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|  | | School/Department/Directorate Equality and Diversity Action Plan | | | | | |  |
|  | *GCU Equality Outcome* | | *Recommended minimum for School/Department/ Directorate* | *Steps for implementation* | *Owner* | *Due date* | *Progress/*  *Measures* | *RAG status* |
| 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 | | School Equality and Diversity Committee or equivalent  Standing agenda item on SMGs supported by Equality and Diversity Committee or equivalent  Equality impact assessment of key policies, processes and decisions | * 1. Staff member attendance at Equality Champions Network   2. Updates provided to Department on a regular basis at team meetings   3. Promotion of harassment advisors   4. Equality impact assessment carried out on Strategy 2020 | Director  Director  Director  Director | *On-going*  *On-going*  *Completed*  *Completed* | * 1. Attendance at meetings   2. Standing item on agenda   3. Marketing material distributed in Department   4. Strategy 2020 has been assessed and following approval by EB EIA will be carried out on the 2020 Strategy indicators. |  |
|  | *GCU Equality Outcome* | | *Recommended minimum for School/Department/ Directorate* | *Steps for implementation* | *Owner* | *Due date* | *Progress/*  *Measures* | *RAG status* |
| 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 | | Staff training  Student awareness of equality and diversity issues is addressed through the curriculum  Teaching and assessment of students takes into account equality and diversity through the Strategy for Learning’s FAIR Curriculum project  Programme approval and renewal use Strategy for Learning/FAIR Curriculum’s design principles and tools | * 1. All staff encouraged to complete “Diversity in the Workplace – Higher Education” e-learning course.   2. All staff encouraged to complete ‘Understanding Unconscious Bias’ e-learning course   3. Equality and diversity training embedded in PDARs | Director  Director  Director | *29 April 2016*  *29 April 2016*  *On-going* | * 1. All staff to complete training. To date 92% of staff members have completed the training.   2. All staff to complete training. To date 38% of staff members have completed the training to date.   3. All staff completing training modules |  |
|  | *GCU Equality Outcome* | | *Recommended minimum for School/Department/ Directorate* | *Steps for implementation* | *Owner* | *Due date* | *Progress/*  *Measures* | *RAG status* |
| 3 | The University environment is physically accessible to students, staff and stakeholders | | Local activities (e.g. placements, away days) build in considerations of accessibility for staff and students  Local accessibility information/challenges are channelled to the Accessibility Group | * 1. Due consideration has been given to this outcome and will be reviewed every six months.   2. Consideration will be taken when moving or altering the Department office space and affected staff will be consulted. | Director  Director | *July 2016*  *As required* | *3.1 To be reviewed every six months*  *3.2 Staff were consulted during recent changes to office layout. To be reviewed* |  |
|  | *GCU Equality Outcome* | | *Recommended minimum for School/Department/ Directorate* | *Steps for implementation* | *Owner* | *Due date* | *Progress/*  *Measures* | *RAG status* |
| 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 | | Clear and accessible documents that are consistent with GCU branding and guidelines  Market insight activities (e.g. surveys, focus groups) take into account equality and diversity issues  Good practice and success stories relating to equality and diversity are shared and communicated widely | * 1. Equality and diversity promoted through the SFC Outcome Agreement | Director | *Spring 2016* | 4.1 The 2015-16 to 2017-18 OA has been submitted to the SFC. A draft update was submitted in December 2015, with the final update expected to be submitted in Spring 2016. |  |
|  | *GCU Equality Outcome* | | *Recommended minimum for School/Department/ Directorate* | *Steps for implementation* | *Owner* | *Due date* | *Progress/*  *Measures* | *RAG status* |
| 5 | The University has a comprehensive and robust set of student and staff equality and diversity data that will give us an accurate picture of our University community, and enable us to undertake accurate analysis of under-representation | | Data is being used by the School/Department/Directorate to inform this action plan, or their core work e.g. workforce planning, equality impact assessment, student recruitment, community outreach | * 1. Student equality and diversity data compiled annually to meet legal obligations   2. Outcomes of NSS shared annually with Equality and Diversity advisor   3. Monitoring of widening access data including preparation of reports and data returns to SFC   4. Monitoring and responding to equality and diversity policy issues raised by the Scottish Government – widening access policy, gender balance, consultation on HE governance bill   5. Participate and contribute to Equality and Diversity Data Groups | Director  Director  Director  Director  Director | *November 2016*  *September 2016*  *On-going*  *On-going*  *On-going* | * 1. Data provided to E&D advisor annually   2. NSS data shared annually with E&D advisor. NSS 2016 results published August 2016.   3. Monitored in OA and data return to SFC.   4. Policy developments highlighted to stakeholders via committee reports and policy updates   5. Contributed to Public Sector Equality Duty report and Athena SWAN data group. |  |