Minister for Europe and International Development and John Wilkes, Chief Executive

Officer at the Scottish Refugee Council. The event provided a structured discussion about how the Scottish Government, local government, the wider public sector and Scottish civil society should respond to the challenges of welcoming refugees.

In January 2017 we brought together academics, activists, civil society groups and politicians, including Minister for Europe, Alasdair Allan MSP, to discuss the future of migrants' rights following the Brexit decision. The conference, organised by migrant-led advocacy charity Migrant Voice, was the first of its kind and focused on ways to tackle anti-migrant sentiment and change the political landscape. As well as keynote speakers, the event featured a series of interactive workshops, which included sessions to raise peoples' confidence to tackle hate crime and xenophobia, campaigns and media training with broadcast journalists, and a detailed overview of challenges facing migrant rights from EU nationals to Syrian refugees. The conference closed with cultural events including the launch of the 'A Story in a Poem' project with Makar and GCU Cultural Fellow Jackie Kay, alongside dance performances by Maryhill Integration Network, a multicultural ceilidh and food.

GCU also worked with Migrant Voice to celebrate the United Nations' International Migrants Day in December 2016 with a display of the *'Engaging Pictures'* exhibition, The exhibition was hosted in the University's Centre For Executive Education, and included photographs and stories representing migrants' lives and their part of life in Scotland. The '*Engaging Pictures'* project brought together migrants and Scots to engage in a dialogue and promote a better integrated Scotland.

3.4.2 Tally's Blood

Glasgow Caledonian University (GCU) celebrated 25 years of the classic Scots play Tally's Blood, written by GCU Professor Ann Marie Di Mambro, with a packed reading starring University Cultural Fellow and BAFTA-award winning actress Juliet Cadzow.

Equality and diversity are a core part of the wider educational experience and form a part of many of our academic programmes in our Glasgow School *for* Business and Society and School of Health and Life Sciences. We continue to embed learning about inequalities and promoting good relations through creative and cultural engagement with students, staff and the wider community.

For example, the University celebrated 25 years of the classic Scots play Tally's Blood, written by GCU Professor Ann Marie Di Mambro, with a packed reading starring University Cultural Fellow and BAFTA-award winning actress Juliet Cadzow.

School students joined staff and students in the audience for the reading of the play, which brought to life a key text in the National 5 curriculum. The compelling story of an Italian immigrant family's often challenging experiences in Scotland before, during and after the Second World War, Tally's Blood explores racism, love and family loyalty with humour and warmth.

3.4.3 Homeless World Cup

The University was a key partner at the Homeless World Cup, demonstrating our commitment to addressing inequalities, promoting inclusion and fostering good relations. Sixty-four teams representing 52 countries came together in Glasgow's George Square to celebrate and highlight the year-round, life-changing work of the Homeless World Cup National Partner network.

As a Homeless World Cup partner and the University was the event's hub, GCU served almost 19,000 meals to 512 players and their support teams in the University's restaurants, and hundreds of players lived at Caledonian Court, the University's student accommodation. Physiotherapy students treated players pitchside and events management student helped run a packed programme of fun events.

The University welcomed hundreds of players from around the world to the campus summer for the 2016 Homeless World Cup.

3.4.4 Black History Month

The University helped support its commitment to fostering good relations through celebrating Black History Month in 2016 with a series of events on campus.
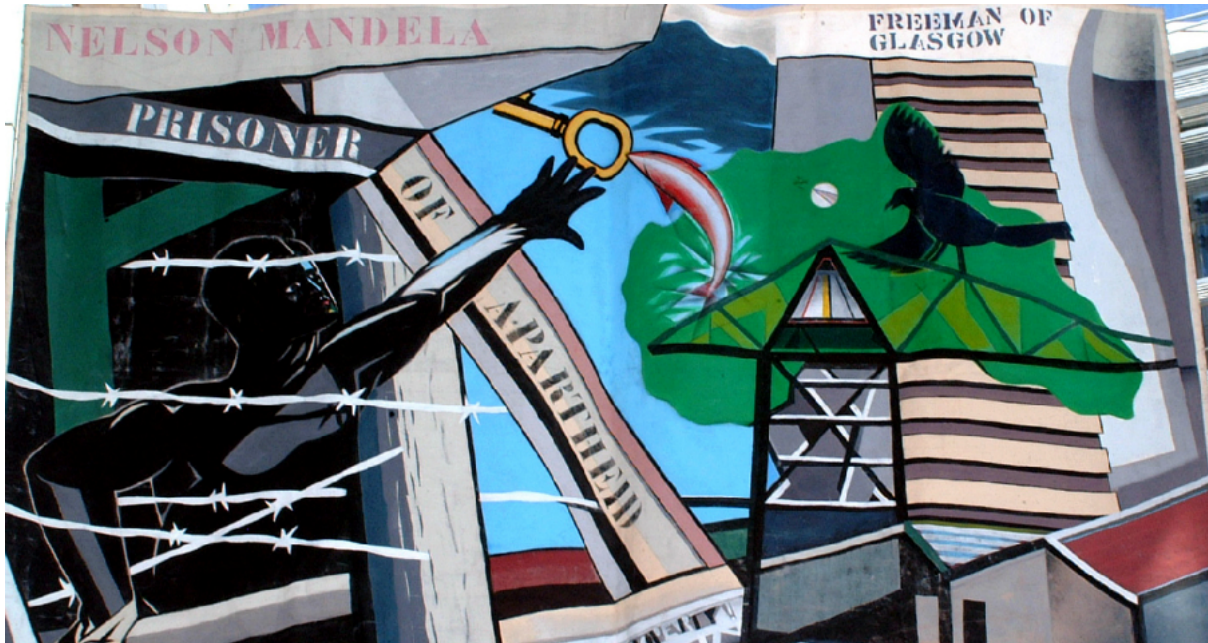
Images from the Scottish Committee of the Anti-Apartheid archive were displayed during Black History Month in October 2016

The University showcased highlights of the archive of the Scottish Committee of the Anti-Apartheid Movement in an exhibition, examined the erasure of race and racism in a seminar and shared the pioneering work of Patricia Era Bath and why black Africans are more likely to suffer debilitating sight loss.

The '*Shall brothers be for a' that'* exhibition showcased key artefacts from the archive. On the 40th anniversary of the founding of the Scottish Committee of the Anti-Apartheid Movement, GCU, with support from the National Cataloguing Grants Programme for Archives, sorted and catalogued the internationally important collection, and, as well as viewing a display of images drawn from the archive, visitors browsed publications from the period, and watched a selection of DVDs from Have you heard from Johannesburg: seven stories of the global anti-apartheid movement.

GCU's Dr Ima Jackson was joined by Professor Akwugo Emejulu, of the University of Edinburgh, and Claire Heuchan, of Glasgow Women's Library, in a seminar - Race, History and Brexit: exploring the politics of erasure and documenting the experiences of Black and minority ethnic communities in Scotland post-Brexit. The seminar discussed creative resistances developed by Black communities to counteract that experience.

In partnership with RNIB Scotland, GCU's Department of Vision Sciences celebrated the work of Black American Patricia Era Bath in the cataract laser surgery field and discussed a project to support Black Africans with sight loss in Scotland through the 'Eyesight: a basic human right' event.

3.4.5 GCU Values

The theme of equality has been a core part of the GCU Values[4], which have been developed by staff and students of the University. The values of integrity, creativity, responsibility and confidence were selected as those we felt represented GCU at its best as the University for the Common Good. The 'Integrity' value has a particular relevance to equality, and fostering good relations as one of the core behaviours for all staff and students is to 'treat others with the dignity and respect that I would like applied to me'.

Our 'Integrity' Value supports our duty to foster good relations – the GCU values were identified by the students and staff of GCU and are demonstrated in what we do and how we do it

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[4] http://www.gcu.ac.uk/peopleservices/gcuvaluesandbehaviours/

3.4.6 Scottish Funding Council Outcome Agreement

In line with higher education sector requirements, equality and diversity are a core part of the University's Outcome Agreement[5] 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.

3.4.7 PRME – Principles for Responsible Management Education

GCU is 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 PRME[6] are aligned with the general equality duty, and the University has been engaged in a number of activities[7] to support these, focusing on the areas of gender equality.

GCU hosted the 2015 UK & Ireland PRME Conference, which brought together more than 50 advocates of responsible citizenship, management and leadership from universities and institutions. GCU's Chancellor, Professor Muhammad Yunus, Nobel Laureate and world thought leader in social business, delivered the keynote address.

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[5] http://www.gcu.ac.uk/strategyandplanning/outcomeagreement/
[6] 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
[7] http://www.gcu.ac.uk/prme/

3.5 Mainstreaming equality 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 – is core to our day to day operational activity. Examples include:

- Our range of student support services have been reconfigured to provide a joined up approach to supporting the diverse needs of our students. GCU's Student Wellbeing Service provides a new multi-disciplinary approach that will ensure that students, particularly those with long terms conditions and disabilities, get the targeted support they need and at the same time assist in the retention of these students.

- The team provides advice, information and services to disabled students and applicants as well as ensuring that students with wellbeing concerns have meaningful face to face contact in a timely manner to receive appropriate support and signposting. The team has introduced much needed mental health support which has been very well received. The team is also the main point of contact for student carers and trans students and assists with the creation and delivery of health promotion initiatives. These have been supported by the introduction of a wider range of student wellbeing policies which cover issues such as pregnancy and maternity, religious observance, trans people and carers.

- Specific services such as the Counselling Service, Disability Team, Mental Health Adviser, Student Wellbeing Adviser, University Chaplains and 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.

- Our Disability Team received a commendation in the Herald Higher Education Awards 2016 in the category of Student Support Team of the Year for its work with students on the autism spectrum.

- GCU Students' Association received National Union of Students Scotland's Equality and Diversity Award 2017 in recognition of its commitment to equality and diversity through its work to support student carers.

- 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 Working Group to analyse equal pay data, develop our equal pay audit work, and make recommendations to the JCC and other University committees;

- 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.

- Commitment to a collective approach to taking responsibility for equality and diversity:

Equality and Diversity at GCU: Roles and Responsibilities*

Equality and Diversity Committee
Promote equality and diversity throughout GCU in support of our values and commitment to the Common Good

Senior leaders
Lead development and implementation of School/Directorate action plans

All GCU Staff and Students
Uphold our commitment to equality and diversity in day-to-day interactions and engaging in learning and development

Dignity at Work and Study

Equality Outcomes Framework

Equality Champions
Work with senior leaders to support a culture of dignity, respect and equality in each School/Directorate

Harassment Contacts
Listen to staff and students who feel that they are not being treated with dignity at work and study and provide appropriate information

Equality and Diversity Advisor
Develop and implement GCU's Equality Outcomes Framework 2013-2017; work with Marketing and Communications to implement Equality and Diversity Communications Plan

GCU
Glasgow Caledonian University
University for the Common Good

* These roles and responsibilities are not mutually exclusive.

Our collective approach was developed in conjunction with senior managers and Equality Champions, and was widely communication to leaders and staff

4. Equal pay

4.1 Statement on equal pay

GCU is committed to making sure that there is equal pay for staff. To help make this happen, we established a Joint Working Group with trade union colleagues on equal pay and adopted methodologies informed by university sector-specific guidance[8]. In 2015 the Working Group reviewed and updated GCU's Equal Pay Statement, which details our commitment and actions:

We are committed to working with our staff and stakeholders, including trade unions to continue to promote the principles of, and effectively implement, equal pay. In order to ensure equal pay at the University, we commit to taking the following action as part of our wider work on Equality Outcomes:

- Monitor the application and impact of our current pay practices, including appropriate training of relevant staff

- Identify where gender bias and therefore unequal pay may occur

- Identify where occupational segregation may occur

- Take action to address and eliminate causes of inequality

- Involve and consult with staff and trade unions

- Train and advise staff involved in recruiting staff and determining pay

- Conduct an equal pay review to cover gender in the first instance (and then disability and race by 2017)

GCU is committed to the principle of equal pay as part of our wider commitment to equality and diversity. 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 discrimination, enabling them to participate fully in all aspects of University life and make a valuable contribution to the success of the institution and the communities of which they are part.

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[8] JNCHES - Equal Pay Reviews Guidance for Higher Education Institutions

We recognise that on average, women in Scotland receive 11.5% less per hour that they work full-time than men working full time, and 32.4% less per hour that they work part-time than men working part time. We understand that this inequality places women at a disadvantage and also has a negative impact on families, employers, the economy, and society more generally.

Equality and diversity are embedded into the University's values and principles, and women and men in our workforce should receive equal pay for work of equal value. Furthermore, our People Strategy makes a commitment to developing our talent pool, recognising and rewarding achievement and contributions of our staff. We recognise that equal pay is a fundamental part of what we stand for as a University.

As well as part of our institutional ethos, we recognise that the principle of equal pay is enshrined in both UK and European law. Therefore, we aim to ensure that our pay system is free of bias. We have already taken a proactive approach - under the National Framework Agreement, which modernised pay arrangements and ensure equal pay for work of equal value, the University has used the Higher Education Role Analysis (HERA) Scheme to evaluate roles at the University, and implemented a new single pay spine.

4.2 Equal pay audit 2015-2016

The Joint Working Group led the work on the equal pay audit during 2015-2016 and used a range of available data and the sector guidance checklist to review different aspects of 'equal pay'. This included basic pay; pay scale progression, recruitment & promotion; additional payments and allowances. The Group also reviewed recommendations on awareness/ training and monitoring.

Strengths identified from our findings

- We had no gender pay gaps in relation to the grades and spinal points for staff in the Campus Services; Academic; Professional, Administrative & Support; and Technical Support job families.

- For Senior Management/ Professorial staff, there were no gender pay gaps at job family level.

- Female and male staff progress through our incremental pay structure at the same rate.

- Although there were a larger proportion of male external recruits who started on higher spinal points within Grades 5 and 8 during 2014-15, these differences were justified by objective evidence.

- There were no differences in opportunity for female and male staff to access promotion or career progression.

- There were no consistent trends favouring males or females in the distribution of higher performance ratings within the Senior Management/ Professorial job family.

- Putting differences in basic pay to one side, female and male staff received allowances (e.g. shift working allowance, GCU London weighting allowance) on an equivalent basis.

Pay gaps and development areas identified from our findings

- There were pay gaps for specific groups within the Senior Management/ Professorial job family: two of the groups had gaps in favour of females.

- There were pay gaps in favour of males at job family level in: Campus Services; Academic; Professional, Administrative & Support; and Technical Support.

- There were pay gaps between staff on open-ended contracts and staff on fixed term contracts, both in favour of males.

- At job family level, there was a pay gap in favour of females on fixed term contracts within the Professional & Administrative Support job family, and a pay gap in favour of males on fixed term contracts within the Academic job family.

- We had a pay gap for staff on full-time contracts and part-time contracts, both in favour of males.

- We had a pay gap in favour of females working part-time within the Professional, Administrative & Support job family.

- Male staff in Grades 5 and 6 were more likely than female staff to receive overtime pay which attracted a higher rate (i.e. time and a half, or double time).

Key actions in response to the findings

- We will take a more proactive approach to communicating about equal pay issues so that staff and stakeholders have an increased awareness and understanding.

- We will enhance our guidance and training to ensure that relevant staff are trained on unconscious bias so that our recruitment and remuneration processes are perceived as fair, and in the longer term be able to demonstrate a reduction in pay gaps.

- We will monitor and review equal pay arrangements on an annual basis so that we can track changes and progress, and report to key University governance bodies, including the Joint Consultative Committee, the Equality and Diversity Committee and the Staff Policy Committee.

- A broader range of actions aimed at improving gender equality are included within the University's Athena Swan Action Plan.

4.3   Gender pay gap

Our gender pay gap has reduced over the past two years. In April 2015, the University had a mean (average) gender 15.4%. In April 2017 the gender pay gap is 14.5%. This pay gap is calculated by working out the percentage difference between men's and women's hourly pay.

5. Progress against our Equality Outcomes April 2013 – April 2017

5.1 Setting our Equality Outcomes 2013-2017

GCU's Equality Outcomes 2013-2017 were shaped and informed by a range of evidence, including staff and student surveys and data, and the 2013 Equality Summit. Data around disability and gender (sex) specifically informed the outcomes around disability and gender (sex), and had a particularly key role to play in the University's successful Athena SWAN submission.

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. The key themes emerging from the Summit were subsequently shaped into the GCU Equality Outcomes Framework 2013-2017. 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.

5.2 Final progress report on implementing our Equality Outcomes 2013-2017

The University's Equality Outcomes Framework 2013 - 2017 identified six outcomes that were based on the evidence collected:

1. The University has clear leadership on equality and diversity supported by a strong infrastructure
2. Students and staff understand equality, diversity and dignity so that they are able to participate in an inclusive environment
3. GCU campuses are physically accessible to students, staff and stakeholders
4. GCU's marketing and communications actively promote equality and reflect the diversity of the University community

5. Students and staff understand the mechanisms for reporting discrimination and harassment [9]
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 community and enable accurate analysis of under representation.

An overview of progress made against these outcomes over the four year period from April 2013 to April 2017 is outlined below. The majority of the planned actions have been completed. The outstanding actions and some of the other themes have informed our new set of Equality Outcomes 2017-2021.

NB: *in the status column, 'Complete and Ongoing' refers to an action that has been achieved but its implementation is an ongoing process as part of our 'business as usual'*

'Complete and closed' refers to an action that has been implemented and finished with no further action required or planned.

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[9] After year one, the Equality Outcomes relating to increased understanding mechanisms for reporting discrimination and harassment was embedded in Equality Outcome 2 on understanding equality, diversity and dignity.

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

Objective	What we have done	Status	What difference this has made
1.1 Support and embed Equality Champion role	Appoint and support network of Equality Champions across GCU	Complete and ongoing	The establishment of the Equality Champions model has enabled us to consolidate the infrastructure to support mainstreaming equality and diversity. The model complements the central resource of Equality and Diversity Advisor, and the development of local School and Directorate action plans provides a solid basis for progress. The model ensures that equality and diversity are regularly considered and discussed at School and Directorate SMG meetings; Deans/Directors use data to inform actions. Progress is reported and summarised for E&D Committee using the standard action plan template for Schools and Directorates The reporting mechanisms that have been set up ensure that there is accountability at local level
	Agree action plans for each School/Directorate, based on evidence and demonstration of 'need'	Complete and ongoing	
	Agree mechanisms and responsibilities for auditing activity and measuring impact as part of action plan, including the establishment of academic School Equality and Diversity Committees	Complete and ongoing	
	Champions participate in network meetings	Complete and ongoing	
	Champions report on progress to People Services	Complete and ongoing	
	People Services collate reports and present to Equality and Diversity Committee	Complete and ongoing	

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			
Objective	**What we have done**	**Status**	**What difference this has made**
1.2 Support the governance and equality and diversity reporting to key University committees	Review remit of, and support the business of the Equality and Diversity Committee	Complete and closed	We have a clear, central committee that monitors the University's compliance with the Equality Act and implementation of our Equality Outcomes. Chaired by a member of senior management (University Secretary) the committee involves key stakeholders including governors and Students Association representatives
	Provide reports on progress to Executive Board, Senate, University Court	Complete and ongoing	
1.3 Develop actions/activities around increasing the diversity of University Court reporting to key University committees	Unconscious bias training session run for Court members prior to last governor recruitment activity

Direct references to equality and diversity in our recruitment of University Governors and equality monitoring of governor applicants | Complete and ongoing | This has given our governing body, which has the ultimate responsibility for equality and diversity, an enhanced understanding overall, and working knowledge in relation to carrying out their role. It has helped us to implement the equality and diversity requirements of the Scottish Code of Good Higher Education Governance. |
1.4 Support the Equality Impact Assessment (EIA) of key GCU policies, strategies and decisions	Communicate EIA requirement via annual policy review process	Complete and ongoing	There has been a wide engagement with EIAs, demonstrated by increased enquiries from policy owners and subsequent provision of advice and support on EIAs. There is now an expectation by committee that papers, proposals and decisions have had EIAs built into the development process.
	Include explicit questions, supported by guidance, on EIA on all committee coversheets	Complete and closed	
	Updated EIA template and guidance	Complete and closed	

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			
Objective	**What we have done**	**Status**	**What difference this has made**
2.1 Consolidate existing training provision in the staff experience	Continue to embed in core provision (e.g. staff induction, People Passport)	Complete and ongoing	Increased coverage and consistency of staff knowledge: 54% of staff completed online E&D course by April 2015; 61% completed by April 2016. Staff can demonstrate understanding of E&D and how it relates to their role
	Continue roll out online course to all staff, with support of Equality and Diversity Champions and SMGs	Complete and ongoing	
	Included equality and diversity in the staff induction process in the form of online awareness training for all new staff	Complete and ongoing	
2.2 Develop and deliver unconscious bias training, tailored to the needs of teams and departments	Develop resource bank of training materials on unconscious bias, including online module, and establish team of internal trainers to deliver face to face sessions	Complete and closed	Positive Qualitative feedback from participants

Number of participants - 150 consisting of SMGs, Departments, and all staff groups

Sessions delivered – positive feedback led to integration into future development weeks

Sessions delivered to specific cohorts including managers involved in organisational change and promotion and recruitment panels. |
	Identify participants via Equality Champions and SMGs; agree method/timetable of delivery	Complete and ongoing	
	Deliver sessions in Staff Development Weeks and Working Well Weeks	Complete and ongoing	
	Deliver tailored sessions to managers, teams and departments	Complete and ongoing	

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			
Objective	**What we have done**	**Status**	**What difference this has made**
2.3 Enable students to develop their 'Citizenship' graduate attribute through the inclusion of appropriate and relevant E&D content in programmes	Include equality, diversity and cultural awareness in Student Experience Framework – within the Framework's Priority Themes Further actions were reviewed as part of Common Good Curriculum development	Complete and ongoing	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 E&D will be part of student learning experience/graduate attributes
2.4 Support student mental health	Develop and adopt a Mental Health Agreement as part of the National Union of Students 'Think Positive' project Develop guidance on supporting students in distress	Complete and closed	Guidance for staff on mental health and supporting students in distress developed and rolled out. Staff having better access to concise guidance on the early identification of warning signs for students in distress, enabling signposting to appropriate support services.

Equality Outcome 3: The University environment is physically and culturally accessible to, and inclusive of, students, staff and stakeholders			
Objective	**What we have done**	**Status**	**What difference this has made**
3.1 Embed equality and diversity and accessibility into Heart of Campus developments and activities	Use Accessibility Group to raise and discuss accessibility issues in relation to structure and build elements, routes, signage, finishing and colours.	Ongoing	Meetings held and minutes provide evidence of complaints and issues raised in relation to accessibility across the Glasgow campus, including (Heart of Campus developments) and how they are addressed. Disability audit of GCU London campus completed resulting in improvements relating to signage, lighting, safety and increased accessibility
3.2 Implement the Flexible, Accessible, Inclusive and Real (FAIR) learning project of the Strategy for Learning (SfL)	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. Prioritisation of the 6 recommendations from the FAIR Curriculum Project Report, and how they are to be implemented during the lifespan of the SfL (2013– 2020) We updated the equality and diversity sections in reviewing our Quality Assurance and Enhancement Handbook	Ongoing	Evidence in GCU LEAD action plan - learning and teaching are accessible to students. Due consideration of issues affecting students takes into account E&D issues, including mitigating circumstances, Needs Assessment Records 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.

Equality Outcome 3: The University environment is physically and culturally accessible to, and inclusive of, students, staff and stakeholders			
Objective	**What we have done**	**Status**	**What difference this has made**
3.3 Achieve the Athena SWAN Bronze University award	Appointment of dedicated team to undertake data analysis to inform and shape the action plan and develop associated narrative; GCU Women in STEMM Group to inform narrative and development of action plan for approval by Equality and Diversity Committee and EB	Complete and closed	Application developed with input of key stakeholders including Executive Board and GCU Women in STEMM Group and submitted by deadline of 30 April 2016. University Bronze accreditation awarded in October 2016
3.4 Achieve the Business Disability Forum's Disability Standard	Hold regular Disability Consultation Forum meetings to inform self-assessment, chaired by Disability Champion (Director of People)	Complete and closed	Feedback on self-assessment from Business Disability Forum; Achievement of Disability Standard Engagement with Business Disability Forum and further evaluation of the scheme have resulted in the conclusion it is not suitable for the University and we shall pursue the UK Government's Disability Confident scheme as part of our new Equality Outcomes. The Disability Champion role has also now been taken on by the University Secretary and Vice Principal
	Work with leads for the 10 self-assessment areas e.g. 'Know-how', 'Adjustments', 'Recruitment' to capture evidence and action plan for specific activities; Submit draft self-assessment; Respond and submit final application	Complete and closed	

Equality Outcome 3: The University environment is physically and culturally accessible to, and inclusive of, students, staff and stakeholders			
Objective	**What we have done**	**Status**	**What difference this has made**
3.5 Support and embed Harassment Contact role	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. Harassment Contacts participate in network meetings (Sept 2015, Jan 2016, May 2016) Run campaign to promote awareness of Harassment Contacts, policies/information	Complete and closed	Network meetings held (3 per academic year); notes and actions circulated Poster and postcard campaigns run; feedback received from Harassment Contacts, staff, students 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.

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			
Objective	**What we have done**	**Status**	**What difference this has made**
4.1 Ensure that equality and diversity are evident in the University's corporate messages and materials	Integrate equality and diversity into mainstream and core GCU campaigns	Ongoing	Increased visibility of E&D in marketing and communication activities, including main GCU website and social media channels
	Run specific internal campaigns are on the themes of GCU values, E&D, bullying and harassment/dignity and respect.	Complete and closed	Evidence that E&D are part of corporate GCU marketing messages E&D are integral to the Values (the Integrity value specifically)
	Ensure the equality and diversity related messages are supported and implemented as part of the launch of GCU Values/Caledonian Code	Complete and closed	Staff, students and stakeholders are aware of the link between E&D and GCU's mission and values
4.2 Maintain an informative and comprehensive equality and diversity website	Update to include new and relevant information and guidance as appropriate	Complete and closed	People Services staff trained to develop and update equality and diversity website; Traffic i.e. user visit information from the Web Team
	Monthly updates to live 'issues/news' section related to equality and diversity in higher education and protected characteristics	Complete and closed	*Equality and Diversity Communication Plan and E&D Blog supersedes this – the plan has been developed with the support from the Communications team, and implementation has commenced addressing a number of communication channels including the website, social media and engagement with staff and senior managers, as well as E&D stories in our mainstream news items*

Equality Outcome 5: The University has a comprehensive and robust set of equality and diversity data that will enable us to undertake accurate analysis			
Objective	**What we have done**	**Status**	**What difference this has made**
5.1 Collect and analyse staff and student quantitative data	Continue to use agreed data set (based on Athena SWAN) as basis of data collection/analysis	Ongoing	Evidence of E&D data as part of regular workforce and student reports Increase in number of staff declaring information
	Promote use of Employee Self Service with a focus on collected 'new' protected characteristics data	Ongoing	
5.2 Collect and analyse qualitative information on staff and student experiences through survey, focus groups and other engagement events	Use core GCU surveys and other feedback mechanisms to measure views and experiences of staff and students, including people with different protected characteristics on E&D	Ongoing	Evidence that feedback is taken into account in development of policies, strategies and other activities
5.3 Implement the University's equal pay statement	Continue to undertake a full equal pay audit jointly through the JCC Equal Pay Audit working group	Complete and ongoing	Meetings held; minutes and actions track progress of group's work as guided by the JNCHES Equal Pay toolkit Equal Pay audit completed; data analysed and reported on; action plan to be developed and implemented to respond to any gaps identified

6. Data

6.1   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 data that follows on from previously published data[10] and covers staff data from 2015 and 2016 and student data from 2014/2015 and 2015/2016.

6.2   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).

6.3   Objectives

We have maintained our commitment of establishing a robust age, disability, race and sex profile for our current staff. This focus has been informed by our approach to collecting data on sex for our successful 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.

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[10] Glasgow Caledonian University Public Sector Equality Duty Report 2015

This will allow us to continue to develop our data collection for other protected characteristics such as sexual orientation, religion and trans. We have made significant progress in monitoring the equality profile of job applicants over the past two years, and increasing the proportion of job applicants who complete an equality monitoring form.

6.4 Breakdown of data

Appendix A1 provides detailed breakdown of staff data by specific categories, including total headcount, academic/support split, fixed term/permanent split, full time/part time split, grade (which covers the information on vertical segregation), job family (which covers the information on horizontal segregation), turnover, academic promotions, sickness absence, and the gender (sex) make-up of our governing body.

Appendix B1 provides an overview of student data – although the Public Sector Equality Duty requires publication of staff data. Our Strategy and Planning team regularly publish internally more thorough detailed breakdown of student equality and diversity data for use by Schools and Departments (for example by School and Programme level) to inform their operational plans and activities, as well as informing equality impact assessments of key decisions, policies and processes.

6.5 Key observations

This section presents some initial observations of the data but as part of our ongoing commitment around using data, the data is being subjected to further analysis to help inform our activities.

Overall there has been no significant change to the University's staff equality profile from April 2015 – April 2017. 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.

As noted in section 1.4, the data overall, when combined with other qualitative evidence received such as staff feedback through consultations and day-to-day interactions, indicates that there are no significant gaps or challenges in relation to the protected characteristic of age, and that there is positive evidence in relation to disability, race and sex. 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 good representation of BME staff in higher grades; we have made good progress in

increasing the proportion of female Professors, ensuring positive outcomes for female academics in the promotion process, and also reducing our gender pay gap.

However, the observations on the data relating to the lower proportion of disabled staff in higher grades, the below average representation of BME staff in support roles, and the separate but related work on gender (sex) equality in our Athena SWAN data, provide areas to be prioritised in our next equality outcomes. This is particularly strengthened by the qualitative information gained through the consultation and involvement process.

To provide a broader sector wide context, the Equality Challenge Unit's "Equality in higher education: staff statistical report 2016"[11] has been used *where comparable data is available* for Higher Education institutions (HEI) in the UK or Scotland.

6.5.1 Age

- The younger range of the age profile of the University is consistent with the higher education sector in Scotland. For example, over 15% of our staff are aged 34 and under - 14.9% of staff working in higher education overall in Scotland are aged 30 and under.
- We have more staff in the older age ranges than the Scotland average – 28.4% of our staff are aged 55 or over, compared with 17.7% of staff in Scotland who are aged 56 and over.
- Professional support staff have a younger age profile than academic staff which is consistent with the sector as a whole.
- There are marked differences in relation to the age of staff on permanent contacts and fixed term contracts. Staff aged 34 and under are more likely to be employed on a fixed term contract (39.3%) than a permanent contract (12.9%). Staff aged 45 and over are more likely to be on a permanent contract (62.0%) than a fixed term contract (30.7%). This is consistent with the sector wider data.
- There are no significant differences between the proportion of staff working full time and part time in each of the age categories.
- The staff in Grade 1 tend to be from the older age ranges – over half of Grade 1 staff are aged 55 and over. This reflects the make-up of this group, which are mainly Domestic Assistants. Staff in these roles have been involved in consultation for our new equality outcomes and age was not discussed as a concern or as an area for action.
- Apart from Grade 1, there is a correlation between age and grade – overall, staff aged 34 and under are concentrated in Grades 2-4. Staff aged 45 and above are concentrated in Grade 4 and above.

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[11] http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/

- There are differences in relation to the age of staff in the different job families at the university. For example, over a quarter of professional administrative support staff were aged 34 and under. In contrast, over half of the staff in Campus Services are aged 55 and over. Similarly, nearly three out of five academics working as managers, directors, and senior officials are over the age of 50.
- In terms of leavers, the highest turnover is consistently at the younger end of the age spectrum.
- For academic promotions the lower age groups are more likely to be successful although caution must be exercised in observing this data due to small numbers.
- The high proportion of non-disclosures in the recruitment process means that it is difficult to make any firm conclusions – however, the non-disclosure rate has decreased over the last two years and the appointment success rate is similar for all age groups with the exception of 65 and over.
- The 55-64 age group consistently have the highest sickness absence rate – this is consistent with national data (Office for National Statistics – Labour Force Survey).

6.5.2 Disability

- The proportion of staff with a disability (from 4.6% in 2014-2015 to 4.2% in 2015-2016) has decreased but remains higher than the percentage in Scotland (3.3%).
- There has been an increase in the percentage of staff who declare that they do not have a disability, from 75.6% to 76.5%.
- The proportion of staff disclosing as disabled has consistently been higher among support staff (5.1% in 2016) than academic staff (3.1%). This trend is consistent with the higher education sector as a whole.
- There is a higher proportion of staff on a permanent contract disclosing a disability compared to staff on a fixed term contract (4% and 2% respectively in 2016). Conversely, there is a higher proportion of fixed term contract staff declaring that they do not have a disability compared with permanent contract staff (88% and 75% respectively in 2016).
- There is a higher rate of disclosure of disability status (i.e. 'yes' or 'no') amongst part time staff than full time staff (5% and 4% respectively in 2016). 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 will be further investigated in our new equality outcomes.
- Staff at lower grades (Grade 1-3) are more likely to declare a disability.
- There is a lower rate of declared disability from staff on an Academic, Research and Enterprise contract (3.1% in 2016) compared with the overall university figure (4.2%). Campus Services staff have a higher rate of declaring a disability (6.1%).
- The high proportion of non-disclosures in recruitment means that it is difficult to make any firm conclusions – however, the non-disclosure rate has decreased

over the last two years. Both the shortlisting and appointment success rate is lower for applicants who declare a disability – this will be further investigated in our new equality outcomes work.

- The proportion of leavers who have a disability has increased, as has the proportion of leavers who declared 'no' to disability. The turnover rate for staff with a disability is higher than the turnover rate for staff who do not have a disability – 14.5% and 13.7% respectively. (The PSED Report 2015 noted that the turnover rate for staff with a disability decreased significantly in the previous three years).
- Disabled staff have more sickness absence days than other staff across the different protected characteristics.

6.5.3 Race

- GCU's proportion of BME staff (5.7%) is higher than the Scotland average (3.7%) but lower than the UK figure (8.5%).
- There is a higher percentage of BME staff who are academic (9.1%) than support (2.9%).
- There has been an increase in the proportion of BME staff on a fixed term contract over the past two years (from 5.8% to 8.0%) – this reverses the trend of a decrease identified in the PSED Report 2015. There has also been a decrease in the proportion of BME staff on a permanent contract (from 5.9% to 5.5%).
- Conversely there has been an increase in the proportion of White staff on a permanent contract (from 93.0% to 93.6%) and a decrease in those on a fixed term contract (from 92.9% to 89.3%).
- Of the staff on part time contracts, a lower proportion are staff from a BME background (4.5% in 2016) compared to the overall University BME staff population (5.7%). In contrast, the percentage of White staff on part-time contracts is consistent with that of the overall University White population (94% and 93.2% respectively).
- The proportion of BME staff at higher grades (Grade 7, 8 and Professor) is higher than the University figure, although there is no BME representation at Senior Management level.
- In terms of job family, a higher proportion of BME staff are in Academic, Research and Enterprise roles than other areas. Campus Services, Professional and Administrative Support and Technical Services staff are below the overall University figure, as well as the BME population in Scotland (4%) and Glasgow (11%)[12]
- The turnover rate for BME staff is higher than for White staff.
- BME staff are less successful in achieving academic promotions than White staff.

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[12] 2011 Census

- The high proportion of non-disclosures in recruitment means that it is difficult to make any firm conclusions – however, the non-disclosure rate has decreased over the last two years. Both the shortlisting and appointment success rate is lower for BME applicants – this will be further investigated in our new equality outcomes work.
- BME staff (4.4) average working days lost) have a lower sickness absence rate than White staff (8.8 average working days lost). This pattern is consistent with the data from the PSED Report 2015.

6.5.4 Sex
- The proportion female staff at GCU (62.1%) is consistently higher than the UK (54.0%) and Scotland (54.5%) average.
- The proportion of GCU's female academic staff (56.4%) is significantly higher than the UK (45.0%) 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 support roles. GCU's proportion of female support staff (69.2%) is slightly higher than the UK average (62.7%).
- Of GCU's part time staff, the majority (85.0%) are female – this is higher than the UK average where females make up 67.5% of part time staff. This may suggest that GCU offers flexible employment opportunities and arrangements that support the work-life balance of our staff. Alternatively, this may suggest that full time job opportunities are limited. Further investigation of the reasons for this will be done through our work on Athena SWAN.
- The proportion of fixed term staff who are female has decreased, from 69.0% in 2015 to 61.3% in 2015. This is still higher than the UK average of females making up 53.0% of fixed-term staff.
- Females are in the majority across all grades with the exception of Professor. However, there has been good progress with an increase in the proportion of female Professors (33.8% to 34.2%), and continues a trend that was reported in the PSED Report 2015. The proportion of female Professors at GCU exceeds the UK (23.1%).
- In terms of job family, females are in the majority for all but one (Technical Services) and are prominent in Campus Services (75.4%) and Professional and Administrative Support (71.0%).
- Females are more likely to be successful in academic promotions and in recruitment.
- Female staff have a higher sickness absence rate than male staff.

6.5.5 Governing body gender breakdown

The University Court is the University's governing body, responsible for approving the University's overall strategic direction. The proportion of female governors has increased from 31.6% to 40.9% over the past two years.

This growth has reflected the focus on diversifying the governing body, which was a part of our equality outcomes actions. A recruitment campaign was designed to ensure women and those from underrepresented groups were encouraged to apply. Opportunities for staff to join Court were advertised internally and external advertisements were placed across diverse media. Equality monitoring was introduced and unconscious bias training was provided to all Court governors.

The membership of Court comprises: lay members drawn from business, industry and the professions who retain an overall majority; Ex-Officio members: the Principal and the President of the Students' Association; two elected members, one from academic staff and one from non-academic staff; and one member appointed by the University Senate.

Notes on the data

- *'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. 2014/15), this refers to a twelve month period from 1 August to 31 July*
- *"BME": Black and minority ethnic*
- *"Prof": Professors*
- *"SM": Senior Managers*
- *"Support staff" includes staff in the job families of Campus Services, Professional Administrative Support, Senior Management and Technical Services*

APPENDIX A

A1. Staff equality profile – total headcount

Age	2015	2016
Under 24	1.7% (28)	1.5% (25)
25-34	13.8% (226)	13.8% (228)
35-44	25.8% (424)	25.5% (421)
45-54	32.9% (540)	30.9% (511)
55-64	24.3% (399)	26.0% (429)
65 and over	1.5% (25)	2.4% (39)
Disability	**2015**	**2016**
Yes	4.6% (75)	4.2% (69)
No	75.6% (1241)	76.5% (1264)
Not disclosed	19.9% (326)	19.4% (320)
Race	**2015**	**2016**
Black and minority ethnic	5.9% (97)	5.7% (94)
White	93.0% (1496)	93.2% (1541)
Not disclosed	1.1% (18)	1.1% (18)
Sex	**2015**	**2016**
Female	63.4% (1041)	62.1% (1026)
Male	36.6% (601)	37.9% (627)

A2. Staff equality profile – Academic/Support Staff

	2015		2016	
Age	**Academic**	**Support**	**Academic**	**Support**
Under 25	0.3% (2)	2.9% (26)	0.5% (4)	2.3% (21)
25-34	10.9% (81)	16.1% (145)	10.6% (79)	16.4% (149)
35-44	26.1% (193)	25.6% (231)	26.2% (195)	24.9% (226)
45-54	34.7% (257)	31.4% (283)	32.9% (245)	29.3% (266)
55-64	26.1% (193)	22.8% (206)	26.5% (197)	25.5% (232)
65 and over	1.9% (14)	1.2% (11)	3.2% (24)	1.7% (15)
Disability	**Academic**	**Support**	**Academic**	**Support**
Yes	3.6% (27)	5.3% (48)	3.1% (23)	5.1% (46)
No	75.1% (556)	75.9% (685)	75.5% (562)	77.2% (702)
Not disclosed	21.2% (157)	18.7% (169)	21.4% (159)	17.7% (161)
Race	**Academic**	**Support**	**Academic**	**Support**
Black and minority ethnic	9.5% (70)	3.0% (27)	9.1% (68)	2.9% (26)
White	90.4% (669)	95.1% (858)	90.2% (671)	95.7% (870)
Not disclosed	0.1% (1)	1.9% (17)	0.7% (5)	1.4% (13)
Sex	**Academic**	**Support**	**Academic**	**Support**
Female	56.4% (417)	69.2% (624)	54.7% (407)	68.1% (619)
Male	43.6% (323)	30.8% (278)	45.3% (337)	31.9% (290)

A3. Staff equality profile – Fixed term vs Permanent

	2015		2016	
Age	**Fixed term**	**Permanent**	**Fixed term**	**Permanent**
Under 25	7.7% (12)	1.1% (16)	7.3% (11)	0.9% (14)
25-34	34.8% (54)	11.6% (172)	32.0% (48)	12.0% (180)
35-44	28.4% (44)	25.6% (380)	30.0% (45)	25.0% (376)
45-54	17.4% (27)	34.5% (513)	16.7% (25)	32.3% (486)
55-64	11.6% (18)	25.6% (381)	13.3% (20)	27.2% (409)
65 and over	-	1.7% (25)	0.7% (1)	2.5% (38)
Disability	**Fixed term**	**Permanent**	**Fixed term**	**Permanent**
Yes	2% (3)	5% (72)	2% (3)	4% (66)
No	90% (14)	74% (1101)	88% (132)	75% (1132)
Not disclosed	8% (12)	21% (314)	10% (15)	20% (305)
Race	**Fixed term**	**Permanent**	**Fixed term**	**Permanent**
Black and minority ethnic	5.8% (9)	5.9% (88)	8.0% (12)	5.5% (82)
White	92.9% (144)	93.0% (1383)	89.3% (134)	93.6% (1407)
Not disclosed	1.3% (2)	1.1% (16)	2.7% (4)	0.9% (14)
Sex	**Fixed term**	**Permanent**	**Fixed term**	**Permanent**
Female	69.0% (107)	62.8% (934)	61.3% (92)	62.1% (934)
Male	31.0% (48)	37.2% (553)	38.7% (58)	37.9% (569)

A4. Staff equality profile – Full time vs Part time

	2015		2016	
Age	**Full time**	**Part time**	**Full time**	**Part time**
Under 25	1.2% (14)	3.1% (14)	1.5% (18)	1.5% (7)
25-34	15.5% (185)	9.2% (41)	14.7% (175)	11.4% (53)
35-44	25.5% (305)	26.6% (119)	26.3% (313)	23.3% (108)
45-54	33.5% (400)	31.3% (140)	31.2% (371)	30.2% (140)
55-64	23.3% (278)	27.1% (121)	24.8% (295)	28.9% (134)
65 and over	1.1% (13)	2.7% (12)	1.5% (18)	4.5% (21)
Disability	**Full time**	**Part time**	**Full time**	**Part time**
Yes	4% (50)	6% (25)	4% (48)	5% (21)
No	74% (887)	79% (354)	75% (894)	80% (370)
Not disclosed	22% (258)	15% (68)	21% (248)	16% (72)
Race	**Full time**	**Part time**	**Full time**	**Part time**
Black and minority ethnic	6.5% (78)	4.3% (19)	5.7% (73)	4.5% (21)
White	92.8% (1109)	93.5% (418)	93.2% (1106)	94.0% (435)
Not disclosed	0.7% (8)	2.2% (10)	1.5% (11)	1.1% (7)
Sex	**Full time**	**Part time**	**Full time**	**Part time**
Female	55.3% (661)	85.0% (380)	55.0% (654)	80.3% (372)
Male	44.7% (534)	15.0% (67)	45.0% (536)	19.7% (91)

A5.1 Staff equality profile – Grade – 2015

	2015									
Age	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Prof**	**SM**
Under 25	0.7% (1)	35.3% (6)	8.5% (10)	3.9% (4)	2.2% (5)	1.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
25-34	3.0% (4)	23.5% (4)	12.7% (15)	31.1% (32)	27.5% (63)	22.3% (44)	12.0% (53)	4.0% (10)	0.0% (0)	1.4% (1)
35-44	9.0% (12)	11.8% (2)	23.7% (28)	16.5% (17)	33.2% (76)	35.0% (69)	31.8%(140)	22.9% (58)	14.3% (11)	14.9% (11)
45-54	35.1% (47)	5.9% (1)	21.2% (25)	34.0% (35)	23.6% (54)	29.9% (59)	34.1%(150)	37.9% (96)	41.6% (32)	55.4% (41)
55-64	47.0% (63)	17.6% (3)	33.1% (39)	13.6% (14)	13.5% (31)	11.2% (22)	21.4% (94)	33.6% (85)	35.1% (27)	28.4% (21)
65 and over	5.2% (7)	5.9% (1)	0.8% (1)	1.0% (1)	0.0% (0)	0.5% (1)	0.7% (3)	1.6% (4)	9.1% (7)	0.0% (0)
Disability	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Prof**	**SM**
Yes	7% (9)	12% (2)	6% (7)	3% (3)	6% (13)	5% (9)	4% (18)	3% (8)	4% (3)	4% (3)
No	85% (114)	76% (13)	76% (90)	77% (79)	69% (159)	78% (154)	74% (327)	75% (189)	74% (57)	80% (59)
Not disclosed	8% (11)	12% (2)	18% (21)	20% (21)	25% (57)	17% (34)	22% (95)	22% (56)	22% (17)	16% (12)
Race	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Prof**	**SM**
BME	2.2% (3)	5.9% (1)	2.5% (3)	5.8% (6)	3.9% (9)	5.1% (10)	7.0% (31)	9.5% (24)	13.0% (10)	0.0% (0)
White	94.0%(126)	88.2% (15)	95.8%(113)	94.2% (97)	95.6%(219)	93.4%(184)	92.7%(408)	90.1%(228)	87.0% (67)	94.6% (70)
Not disclosed	3.7% (5)	5.9% (1)	1.7% (2)	0.0% (0)	0.4% (1)	1.5% (3)	0.2% (1)	0.4% (1)	0.0% (0)	5.4% (4)
Sex	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Prof**	**SM**
Female	93.3%(125)	58.8% (10)	60.2% (71)	69.9% (72)	69.9%(160)	71.1%(140)	58.2%(256)	55.7%(141)	33.8% (26)	55.6% (40)
Male	6.7% (9)	41.2% (7)	39.8% (47)	30.1%31	30.1% (69)	28.9% (57)	41.8%(184)	44.3%(112)	66.2% (51)	47.2% (34)

A5.2 Staff equality profile – Grade – 2016

	2016									
Age	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Prof**	**SM**
Under 25	0.0% (0)	33.3% (5)	4.5% (5)	7.5% (8)	2.6% (6)	0.5% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
25-34	3.0% (4)	20.0% (3)	17.9% (20)	30.2% (32)	22.7% (52)	23.5% (48)	13.0% (59)	3.5% (9)	0.0% (0)	1.4% (1)
35-44	10.4% (14)	13.3% (2)	20.5% (23)	17.0% (18)	31.9% (73)	31.9% (65)	30.5%(139)	27.1% (69)	11.0% (8)	14.3% (10)
45-54	26.9% (36)	6.7% (1)	18.8% (21)	28.3% (30)	28.8% (66)	29.4% (60)	31.0%(141)	36.1% (92)	43.8% (32)	45.7% (32)
55-64	53.7% (72)	13.3% (2)	35.7% (40)	16.0% (17)	14.0% (32)	14.2% (29)	23.7%(108)	30.2% (77)	34.2% (25)	38.6% (27)
65 and over	6.0% (8)	13.3% (2)	2.7% (3)	0.9% (1	0.0% (0)	0.5% (1)	1.8% (8)	3.1% (8)	11.0% (8)	0.0% (0)
Disability	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Prof**	**SM**
Yes	7% (9)	0% (0)	7% (8)	4% (4)	4% (10)	4% (9)	4% (18)	3% (7)	4% (3)	1% (1)
No	85% (114)	93% (14)	74% (83)	76% (81)	71% (162)	78% (159)	77% (352)	74% (188)	74% (54)	81% (57)
Not disclosed	8% (11)	7% (1)	19% (21)	20% (21)	25% (57)	18% (36)	19% (85)	24% (60)	22% (16)	17% (12)
Race	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Prof**	**SM**
BME	2.2% (3)	20.0% (3)	3.6% (4)	3.8% (4)	4.4% (10)	2.5% (5)	7.5% (34)	8.6% (22)	12.3% (9)	0.0% (0)
White	94.0%(126)	80.0% (12)	95.5%(107)	96.2%(102)	94.3%(216)	96.1%(196)	92.1%(419)	91.0%(232)	87.7% (67)	95.7% (64)
Not disclosed	3.7% (5)	0.0% (0)	0.9% (1)	0.0% (0)	1.3% (3)	1.5% (3)	0.4% (2)	0.4% (1)	0.0% (0)	4.3% (3)
Sex	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Prof**	**SM**
Female	92.5%(124)	66.7% (10)	58.0% (65)	71.7% (76)	69.4%(159)	66.7%(136)	56.3%(256)	54.5%(139)	34.2% (25)	51.4% (36)
Male	7.5% (10)	33.3% (5)	42.0% (47)	28.3% (30)	30.6% (70)	33.3% (68)	43.7%(199)	45.5%(116)	65.8% (48)	48.6% (34)

A6.1 Staff equality profile – Job family – 2015

	2015				
Age	**Academic, Research, Enterprise**	**Campus Services**	**Professional & Administrative Support**	**Senior Management**	**Technical Services**
Under 25	0.3% (2)	0.6% (1)	4.1% (24)	0.0% (0)	1.7% (1)
25-34	10.9% (81)	2.2% (4)	22.9% (135)	1.4% (1)	8.3% (5)
35-44	26.1% (193)	12.4% (22)	32.0% (189)	14.9% (11)	15.0% (9)
45-54	34.7% (257)	33.7% (60)	26.3% (155)	55.4% (41)	45.0% (27)
55-64	26.1% (193)	46.6% (83)	14.2% (84)	28.4% (21)	30.0% (18)
65 and over	1.9% (14)	4.5% (8)	0.5% (3)	0.0% (0)	0.0% (0)
Disability	**Academic, Research, Enterprise**	**Campus Services**	**Professional & Administrative Support**	**Senior Management**	**Technical Services**
Yes	3.6% (27)	6.2% (11)	5.3% (31)	4.1% (3)	5.0% (3)
No	75.1% (556)	78.7% (140)	76.3% (450)	79.7% (59)	60.0% (36)
Not disclosed	21.2% (157)	15.2% (27)	18.5% (109)	16.2% (12)	35.0% (21)
Race	**Academic, Research, Enterprise**	**Campus Services**	**Professional & Administrative Support**	**Senior Management**	**Technical Services**
Black and minority ethnic	9.5% (70)	1.7% (3)	3.9% (23)	0.0% (0)	1.7% (1)
White	90.4% (669)	94.9% (169)	95.4% (563)	94.6% (70)	93.3% (56)
Not disclosed	0.1% (1)	3.4% (6)	0.7% (4)	5.4% (4)	5.0% (3)
Sex	**Academic, Research, Enterprise**	**Campus Services**	**Professional & Administrative Support**	**Senior Management**	**Technical Services**
Female	56.4% (417)	75.3% (134)	72.5% (428)	54.1% (40)	36.7% (22)
Male	43.6% (323)	24.7% (44)	27.5% (162)	45.9% (34)	63.3% (38)

A6.2 Staff equality profile – Job family – 2016

	2016				
Age	**Academic, Research, Enterprise**	**Campus Services**	**Professional & Administrative Support**	**Senior Management**	**Technical Services**
Under 25	0.5% (4)	0.0% (0)	3.4% (20)	0.0% (0)	1.6% (1)
25-34	10.6% (79)	2.8% (5)	22.7% (135)	1.4% (1)	12.7% (8)
35-44	26.2% (195)	13.4% (24)	30.7% (183)	14.1% (10)	14.3% (9)
45-54	32.9% (245)	26.8% (48)	26.5% (158)	45.1% (32)	44.4% (28)
55-64	26.5% (197)	52.0% (93)	15.9% (95)	39.4% (28)	25.4% (16)
65 and over	3.2% (24)	5.0% (9)	0.8% (5)	0.0% (0)	1.6% (1)
Disability	**Academic, Research, Enterprise**	**Campus Services**	**Professional & Administrative Support**	**Senior Management**	**Technical Services**
Yes	3.1% (23)	6.1% (11)	5.2% (31)	1.4% (1)	4.8% (3)
No	75.5% (562)	79.3% (142)	77.5% (462)	81.7% (58)	63.5% (40)
Not disclosed	21.4% (159)	14.5% (26)	17.3% (103)	16.9% (12)	31.7% (20)
Race	**Academic, Research, Enterprise**	**Campus Services**	**Professional & Administrative Support**	**Senior Management**	**Technical Services**
Black and minority ethnic	9.1% (68)	1.7% (3)	3.7% (22)	0.0% (0)	1.6% (1)
White	90.2% (671)	95.0% (170)	96.1% (573)	95.8% (68)	93.7% (59)
Not disclosed	0.7% (5)	3.4% (6)	0.2% (1)	4.2% (3)	4.8% (3)
Sex	**Academic, Research, Enterprise**	**Campus Services**	**Professional & Administrative Support**	**Senior Management**	**Technical Services**
Female	54.7% (407)	75.4% (135)	71.0% (423)	52.1% (37)	38.1% (24)
Male	45.3% (337)	24.6% (44)	29.0% (173)	47.9% (34)	61.9% (39)

A7. Staff equality profile – Turnover (number of leavers divided by total staff each year for each protected characteristic)

	2014/2015			2015/2016		
Age	**Leavers**	**Employees**	**Turnover**	**Leavers**	**Employees**	**Turnover**
Under 25	13	28	46.4%	16	25	64.0%
25-34	38	226	16.8%	51	228	22.4%
35-44	38	424	9.0%	52	421	12.4%
45-54	30	540	5.6%	34	511	6.7%
55-64	38	399	9.5%	48	429	11.2%
65 and over	6	25	24%	48	39	15.4%
Disability	**Leavers**	**Employees**	**Turnover**	**Leavers**	**Employees**	**Turnover**
Yes	9	75	12.0%	10	69	14.5%
No	119	1241	9.6%	173	1264	13.7%
Not disclosed	35	326	10.7%	24	320	7.5.%
Race	**Leavers**	**Employees**	**Turnover**	**Leavers**	**Employees**	**Turnover**
Black and minority ethnic	12	97	12.4%	16	94	17.0%
White	151	1527	9.9%	186	1541	12.0%
Not disclosed	0	18	0%	5	18	27.8%
Sex	**Leavers**	**Employees**	**Turnover**	**Leavers**	**Employees**	**Turnover**
Female	98	1041	9.4%	137	1026	13.4%
Male	65	601	10.8%	70	627	11.2%

A8. Staff equality profile – Success rate in academic promotions

	2015		2016	
Age	**Promoted**	**Not promoted**	**Promoted**	**Not promoted**
Under 25	-	-	-	-
25-34	100% (3)	0% (0)	50% (2)	50% (2)
35-44	86% (18)	14% (3)	75% (6)	25% (2)
45-54	57% (8)	43% (6)	78% (7)	22% (2)
55-64	38% (3)	62% (5)	33% (2)	67% (4)
65 and over	-	-	-	-
Disability	**Promoted**	**Not promoted**	**Promoted**	**Not promoted**
Yes	100% (1)	0% (0)	-	-
No	70% (21)	30% (9)	67% (14)	33% (7)
Not disclosed	67% (10)	33% (5)	50% (3)	50% (3)
Race	**Promoted**	**Not promoted**	**Promoted**	**Not promoted**
Black and minority ethnic	40% (2)	60% (3)	50% (3)	50% (3)
White	75% (30)	25% (10)	67% (14)	33% (7)
Not disclosed	0% (0)	100% (1)	0% (0)	0% (0)
Sex	**Promoted**	**Not promoted**	**Promoted**	**Not promoted**
Female	73% (16)	27% (6)	71% (10)	29% (4)
Male	67% (16)	33% (8)	54% (7)	46% (6)

A9.1 Staff equality profile – Job application, shortlist and appointment - 2014/2015

	2014/2015				
Age	**Applicants**	**Shortlisted**	**Shortlisting success rate**	**Appointed**	**Appointment success rate**
Under 25	3.0% (84)	2.8% (18)	21.4%	7.1% (12)	66.7%
25-34	15.2% (431)	20.1% (131)	30.4%	38.5% (65)	49.6%
35-44	11.6% (328)	17.6% (115)	35.1%	30.8% (52)	45.2%
45-54	7.1% (200)	11.0% (72)	36.0%	18.9% (32)	44.4%
55-64	1.9% (53)	2.3% (15)	28.3%	4.7% (8)	53.3%
65 and over	0.1% (2)	0.2% (1)	50.0%	0.0%	0.0%
Not disclosed	61.2% (1731)	46.0% (300)	17.3%	-	-
Disability	**Applicants**	**Shortlisted**	**Shortlisting success rate**	**Appointed**	**Appointment success rate**
Yes	1.6% (46)	2.0% (13)	28.3%	3.0% (5)	38.5%
No	36.5% (1033)	49.2% (321)	31.1%	87.0% (147)	45.8%
Not disclosed	61.9% (1750)	48.8% (318)	18.2%	10.1% (17)	5.3%
Race	**Applicants**	**Shortlisted**	**Shortlisting success rate**	**Appointed**	**Appointment success rate**
BME	5.3% (151)	6.3% (41)	27.2%	7.1% (12)	29.3%
White	33.4% (946)	47.9% (312)	33.0%	92.3% (156)	50.0%
Not disclosed	61.2% (1732)	45.9% (299)	17.3%	0.6% (1)	0.3%
Sex	**Applicants**	**Shortlisted**	**Shortlisting success rate**	**Appointed**	**Appointment success rate**
Female	59.2% (1674)	61.0% (398)	23.8%	71.6% (121)	30.4%
Male	36.1% (1020)	34.2% (223)	21.9%	28.4% (48)	21.5%
Not disclosed	4.8% (135)	4.8% (31)	23.0%	-	-

A9.2 Staff equality profile – Job application, shortlist and appointment - 2015/2016

	2014/2015				
Age	**Applicants**	**Shortlisted**	**Shortlisting success rate**	**Appointed**	**Appointment success rate**
Under 25	10.9% (416)	4.2% (33)	7.9%	5.6% (11)	33.3%
25-34	33.3% (1273)	30.5% (242)	19.0%	37.4% (73)	30.2%
35-44	20.1% (769)	25.2% (200)	26.0%	30.8% (60)	30.0%
45-54	14.7% (561)	17.9% (142)	25.3%	19.0% (37)	26.1%
55-64	4.1% (155)	6.2% (49)	31.6%	7.2% (14)	28.6%
65 and over	0.2% (7)	0.4% (3)	42.9%	0.0%	0.0%
Not disclosed	16.8% (644)	15.7% (125)	19.4%	-	-
Disability	**Applicants**	**Shortlisted**	**Shortlisting success rate**	**Appointed**	**Appointment success rate**
Yes	6.1% (233)	4.8% (38)	16.3%	3.6% (7)	18.4%
No	81.4% (3112)	81.5% (647)	20.8%	92.8% (181)	28.0%
Not disclosed	12.5% (480)	13.7% (109)	22.7%	3.6% (7)	6.4%
Race	**Applicants**	**Shortlisted**	**Shortlisting success rate**	**Appointed**	**Appointment success rate**
BME	11.5% (440)	7.3% (58)	13.2%	4.6% (9)	15.5%
White	63.2% (2418)	70.9% (563)	23.3%	93.3% (182)	32.3%
Not disclosed	25.3% (967)	21.8% (173)	17.9%	2.1% (4)	2.3%
Sex	**Applicants**	**Shortlisted**	**Shortlisting success rate**	**Appointed**	**Appointment success rate**
Female	60.2% (2303)	59.1% (469)	20.4%	62.6% (122)	26.0%
Male	36.7% (1404)	38.8% (308)	21.9%	37.4% (73)	23.7%
Not disclosed	3.1% (118)	2.1% (17)	14.4%	-	

A10. Staff equality profile – Sickness absence: average working days lost due to sickness per FTE

	2014/15	2015/16
Age		
Under 25	3.5	2.1
25-34	4.6	4.9
35-44	5.9	6.4
45-54	7.1	8.9
55-64	12.0	12.9
65 and over	13.8	9.5
Disability		
Yes	12.7	16.9
No	7.1	7.4
Not disclosed	8.7	11.5
Race		
Black and minority ethnic	3.0	4.4
White	8.0	8.8
Not disclosed	3.4	12.1
Sex		
Female	9.3	10.2
Male	5.1	6.2

A11. Governing Board diversity – gender breakdown

	2014/15	2015/16
Sex		
Female	31.6% (6)	40.9% (9)
Male	68.4% (13)	59.1% (13)

APPENDIX B: STUDENT DATA

B1. STUDENT PROFILE

Age	2014/2015	2015/2016
17 and under	4.8% (809)	3.9% (645)
18 to 20	34.2% (5807)	33.0% (5475)
21 to 24	25.8% (4370)	26.6% (4415)
25 to 29	13.7% (2319)	13.8% (2284)
30 and over	21.4% (3627)	22.7% (3760)
Disability	**2014/15**	**2015/16**
Declared a disability	6.7% (1132)	7.8% (1295)
No disability	93.3% (15800)	92.2% (15284)
Race	**2014/15**	**2015/16**
White	77.9% (3198)	78.8% (13058)
BME (Home students)	8.2% (1388)	8.2% (1363)
Unknown	0.5% (92)	0.7% (112)
Non UK Domiciled	13.3% (2254)	12.3% (2046)

Sex	2014/15	2015/16
Female	58.9% (9962)	59.6% (9878)
Male	41.1% (6970)	40.4% (6701)
Sexual Orientation	**2014/15**	**2015/16**
Bisexual	1.2% (204)	1.5% (249)
Gay Man / Woman	1.5% (247)	1.8% (302)
Heterosexual	62.7% (10610)	77.3% (12813)
Information Refused	5.6% (948)	5.8% (965)
Other	1.8% (305)	1.6% (268)
Unknown	27.2% (4618)	12.0% (1982)
Religion or belief	**2014/15**	**2015/16**
Christian	30.5% (5158)	36.2% (6000)
Other Religion	9.3% (1575)	9.8% (1629)
No Religion	29.2% (4936)	37.3% (6176)
Refused	3.8% (645)	4.8% (796)
Unknown	27.2% (4618)	11.9% (1978)