



University for the Common Good

# Public Sector Equality Duty Report

April 2025

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# 1. About this report

This report documents Glasgow Caledonian University's (GCU) progress in meeting the general duty and specific duties of the Public Sector Equality Duty (PSED).

It is structured into **three sections**:

## Mainstreaming report

The first section describes how we mainstream the general duty into all of our functions.

## Equality Outcomes report

The second section outlines the progress made in relation to our Equality Outcomes 2021- 2025.

## Data

The third section presents employee equality information, board gender diversity information and gender pay gap information.

This report on the implementation of the PSED shows continued 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 2021-2025. We are pleased to be able to show that equality, diversity and inclusion are evident across our core activities and goals, and are truly embedded in Glasgow Caledonian University's culture.

## 2. Public Sector Equality Duty

### 2.1 Public Sector Equality Duty

The public sector equality duty (PSED), created under the Equality Act 2010, 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, including the University, to meet the general duty.

### 2.2 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, 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.

### 2.3 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.
- 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.

# Mainstreaming report

This section describes how the general duty is mainstreamed into all of our functions. These are the actions and activities that we do as part of our core work, and are out with, and complement, the work of our Equality Outcomes 2021-2025.

### 3. Mainstreaming the general equality duty into our functions – progress since 2023

As the University for the Common Good, equality is at the heart of everything that we do. Our mission is to make a positive difference to the communities we serve and this supports our duty to mainstream equality into our day-to-day functions.

Mainstreaming equality is of critical importance at Glasgow Caledonian University, both strategically and operationally. We take a whole institution approach to enhancing the lives of people and their communities by eliminating discrimination, advancing equality of opportunity and fostering good relations through our core business. Examples of making the general duty integral to our functions by mainstreaming equality is clearly evidenced in our core activities as part of our University for the Common Good mission.

#### 3.1 Mainstreaming equality into the University's strategy

The strategic importance of mainstreaming equality into our core functions is clearly demonstrated in our University for the Common Good mission, supported by our Strategy 2030. Our vision for 2030 is to transform lives through excellent education and research that is accessible and impactful for the people of Glasgow and our communities locally, nationally and internationally.

#### Glasgow **Caledonian** University Strategy **2030**

**Access**

**Excellence**

**Impact**

##### **Vision**

To transform lives through excellent education and research that is accessible and impactful for the people of Glasgow and our communities locally, nationally and internationally.

The focus on equality, through the principle of accessibility – both academic and physical – is woven through our strategy and is therefore at the very heart of Glasgow Caledonian. This commitment is further enhanced through the mainstreaming of equality in core strategies, enabling plans and activities that support Strategy 2030, specifically ‘Education’, ‘Research’, ‘Engagement’, ‘Internationalisation’, ‘A destination of choice for students’, ‘A great place to work’, ‘Digital, estate and infrastructure’, ‘Finance, governance and compliance’:

#### Eliminating discrimination

- **A destination of choice for students:** We will ensure that our student experience and campuses are attractive to students from Scotland and the rest of the UK, and across the world, with a particular focus on widening access to higher education through an inclusive approach to student recruitment.
- **Research:** We will produce impactful research that addresses public health challenges and social inequalities, locally, nationally and internationally.
- **Digital, estate and infrastructure:** We will invest in our estate and infrastructure in Glasgow and London to support our ambitions to be a great place to study and work and to ensure safe, inclusive and resilient campuses.
- **Finance, governance and compliance:** We will commit to sustainable and ethical working and investment in line with our values, as a multi-cultural University with a strong commitment to equality, diversity and inclusion and the Common Good.

#### Advancing equality of opportunity

- **Education:** Our University will be accessible to students from the widest diversity of backgrounds and our approach to access with excellence will encompass the full learner journey and beyond.
- **Education:** Caring and belonging will be central to our student experience, and the commitment of our staff and our holistic support for learning and wellbeing will facilitate the success of our students.
- **Engagement:** As an anchor institution in our city and region, we will grow the social and economic impact of our education and research in Glasgow and Scotland, addressing inequalities, meeting skills needs, delivering excellence in apprenticeships, and linking widening access into graduate employment
- **A great place to work:** We will invest in our people and ensure that staff wellbeing is a priority.

#### Fostering good relations

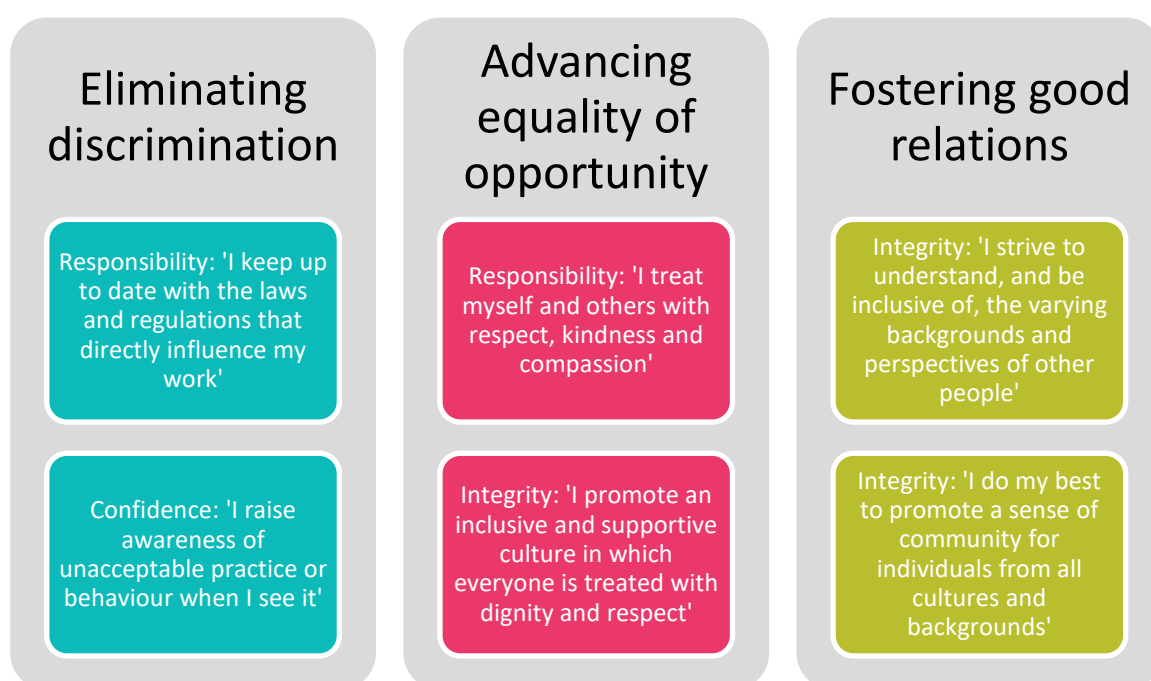
- **Internationalisation:** We will provide an international education for our students through our globally-informed curricula and international mobility and exchange opportunities
- **Research:** We will ensure that our research is accessible, excellent and impactful for civic, community and employer partners.
- **Equality, diversity and inclusion:** We will promote equality, celebrate diversity and embed a University culture focussed on belonging



### 3.2 Mainstreaming equality into our values

Equality continues to be an integral part of our GCU Values of Integrity, Creativity, Responsibility and Confidence. These core values are shared by staff and students and they underpin what we do and how we do it. Our values are the foundations upon which we build collaborative relationships with like-minded partners to deliver our social mission for the common good.

The values are supported by a number of behaviour statements, which describe how we bring our values to life and how members of the GCU community aspire to behave. The behaviour statements include equality-related principles:



The GCU Values are celebrated regularly through our Points of Pride showcase, which highlights how all the values – integrity, creativity, responsibility and confidence – are lived by staff in their daily work, interactions and behaviours, both within the University and out in the communities they serve. These include examples of how the values support our mainstreaming equality duty by supporting the elimination of discrimination, advancement of equality of opportunity, and fostering of good relations, and recognition of teams and individuals supporting inclusive working and learning environments and staff and student wellbeing.

### 3.3 Mainstreaming equality into our learning and teaching and wider student experience

#### Common Good Curriculum

Equality continues to form a central part of our Common Good Curriculum. The Common Good is supported, recognised and embedded within all of our courses and the wider student experience. The learning experience at Glasgow Caledonian University prepares our students to develop our six 'Common Good Attributes' of **Active and Global Citizenship**, **Entrepreneurial Mindset**, **Systems Thinking**, **Responsible Leadership**, **Resilience**, **Compassion and Empathy**, and **Confidence**. These attributes equip our students to make a positive difference to the communities they will serve, and equality is embedded throughout the attributes:



## **Student wellbeing**

- Equality is embedded in the ethos and service provision of our Student Wellbeing Team, which provides free and confidential advice and support to students in a safe and non-judgemental environment.
- The Student Wellbeing Team provides contextualised and specialist support for diverse student experiences through Counsellors, Wellbeing Advisers, Mental Health Advisers, and Disability Service who work to offer support for all aspects of mental health and wellbeing through a range of different services to help support our students. Complementing these services are online self-care resources and 24/7 support through Togetherall, an online global community where individuals can access support from trained professionals.
- Equality specific provision from the Wellbeing Advisers includes, but is not limited to:
  - Black, Asian and Minority Ethnic students
  - Care experienced students
  - Carers
  - Chaplaincy
  - Disability service
  - Estranged students
  - Gender-based and sexual violence
  - International students
  - LGBTQIA+ students
  - Student pregnancy, maternity and childcare
  - Mental health
  - Neurodiversity support

## **Student events**

- At Glasgow Caledonian University, we are committed to fostering an inclusive and welcoming environment for all our students. We host a variety of welcome events to help new students feel at home from their first day on campus, providing opportunities to connect with peers and access essential support services.
- Throughout the year, we celebrate the rich diversity of our student community by organising events that mark cultural and religious holidays, national celebrations, and awareness days. As part of our commitment to equality, diversity, and inclusion, we also run events that support and empower students from groups protected under the Equality Act, ensuring that everyone at Glasgow Caledonian feels valued, included, and able to thrive.



Picture 1: International Welcome Night



Picture 2: Black History Month Careers Event



Picture 3: Glasgow Mural Tour

### 3.4 Mainstreaming equality into our research

Research is at the heart of Glasgow Caledonian's mission as the University for the Common Good. Our research focuses on three core areas - inclusive societies, healthy lives, and sustainable environments, aligned with our three Academic Schools - the Glasgow School for Business and Society, the School of Health and Life Sciences, and the School of Computing, Engineering and Built Environment, and underpinned by an inter-sectoral approach to addressing the challenges posed by the United Nations Sustainable Development Goals.

#### Inclusive societies

One of our research strengths is in the exploration of inclusive societies and we aim to enrich cities and communities through our research themes of social innovation and public policy; social justice, equalities and communities.

- The WiSE Centre for Economic Justice is dedicated to the elimination of economic and social inequality in society through the creation and dissemination of innovative and transformative knowledge. WiSE aims to make research accessible to all,

through the practice of linking economic theory to action for social change. One of their key strengths has been a specific focus on equality, gender and social justice issues in Scotland and they conduct high quality academic social and economic justice research which has a practical impact. Their key research themes include: 'Historical and cultural origins of inequalities', 'Labour market and household Inequalities' and 'Social inclusion and migration'.

- The Yunus Centre for Social Business and Health conducts world-leading research to conceptualise and evidence ways that lives of individuals and communities can be improved through a better understanding of various community-based and health-focused initiatives. The work undertaken addresses multiple Sustainable Development Goals and the Centre is renowned for its multi-disciplinary and social science based research in social innovation as well as in health economics, microfinance and social business

### **3.5 Mainstreaming equality into our governance**

The University's formal governance of equality, diversity and inclusion underpins our approach to mainstreaming equality. The People Committee, chaired by a lay governor, is the formal platform for equality, diversity and inclusion issues to be considered in an integrated, people focused (staff and students) way, as part of its core business, recognising that equality, diversity and inclusion are cross cutting issues that relate to the staff and student experience. Past People Committee meetings have featured strategic discussions on mental health, race equality, preventing gender-based violence, disability, and equality, diversity and inclusion strategy, which have helped to shape further action planning and staff and student engagement and consultation.

## Equality Outcomes report

This section reports on the progress being made to achieve our Equality Outcomes 2017-2021. These are specific actions and activities identified as key areas of focus and are out with, and complement, our work on mainstreaming equality.

## 4. Progress against our Equality Outcomes 2021-2025

GCU has made good progress in implementing our Equality Outcomes 2021-2025. This section reports on the progress made in the final two-year period, from May 2023 to April 2025.

### 4.1 Equality Outcomes 2021-2025

Glasgow Caledonian University's Equality Outcomes 2021-2025, built on the main themes of our previous (2017-2021) outcomes by establishing some new areas of focus that reflected recent and emerging priorities, informed by external and internal evidence.

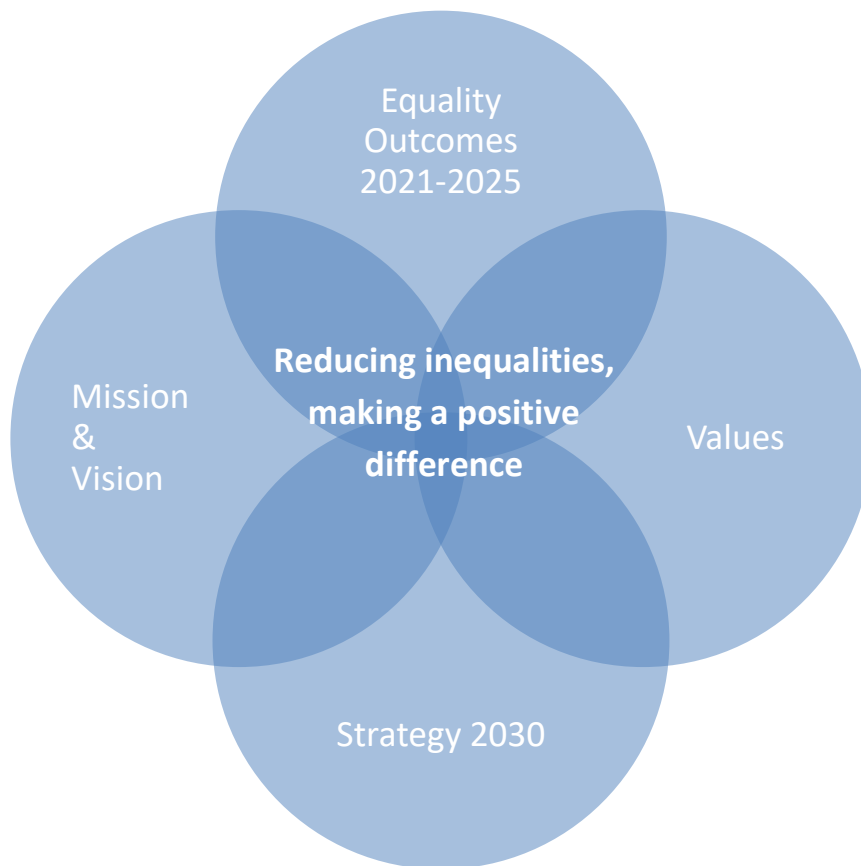
The equality outcomes are the results that we aim to achieve to help meet our Equality Act 2010 public sector equality duty obligations, specifically to eliminate discrimination, advance equality of opportunity and foster good relations.

Our equality outcomes were:

- Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours.
- Equality Outcome 2: Our University is physically and virtually accessible to disabled people.
- Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to prevent and tackle racism and racial inequalities.
- Equality Outcome 4: Students and staff experience a supportive culture of positive mental health.
- Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff.

## 4.2 Institutional alignment with our equality outcomes

As well as helping to fulfil the aims of the public sector equality duty, our equality outcomes were clearly aligned with our University's mission, vision, values, and our Strategy 2030 and the associated goals. Equality is at the heart of GCU.



Working towards our equality outcomes help us to further our University mission, vision, and values and Strategy 2030.



### 4.3 Progress on Equality Outcomes 2021-2025

This section presents a selection of examples of progress, in years three and four of the four-year plan, under each Equality Outcome, together with an 'at a glance' overview, in table form, of the status of the actions and commitments.

Our Equality Outcomes will be renewed in 2025, and will include key and long term commitments from these outcomes, and also take into account the Scottish Funding Council's National Equality Outcomes and supporting guidance.

**Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours.**

#### **Knowledge and understanding**

- Staff learning and development on equality, diversity and inclusion continued to be promoted through resources on the University's virtual learning environment, GCU Learn. The online materials, developed by Skill Boosters/VinciWorks, were procured to enable more flexibility and accessibility in staff and management training and development. The resources take the form of courses, micro-courses and films and include topics related to Bullying & Harassment, Compliance, Equality Diversity & Inclusion, Leadership, and Workplace well-being, and are used by staff in a variety of ways, including personal development, to inform team discussions, or for teaching purposes.

#### **EDI in the curriculum**

- An enhancement-led set of resources and staff development programme have been developed to support GCU's commitment to the UN's Sustainable Development Goals (SDGs) and EDI, within the context of Strategy for Learning 2030 and the drive to enhance student outcomes and graduates' employability. A newly created SharePoint site will act as the central hub for staff. The intention is to integrate the resources into the University's quality assurance and enhancement processes including Enhancement-Led Internal Subject Review (ELISR) and programme approval, monitoring and review.
- Led by Academic Development and Student Learning, this suite of resources includes guidance for staff on creating inclusive modules through an Education for Sustainable Development (ESD) Curriculum Pack. The pack covers a wide range of

topics, including how to embed SDGs into module learning outcomes, key competencies, and learning design.

- An EDI in the curriculum Toolkit, including a glossary of terms, and supported by staff development workshops are being rolled out to academic departments. The interactive sessions focus on intersectionality, barriers to learning and the Global and Relevant Curriculum and Community and Belonging.

### **EDI Campaigns Group**

- The Equality, Diversity and Inclusion (EDI) Campaigns Group, which was formed to build on the approach and legacy of the International Women's Day (IWD) Group continued to take both a strategic and operational focus, to align with, and complement the broader range of institutional and local level EDI projects and activities.
- The work of the group aims to ensure the University plays a role in preventing and eliminating discrimination, bias and stereotyping and promote diversity and inclusion. It also supports Equality Outcomes and People Enabling Plan commitments to increase EDI knowledge and understanding, and to celebrate diversity, as well as the GCU Values and associated behaviours.
- The group's strategic role has been primarily through advising the University Executive Group on the EDI themes that the University should prioritise so that campaigns raise awareness, increase knowledge and understanding, and challenge discrimination and stereotypes, in order to support an inclusive learning and working environment.
- Smaller specialist sub-groups have taken forward the operational aspects of campaigns. Some of the early outputs arising from the group's discussions and direction include campaigns on International Women's Day, Neurodiversity Celebration Week and International Trans Day of Visibility.

## Equality Outcome 2: Our University is physically and virtually accessible to disabled people

### **GCU Disabled Staff Network**

- Feedback from staff and managers, anecdotal evidence and further discussions highlighted a gap in support for disabled staff.
- Through discussions with senior managers and other colleagues, it was agreed to form the GCU Disabled Staff Network to bring together disabled staff who had come forward to create a supportive space for staff and enable them recommend actions, and inform policy and practice.
- A diversity of experiences of disability are represented on the group, but the common theme was that generally people felt well supported by individuals, but there was not an institutional wide approach to policies and practice. The group agreed to have the overall aim of influencing change, and get away from medical and deficit models of disability to the social model of disability.
- The group has three broad areas of focus: a platform to share experiences; a collective voice to influence policy and practice; a forum for events and speakers to share research and good practice.

### **Support for disabled students**

- The Disability Team in Student Wellbeing has a pivotal role to play in supporting this equality outcome by providing advice, information and services to disabled students and applicants. This includes students with long-term medical conditions, sensory impairment, mental ill-health, physical impairments, specific learning disabilities (for example dyslexia) and students on the autism spectrum.
- The Disability Team was the first in the UK to achieve accreditation from the National Autistic Society, and achieved re-accreditation in 2024. The accreditation is the UK's only autism-specific quality assurance programme for bodies providing services to autistic people and illustrates GCU's ongoing commitment to widening participation and supporting all students to succeed.

- The team also seeks to promote a learning environment which minimises the impact of disability on the student experience. To support this aim staff are provided with information, advice and training related to the support of disabled students, and the promotion of accessible and inclusive teaching and service provision.
- A student disability review project was established to ensure the University's approach to supporting a positive learning experience and outcomes for disabled students has consistency and sustainability at its core.
- The overarching aim of the project was to develop an action plan to deliver a revised model of support which focuses less on an individualised tailored approach of reasonable adjustments, to a model of inclusive practice that meets the majority of disabled students' needs.
- A cross-University project board was established to make recommendations and identify priority actions
- The review of current practice and resources across different areas of the university – the delivery of inclusive practice, and reasonable adjustments for disabled students requires a whole institution approach. The agreed action plan represents a substantial programme of work which will be overseen by a new Disability Implementation Group.

### **Hidden Disabilities Sunflower Scheme**

- GCU continues to be a member of the Hidden Disabilities Sunflower scheme. This supports our commitment to equality, diversity and inclusion, and in particular aligns with our Autism Accreditation from the National Autistic Society. Wearing the Hidden Disabilities Sunflower discreetly indicates to people around the wearer including staff, colleagues and health professionals that they need additional support, help or a little more time.

**Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to prevent and tackle racism and racial inequalities.**

#### **Race Equality Charter**

- Glasgow Caledonian University achieved Advance HE's Race Equality Charter (REC) Bronze Award in recognition of our work to combat racism and support race equality. The charter aims to help universities and research institutes improve the representation, progression and success of Black, Asian and Minority Ethnic people in higher education. The award is the culmination of two years of work by staff and students led by Dr Davena Rankin. It recognises the University's work so far, which includes identifying race equality issues, defining an action plan, and committing to its implementation.
- This builds on GCU's work on tackling racism, which included signing Advance HE's anti-racism Declaration, the recommendations made by our Tackling Racism Group, the Call it Racism campaign, and our Anti-Racist Curriculum Group.
- The REC Self-Assessment Team (SAT) oversaw and steered this work, supported by a number of subgroups and reference groups. The emerging themes from these groups included 'A sense of belonging', 'Career progression', 'Academic life', 'Creating an anti-racist campus'. 'Celebrating diversity', were shaped into an action plan, which formed a key part of the submission. The action plan will be implemented over a five-year period.

**Equality Outcome 4: Students and staff experience a supportive culture of positive mental health.**

#### **Staff and student mental health and wellbeing**

- The University continues to take a proactive, whole institution approach to supporting positive staff and student mental health and wellbeing through the implementation of our action plans, cascading of information and resources, and

delivery of training and development, particularly aimed at staff in student-facing and line management roles.

- We continue to work in partnership with the Scottish Association for Mental Health on a range of initiatives to build the capacity of staff to support students affected by mental health conditions, increase the emotional resilience of staff and students, as well as supporting GCU to establish a mentally healthy community across our campuses.
- Supporting our staff and student's mental health and wellbeing is a strategic priority for the University. GCU was the first university in Scotland to join the Student Minds University Mental Health Charter Programme, launched in July 2021, and has become Scotland's first - and one of just five institutions in the UK - to be awarded the Student Minds' Mental Health Charter Award. The award recognises and benchmarks best practice in supporting mental health across the country's HE institutions. The ongoing commitment to the programme involves:
  - Understanding the needs of our community: Exploring the experiences of students and staff, and ensuring support services are accessible and tailored to their needs.
  - Collaboration: Actively involving staff and students as partners in creating and developing mental-health resources.
  - Governance and leadership: Continuously enhancing governance structures related to mental health and wellbeing.
  - Research: Supporting ongoing research into mental health and wellbeing.
  - Future projects: Striving to develop and implement additional initiatives to promote health and wellbeing at the University.
- The University was successful in achieving the Carer Positive 'Established' employer award, which recognises the progress made in supporting staff carers, and the role of the Staff Carers Network in informing the development of a Staff Carers Policy.

**Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff.**

### **Athena Swan**

- The University continues to work on the institutional and School level actions relating to the Athena Swan charter, which focuses on promoting equality for staff of all gender identities across higher education institutions in respect of their representation, progression and working environments, as well as the 'pipeline' of students progressing into academia.
- The University's Advancing Gender Equality Group continues to be the institutional self-assessment team that provides input and direction into the implementation of the University's Silver Athena Swan award action plan, and recent discussions have led to a review and repositioning of the People Services-specific actions. The University is targeting a submission for the institutional Gold award by January 2026.
- The School Self-Assessment Teams in GSBS (Departmental Bronze award holders), SCEBE (Departmental Silver) and SHLS (Departmental Bronze) continue to meet regularly to oversee the progress for their respective action plans. SCEBE are targeting a Departmental Gold application, and both GSBS and SHLS are targeting applications for Departmental Silver, all by autumn 2025.
- Externally, the University continues to engage with Advance HE through their new institutional strategic advisors, who provide bespoke advice and support. The University continues to be an active member of the Athena Swan Scotland Network, and keeps up to date with developments in relation to panel assessment processes and approaches.

### **Preventing and responding to gender-based violence**

- We continue to promote our gender-based violence (GBV) prevention work – our GBV Prevention and Response Advisor has provided specialist, tailored care and interventions for multiple members of our GCU community experiencing GBV. Specialist support has also been provided to staff in student facing roles from across the institution, including academic staff, and other members of the Student Wellbeing team; ensuring that trauma informed care and specialist knowledge is

available when staff and students require. This work has extended to our London campus, where we recently delivered a GBV briefing to all staff.

### **Promoting LGBTI+ inclusion**

- The Sir Alex Ferguson Library and Archive Centre and Student Wellbeing teams are the first GCU services to sign up to the Equality Network's new Scottish LGBTI+ Rainbow Mark. The new Scottish Government supported initiative aims to provide information and tools to support LGBTI+ inclusion, reduce isolation and stress for LGBTI+ people, create welcoming spaces and reflect a genuine desire to recognise and respect LGBTI+ diversity and inclusion across Scotland.
- The mark is designed to be displayed in social places such as cafes and libraries and has been developed in consultation with LGBTI+ communities. Organisations signing up must commit to create a welcoming and inclusive space for LGBTI+ users, maintain zero tolerance for discriminatory language and behaviour, strive to understand the needs of LGBTI+ people and create an environment in which LGBTI+ staff feel able to be themselves, valued and protected.
- The Trans Equality Group (which subsequently integrated into the LGBTQIA+ Group) led celebrations of International Transgender Day of Visibility every March, and Transgender Awareness Week and Transgender Day of Remembrance every November by raising awareness of the importance of trans equality and inclusion, and offering the University community useful resources and guidance.
- The group held events in the Relax and Renew space in the Sir Alex Ferguson Library, where the University community were invited to learn more about the day and the group's plans to make GCU more inclusive.
- Internal intranet news articles from senior management and from group members highlighted the lived experience of a member of staff, which reinforced the need for more visibility and education around trans equality and inclusion issues.



GCU Equality Outcomes 2021 – 2025				
Equality Outcome 1	Equality Outcome 2	Equality Outcome 3	Equality Outcome 4	Equality Outcome 5
Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours	Our University is physically and virtually accessible to disabled people	Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to tackle racism	Students and staff experience a supportive culture of positive mental health	Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff
<b>Theme 1a:</b> Information, guidance and training for students and staff	<b>Theme 2a</b> Embedding Delivering Digital Accessibility project	<b>Theme 3a</b> Implementing Tackling Racism Group recommendations	<b>Theme 4a</b> Implementing Student Mental Health Action Plan	<b>Theme 5a</b> Implementing institutional and School Athena SWAN action plans
<b>Theme 1b:</b> Diversifying the curriculum	<b>Theme 2b</b> Embedding Disability Confident scheme requirements	<b>Theme 3b</b> Cascading Advance HE Tackling Racism on campus resources	<b>Theme 4b</b> Implementing Mental Health at Work Action Plan/ Carer Positive principles	<b>Theme 5b</b> Implementing Gender Action Plan
<b>Theme 1c</b> Celebrating diversity days and events	<b>Theme 2c</b> Maintaining Autism Accreditation	<b>Theme 3c</b> Reviewing our complaints policy and processes	<b>Theme 4c</b> Achieving Student Minds University Mental Health Charter	<b>Theme 5c</b> Embedding TransEdu resources/develop staff policy

**Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours**

**Theme 1a: Information, guidance and training for students and staff**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
1a.1	Strengthen expectations and responsibilities in student and staff induction	New students and staff are able to demonstrate EDI in their actions and behaviours	Director of People; Director of Student Life	Completed	From September 2021
1a.2	Provide EDI training and development to staff that is relevant to the context of their roles	Staff understand EDI and how it can be embedded in their roles. Impact measures on equality, diversity and inclusion have been embedded into the People Enabling Plan's Critical Success Factors, which are based on staff engagement survey results	Director of People	Ongoing (as core business)	From September 2021
1a.3	Embed EDI principles in GCU Values refresh and implementation	GCU Values behaviour statements have EDI threaded throughout	Director of People	Completed	From May 2021
1a.4	Review EDI related information and guidance for students and staff across the GCU website and staff intranet	Updated and relevant information and guidance is published	Director of People; Director of Student Life	Completed	From March 2023

**Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours**

**Theme 1b: Diversifying the curriculum**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
1b.1	Implement actions under the <a href="#">Strategy for Learning</a> intention to 'Champion equality of participation and attainment for all students'	As detailed in Strategy for Learning action plan	PVC Learning and Teaching	Ongoing (to be revised as part of new Education Strategy)	To be revised as part of new Education Strategy

**Equality Outcome 1: Our people have strong knowledge and understanding so that they can promote equality, diversity and inclusion and challenge discrimination through their actions and behaviours**

**Theme 1c: Celebrating diversity days and events**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
1c.1	Develop a calendar of communication plans for key diversity days and events with input from students and staff across the university	Events are run physically and virtually, informed by staff and student input	EDI Advisor, supported by EDI Campaigns Group	Ongoing (core business as part of EDI Campaigns Group)	From December 2022

## Equality Outcome 2: Our University is physically and virtually accessible to disabled people

### Theme 2a: Embedding Delivering Digital Accessibility project

	Actions	Success measures	Responsible	Status/comments	Timeline
2a.1	Implement actions under <a href="#">Delivering Digital Accessibility project plan</a>	As detailed in Delivering Digital Accessibility project plan	PVC Learning and Teaching	Ongoing (implementation phase)	As detailed in Delivering Digital Accessibility project plan

## Equality Outcome 2: Our University is physically and virtually accessible to disabled people

### Theme 2b: Embedding Disability Confident scheme requirements

	Actions	Success measures	Responsible	Status/comments	Timeline
2b.1	Review policies and practice to ensure an inclusive and accessible recruitment process and effective reasonable adjustments process to support disabled staff to stay in work	Increase in disability disclosures from staff; increase in disabled applicants; consistent application of reasonable adjustments	Director of People	Ongoing (as part of core business)	From August 2023
2b.2	Update intranet pages with further disability related information and guidance for managers and disabled staff	Provision of clear and accessible information and guidance	Director of People	Ongoing (as part of core business)	From August 2023
2b.3	Training and awareness raising for staff and managers (links to Equality Outcome 1)	Engagement in sessions; increased knowledge and awareness	Director of People	Under development and to be included in refreshed Equality Outcomes	From December 2024

## Equality Outcome 2: Our University is physically and virtually accessible to disabled people

### Theme 2c: Maintaining Autism Accreditation

	Actions	Success measures	Responsible	Status/comments	Timeline
2c.1	Continue to communicate and embed principles of <a href="#">Autism Accreditation Scheme Award</a>	As determined by National Autistic Society in reviewing and assessing GCU's implementation of the Scheme	Director of Student Life	On track/ongoing – successful reaccreditation in 2024	As detailed in award criteria and conditions

**Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to tackle racism**

**Theme 3a: Implementing Tackling Racism Group recommendations**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
3a.1	Implement Tackling Racism at GCU action plan	<p>Evidence from student and staff surveys, and other data such as feedback and complaints</p> <p>Full measures are detailed in Tackling Racism Action Plan</p>	Executive Board (now University Executive Group)	<p>On track – now superseded by Race Equality Charter Action Plan</p>	<p>As detailed in Tackling Racism Action Plan</p> <p>Now superseded Race Equality Charter</p>

**Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to tackle racism**

**Theme 3b: Cascading Advance HE Tackling Racism on campus resources**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
3b.1	Embed Advance HE resources into communications plan, as part of the Tackling Racism at GCU action plan	<p>Call it Racism campaign launched</p> <p>Levels of student and staff engagement with the resources (e.g. social media interactions with campaign)</p> <p>Demonstration of resources and tools being embedded into the Tackling Racism at GCU actions (e.g. guidance on reporting complaints, training materials)</p>	Director of Communications and Public Affairs	Completed	From January 2022



### Equality Outcome 3: Black, Asian and Minority Ethnic students and staff are confident that the University is taking action to tackle racism

#### Theme 3c: Reviewing our complaints policy and processes

	Actions	Success measures	Responsible	Status/comments	Timeline
3b.1	Review current complaints policies and processes	Complaints policies and processes are updated; increased confidence to make a complaint	University Secretary and VP Governance; Director of People	Completed	From May 2021
3b.2	Improve mechanisms for anonymous complaints and support systems	Report and Support tool launched Increased confidence to make a complaint	Director of Student Life; Director of People	Completed	From August 2021
3b.3	Provide anti-racism training and development for staff involved in handling complaints (linked to Equality Outcome 1)	Increased knowledge and awareness of race and racism	University Secretary and VP Governance; Director of People	Completed	From June 2021

**Equality Outcome 4: Students and staff experience a supportive culture of positive mental health**

**Theme 4a: Implementing Student Mental Health Action Plan**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
4a.1	As detailed in the Student Mental Health action plan	As detailed in Student Mental Health action plan	Director of Student Life	On track/ongoing (implementation phase)	As detailed in Student Mental Health action plan

## Equality Outcome 4: Students and staff experience a supportive culture of positive mental health

### Theme 4b: Implementing Mental Health at Work Action Plan/ Carer Positive principles

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
4b.1	Implement Mental Health at Work action plan	As detailed in Mental Health at Work action plan	Vice Principal Health and Wellbeing; Director of People	On track /ongoing (implementation phase)	As detailed in Mental Health at Work action plan
4b.2	Build on Carer Positive 'engaged' status by developing a staff carers policy, a staff carers network and develop guidance and communications	Staff Carers Policy developed; Staff Carers network formed	Director of People	Completed	From June 2021

**Equality Outcome 4: Students and staff experience a supportive culture of positive mental health**

**Theme 4c: Achieving Student Minds University Mental Health Charter**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
4c.1	As detailed in Student Mental Health Charter	As detailed in Student Mental Health Charter	Director of Student Life	On track/ongoing (implementation phase)	As detailed in Student Mental Health Charter

**Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff**

**Theme 5a: Implementing institutional and School Athena Swan action plans**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
5a.1	Apply for and achieve Athena Swan awards – Silver (GCU and SCEBE); Bronze (GSBS and SHLS)	Self-assessment teams develop applications informed by evidence  Awards are achieved and feedback received from Advance HE	Executive lead for Gender Equality; Deans	On track/ongoing (as part of core business)	From April 2021
5a.2	Ensure GCU action plan, and SCEBE, GSBS and SHLS action plans are implemented and monitored	As detailed in the Athena Swan action plans	Executive lead for Gender Equality; Deans	On track/ongoing (as part of core business)	From May 2021

Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff

Theme 5b: Implementing Gender Action Plan

	Actions	Success measures	Responsible	Status/comments	Timeline
5b.1	Review <a href="#">Gender Action Plan</a> and report on progress	As detailed in Gender Action Plan	Director of Strategy and Planning	Although this theme is obsolete as Scottish Funding Council no longer require publication of Gender Action Plan, the University continues to promote gender equality as described in the plan, through Athena Swan University level and School level action plans in respect of students and staff, and through the work on preventing and responding to gender based violence.	As detailed in Gender Action Plan

**Equality Outcome 5: Our University promotes gender equality in its widest sense, including trans equality, by addressing barriers for students and staff**

**Theme 5c: Embedding TransEdu resources/develop staff policy**

	<b>Actions</b>	<b>Success measures</b>	<b>Responsible</b>	<b>Status/comments</b>	<b>Timeline</b>
5c.1	Communicate TransEdu guidance and resources; develop training programme		Director of People; Director of Student Life	Under development and to be included in refreshed Equality Outcomes	From December 2024
5c.2	Develop Trans Policy for staff and guidance for staff and managers		Director of People	Under development and to be included in refreshed Equality Outcomes	From December 2024

# Data

This section presents information on protected characteristics, including board gender diversity information and gender pay gap information.



## 5.1 Governing body gender information

The University Court is the University's governing body and is responsible for approving the University's overall strategic direction and exercising general oversight of the University's performance and development. Court delegates the management of the University to the Principal and Vice-Chancellor.

The powers and governance framework of Glasgow Caledonian University are prescribed in a Statutory Instrument, the Glasgow Caledonian University Order of Council 2010 and the GCU Amendment Order of Council 2020, legal documents made by the Privy Council and approved by the Scottish Parliament.

Court has five ordinary meetings a year. Its membership comprises:

- Lay members drawn from business, industry and the professions who retain an overall majority.
- Ex officio members being the Principal and the President of the Students' Association
- Two elected members, one from amongst academic staff and one from amongst non-academic staff
- Two nominated trade union members, one from an academic trade union and one from a professional and support staff trade union
- One member appointed by the University Senate
- One further student member

Court has a robust process for appointing governors, which is based on the principles of transparency and inclusiveness. The Court Governance and Nominations Committee reviews nominations for vacancies in Court membership and advises Court on matters of Court governance. The Committee is mindful of its responsibilities arising from the Gender Representation on Public Boards (Scotland) Act 2018 and prioritises this consideration in briefing recruitment companies it engages. In the small population of Court's lay membership, the gender percentage split can fluctuate noticeably as a result of even small membership changes.

**The gender balance of lay governors on Court as at 31 July 2024 was 60% male and 40% female.**

We continue to focus on diversifying the governing body, which was a part of our original equality outcomes in 2013 and has remained a part of our core business. Each recruitment campaign aims to encourage applications from women and those from underrepresented groups. Opportunities for staff to join Court as staff governors are advertised internally and external advertisements were placed across diverse media and equality monitoring was introduced as part of the application process.

## 5.2 Gender pay gap information

Our gender pay gap has continued to reduce overall, although the slight increase in 2022 will be carefully monitored over the next three years of this cycle of Equality Outcomes to establish if this is an anomaly or a wider trend. This is against the context of a mean pay gap of 15.2% across Scotland's HEIs.

Gender pay gap							
2017*	2018*	2019**	2020**	2021**	2022**	2023**	2024**
14.5%	12.8%	10.8%	10.6%	9.7%	10.9%	9.82%	10.00%
*April, ** July							

The gender pay gap is calculated by working out the percentage difference between men's and women's hourly pay.

## 5.3 Equal pay statement

We are committed to working jointly with our trade unions, staff and stakeholders to continue to promote the principles of, and effectively implement, equal pay. We recognise that in order to achieve equal pay for staff doing equal work we should operate a pay system which is transparent and based on objective criteria.

We are also aware of the importance of ensuring that our pay system is in line with our wider Equality Act 2010 obligations to eliminate discrimination and promote equality of opportunity, so our pay system must be free from bias on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation; and must not discriminate between those on different contractual arrangements.

To put our commitment to equal pay into practice we will:

- Monitor the application and impact of our current pay practices through periodic equal pay reviews
- Identify where biases, and therefore unequal pay, may occur in relation to protected characteristics, with a specific focus on gender, disability and race
- Identify where occupational segregation, both vertical (i.e. by grade) and horizontal (i.e. by job family) may occur in relation to protected characteristics, with a specific focus on gender, disability and race
- Report findings of equal pay reviews, develop and implement actions to address and eliminate causes of unequal pay
- Provide training and advice on job evaluation, the principles of delivering equal pay and unconscious bias for staff involved in recruiting staff and determining pay

## **5.4 Staff equality data**

### **5.4.1 Coverage of protected characteristics**

We continue to collect information on the protected characteristics of staff, and have a robust age, disability, race and sex profile for our applicants and current staff. We routinely collect data on religion or belief, sexual orientation, and gender reassignment as part of the equality monitoring process for new staff. We regularly promote our Employee Self Service facility and encourage staff to update their protected characteristic information, along with other important information, including emergency contacts.

We have published the overall high-level figures for religion and belief, sexual orientation and gender reassignment (Table A1) but because there are very small numbers in these categories of data, we have decided to not publish the more detailed data in this report. We will continue to encourage existing staff to update their information with a view to increasing disclosure rates.

## **5.4 Staff equality data**

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### **5.4.2 Categories of data**

Appendix 1 provides detailed breakdown of staff data by specific categories, including total headcount, academic/support split, fixed term/open-ended split, full time/part time split, grade (which covers vertical occupational segregation), job family (which covers horizontal occupational segregation), reason for leaving, success rate in academic promotions, job applicant's shortlisting and appointment success rate, and maternity data.

### 5.4.3 Using the information to better perform the general duty

The overall staff profile has remained steady over this two-year period and is broadly consistent with the data presented in the last report (covering 2021-2023).

The key observations on the data relevant to the work on our equality outcomes are:

#### Race

- The overall proportion of Black, Asian, and Minority Ethnic staff (Table A1) has continued to increase (from 8.2% in 2021 and 9.8% in 2022) to 10.5% in 2023 and 11.3% in 2024. This continues the trend since 2019 (7.3%) when the University's work on tackling racism commenced. To put in context, Black, Asian and Minority Ethnic staff across Scotland's HEIs was 5.5% (UK nationals) in 2022/23.
- Over half of Black, Asian and Minority ethnic staff continue to be represented in Grades 7-8 (Tables A5.1 and A5.2), which has been consistently the trend over time.
- The Race Equality Charter submission has examined race data in more detail, which has informed specific actions on 'Staff profile' including a focus on increasing diversity of staff generally, senior managers and staff success in promotions.

#### Disability

- There continues to be an increase in the proportion of staff declaring a disability (from 6.8% to 7.3%) and this trend (up from 4.9% in 2021 and 5.5% in 2022) demonstrates more confidence in declaring disability, in the context of recent work focussing on staff disability issues and the formation of the Disabled Staff Network. The Scotland HEI disability disclosure rate was 5.9% in 2022/23.
- There remains a lower proportion of academic staff disclosing a disability (compared with professional support staff)
- There has been an increase in Senior Management who have a declared disability, it has been consistently no disclosures over the past few years.
- The continuing work on staff disability as part of future Equality Outcomes will address issues around staff disability disclosure and support.

#### Sex

- The proportion of female staff at GCU (over 60%) continues to exceed the Scotland HEI average (55.4% in 2022/23)
- There was a reverse in the previously consistent trend of higher proportion of females on Senior Management contracts, compared to males. Of all female staff, 4.3% were on Senior Management contracts in 2023 and 4.2% in 2022, compared to 5.0% and 5.2% of all men (Tables A5.1 and A5.2).
- The continued focus on Athena Swan accreditation at University and School levels will further document the qualitative and quantitative progress in respect of gender equality, and will feature in our future Equality Outcomes.

## Appendix 1

### ALL DATA AS AT 31 JULY

#### A1. Staff equality profile – total headcount (% of headcount)

Age	2023	2024
Under 25	27 (1.6%)	21 (1.3%)
25-34	258 (15.3%)	253 (15.2%)
35-44	423 (25.1%)	411 (24.8%)
45-54	478 (28.3%)	476 (28.7%)
55-64	437 (25.9%)	414 (24.9%)
65 and over	65 (3.9%)	85 (5.1%)
Disability	2023	2024
Known disability	114 (6.8%)	121 (7.3%)
No known disability	1541 (91.3%)	1504 (90.6%)
Undisclosed	33 (2.0%)	35 (2.1%)
Race	2023	2024
Black and minority ethnic	177 (10.5%)	187 (11.3%)
White	1473 (87.3%)	1424 (85.8%)
Undisclosed	38 (2.3%)	49 (3.0%)
Sex	2023	2024
Female	1048 (62.1%)	1047 (63.1%)
Male	640 (37.9%)	613 (36.9%)

Religion or Belief	2023	2024
Christian	347 (20.6%)	339 (20.4%)
Muslim	38 (2.3%)	44 (2.7%)
Other(s)	79 (4.7%)	87 (5.2%)
No Religion	529 (31.3%)	528 (31.8%)
Undisclosed	695 (41.2%)	662 (39.9%)
Sexual orientation	2023	2024
Bisexual	33 (2.0%)	40 (2.4%)
Gay or Lesbian	46 (2.7%)	43 (2.6%)
Other	14 (0.8%)	16 (1.0%)
Heterosexual	910 (53.9%)	917 (55.2%)
Undisclosed	685 (40.6%)	644 (38.8%)
Gender identity	2023	2024
<i>Does your gender identity match your sex as registered at birth?</i>		
No	2 (0.1%)	3 (0.2%)
Yes	98 (5.8%)	120 (7.2%)
Undisclosed	1588 (94.1%)	1537 (92.6%)

## A2. Staff equality profile – Academic/Support Staff – Number of contracts (% of contracts)

	2023		2024	
Age	Academic	Support	Academic	Support
Under 25	1 (3.7%)	26 (96.3%)	0 (0.0%)	21 (100.0%)
25-34	103 (39.3%)	159 (60.7%)	104 (40.8%)	151 (59.2%)
35-44	211 (49.0%)	220 (51%)	201 (48.6%)	213 (51.4%)
45-54	256 (53.2%)	225 (46.8%)	249 (52.2%)	228 (47.8%)
55-64	222 (50.5%)	218 (49.5%)	207 (49.5%)	211 (50.5%)
65 and over	33 (50.0%)	33 (50.0%)	48 (56.5%)	37 (43.5%)
Disability	Academic	Support	Academic	Support
Known disability	44 (37.9%)	72 (62.1%)	47 (38.5%)	75 (61.5%)
No known disability	767 (49.2%)	791 (50.8%)	745 (49.2%)	768 (50.8%)
Undisclosed	15 (45.5%)	18 (54.5%)	17 (48.6%)	18 (51.4%)
Race	Academic	Support	Academic	Support
Black and minority ethnic	129 (72.1%)	50 (27.9%)	135 (71.4%)	54 (28.6%)
White	685 (46.0%)	805 (54.0%)	661 (46.2%)	771 (53.8%)
Undisclosed	12 (31.6%)	26 (68.4%)	13 (26.5%)	36 (73.5%)
Sex	Academic	Support	Academic	Support
Female	459 (43.3%)	602 (56.7%)	462 (44.0%)	589 (56.0%)
Male	367 (56.8%)	279 (43.2%)	347 (56.1%)	272 (43.9%)

**A3. Staff equality profile – Fixed-term/Open-ended contracts – Number of contracts (% of contracts)**

	2023		2024	
Age	Fixed term	Open-ended	Fixed term	Open-ended
Under 25	13 (48.1%)	14 (51.9%)	5 (23.8%)	16 (76.2%)
25-34	66 (25.2%)	196 (74.8%)	51 (20.0%)	204 (80.0%)
35-44	36 (8.4%)	395 (91.6%)	31 (7.5%)	383 (92.5%)
45-54	21 (4.4%)	460 (95.6%)	15 (3.1%)	463 (96.9%)
55-64	16 (3.6%)	424 (96.4%)	11 (2.6%)	407 (97.4%)
65 and over	1 (1.5%)	65 (98.5%)	2 (2.4%)	83 (97.6%)
Disability	Fixed term	Open-ended	Fixed term	Open-ended
Known disability	19 (16.4%)	97 (83.6%)	14 (11.5%)	108 (88.5%)
No known disability	129 (8.3%)	1429 (91.7%)	96 (6.3%)	1417 (93.7%)
Undisclosed	5 (15.2%)	28 (84.8%)	5 (14.3%)	30 (85.7%)
Race	Fixed term	Open-ended	Fixed term	Open-ended
Black and minority ethnic	21 (11.7%)	158 (88.3%)	21 (11.1%)	168 (88.9%)
White	126 (8.5%)	1364 (91.5%)	88 (6.1%)	1344 (93.9%)
Undisclosed	6 (15.8%)	32 (84.2%)	6 (12.2%)	43 (87.8%)
Sex	Fixed term	Open-ended	Fixed term	Open-ended
Female	104 (9.8%)	957 (90.2%)	82 (7.8%)	969 (92.2%)
Male	49 (7.6%)	597 (92.4%)	33 (5.3%)	586 (94.7%)



**A4. Staff equality profile – Full time/Part time – Number of contracts (% of contracts)**

	2023		2024	
Age	Full time	Part time	Full time	Part time
Under 25	17 (63.0%)	10 (37%)	14 (66.7%)	7 (33.3%)
25-34	212 (80.9%)	50 (19.1%)	209 (82.0%)	46 (18.0%)
35-44	326 (75.6%)	105 (24.4%)	319 (77.1%)	95 (22.9%)
45-54	365 (75.9%)	116 (24.1%)	373 (78.2%)	104 (21.8%)
55-64	304 (69.1%)	136 (30.9%)	294 (70.3%)	124 (29.7%)
65 and over	32 (48.5%)	34 (51.5%)	38 (44.7%)	47 (55.3%)
Disability	Full time	Part time	Full time	Part time
Known disability	87 (75.0%)	29 (25.0%)	89 (73.0%)	33 (27.0%)
No known disability	1146 (73.6%)	412 (26.4%)	1132 (74.8%)	381 (25.2%)
Undisclosed	23 (69.7%)	10 (30.3%)	26 (74.3%)	9 (25.7%)
Race	Full time	Part time	Full time	Part time
Black and minority ethnic	144 (80.4%)	35 (19.6%)	161 (85.2%)	28 (14.8%)
White	1093 (73.4%)	397 (26.6%)	1067 (74.5%)	365 (25.5%)
Undisclosed	19 (50.0%)	19 (50.0%)	19 (38.8%)	30 (61.2%)
Sex	Full time	Part time	Full time	Part time
Female	705 (66.4%)	356 (33.6%)	709 (67.5%)	342 (32.5%)
Male	551 (85.3%)	95 (14.7%)	538 (86.9%)	81 (13.1%)

**A5.1 Staff equality profile – Grade group – 2023 – Number of contracts (% of contracts)**

	2023						
Age	Grade 2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Under 25	8 (29.6%)	13 (48.1%)	4 (14.8%)	1 (3.7%)	0 (0.0%)	0 (0.0%)	1 (3.7%)
25-34	6 (2.3%)	73 (27.9%)	92 (35.1%)	85 (32.4%)	0 (0.0%)	1 (0.4%)	5 (1.9%)
35-44	5 (1.2%)	34 (7.9%)	148 (34.3%)	226 (52.4%)	8 (1.9%)	9 (2.1%)	1 (0.2%)
45-54	21 (4.4%)	46 (9.6%)	110 (22.9%)	245 (50.9%)	22 (4.6%)	37 (7.7%)	0 (0.0%)
55-64	49 (11.1%)	48 (10.9%)	79 (18.0%)	201 (45.7%)	34 (7.7%)	26 (5.9%)	3 (0.7%)
65 and over	12 (18.2%)	11 (16.7%)	8 (12.1%)	23 (34.8%)	7 (10.6%)	5 (7.6%)	0 (0.0%)
Disability	Grade 2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Known disability	4 (3.4%)	19 (16.4%)	42 (36.2%)	46 (39.7%)	3 (2.6%)	0 (0.0%)	2 (1.7%)
No known disability	93 (6.0%)	201 (12.9%)	391 (25.1%)	719 (46.1%)	68 (4.4%)	78 (5.0%)	8 (0.5%)
Undisclosed	4 (12.1%)	5 (15.2%)	8 (24.2%)	16 (48.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Race	Grade 2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
BME	4 (2.2%)	15 (8.4%)	30 (16.8%)	107 (59.8%)	13 (7.3%)	7 (3.9%)	3 (1.7%)
White	81 (5.4%)	207 (13.9%)	404 (27.1%)	664 (44.6%)	57 (3.8%)	70 (4.7%)	7 (0.5%)
Undisclosed	16 (42.1%)	3 (7.9%)	7 (18.4%)	10 (26.3%)	1 (2.6%)	1 (2.6%)	0 (0.0%)
Sex	Grade 2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Female	89 (8.4%)	135 (12.7%)	316 (29.8%)	433 (40.8%)	36 (3.4%)	46 (4.3%)	6 (0.6%)
Male	12 (1.9%)	90 (13.9%)	125 (19.3%)	348 (53.9%)	35 (5.4%)	32 (5.0%)	4 (0.6%)

**A5.2 Staff equality profile – Grade group – 2024 – Number of contracts (% of contracts)**

	2024						
Age	Grade 2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Under 25	6 (28.6%)	12 (57.1%)	3 (14.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
25-34	7 (2.7%)	63 (24.7%)	91 (35.7%)	87 (34.1%)	0 (0.0%)	0 (0.0%)	7 (2.7%)
35-44	6 (1.4%)	34 (8.2%)	137 (33.1)	216 (52.2%)	7 (1.7%)	11 (2.7%)	3 (0.7%)
45-54	21 (4.4%)	48 (10.1%)	107 (22.4%)	246 (51.6%)	18 (3.8%)	37 (7.8%)	0 (0.0%)
55-64	46 (11.0%)	45 (10.8%)	81 (19.4%)	186 (44.5%)	37 (8.9%)	22 (5.3%)	1 (0.2%)
65 and over	17 (20.0%)	7 (8.2%)	10 (11.8%)	37 (43.5%)	6 (7.1%)	6 (7.1%)	2 (2.4%)
Disability	Grade 2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Known disability	6 (4.9%)	18 (14.8%)	42 (34.4%)	50 (41.0%)	2 (1.6%)	3 (2.5%)	1 (0.8%)
No known disability	93 (6.1%)	187 (12.4%)	378 (25.0%)	704 (46.5%)	66 (4.4%)	73 (4.8%)	12 (0.8%)
Undisclosed	4 (11.4%)	4 (11.4%)	9 (25.7%)	18 (51.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Race	Grade 2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
BME	3 (1.6%)	18 (9.5%)	31 (16.4%)	113 (59.8%)	11 (5.8%)	7 (3.7%)	6 (3.2%)
White	78 (5.4%)	187 (13.1%)	389 (27.2%)	648 (45.3%)	56 (3.9%)	68 (4.7%)	6 (0.4%)
Undisclosed	22 (44.9%)	4 (8.2%)	9 (18.4%)	11 (22.4%)	1 (2.0%)	1 (2.0%)	1 (2.0%)
Sex	Grade 2	Grades 3-4	Grades 5-6	Grades 7-8	Prof	SM	Other
Female	92 (8.8%)	126 (12.0%)	310 (29.5%)	437 (41.6%)	35 (3.3%)	44 (4.2%)	7 (0.7%)
Male	11 (1.8%)	83 (13.4%)	119 (19.2%)	335 (54.1%)	33 (5.3%)	32 (5.2%)	6 (1.0%)

**A6.1 Staff equality profile – Job family – 2023 – Number of contracts (% of contracts)**

	2023				
Age	Academic/Research	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Under 25	1 (3.7%)	4 (14.8%)	18 (66.7%)	0 (0.0%)	4 (14.8%)
25-34	102 (38.9%)	7 (2.7%)	142 (54.2%)	1 (0.4%)	10 (3.8%)
35-44	206 (47.8%)	11 (2.6%)	197 (45.7%)	9 (2.1%)	8 (1.9%)
45-54	230 (47.8%)	30 (6.2%)	168 (34.9%)	37 (7.7%)	16 (3.3%)
55-64	205 (46.6%)	60 (13.6%)	129 (29.3%)	26 (5.9%)	20 (4.5%)
65 and over	30 (45.5%)	17 (25.8%)	12 (18.2%)	5 (7.6%)	2 (3.0%)
Disability	Academic/Research	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Known disability	44 (37.9%)	5 (4.3%)	60 (51.7%)	0 (0.0%)	7 (6.0%)
No known disability	715 (45.9%)	120 (7.7%)	594 (38.1%)	78 (5.0%)	51 (3.3%)
Undisclosed	15 (45.5%)	4 (12.1%)	12 (36.4%)	0 (0.0%)	2 (6.1%)
Race	Academic/Research	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
BME	124 (69.3%)	3 (1.7%)	42 (23.5%)	7 (3.9%)	3 (1.7%)
White	638 (42.8%)	109 (7.3%)	618 (41.5%)	70 (4.7%)	55 (3.7%)
Undisclosed	12 (31.6%)	17 (44.7%)	6 (15.8%)	1 (2.6%)	2 (5.3%)

Sex	Academic/Research	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Female	429 (40.4%)	91 (8.6%)	470 (44.3%)	46 (4.3%)	25 (2.4%)
Male	345 (53.4%)	38 (5.9%)	196 (30.3%)	32 (5.0%)	35 (5.4%)

#### A6.2 Staff equality profile – Job family – 2024 – Number of contracts (% of contracts)

	2024				
Age	Academic/Research	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Under 25	0 (0.0%)	3 (14.3%)	16 (76.2%)	0 (0.0%)	2 (9.5%)
25-34	104 (40.8%)	8 (3.1%)	136 (53.3%)	0 (0.0%)	7 (2.7%)
35-44	193 (46.6%)	10 (2.4%)	189 (45.7%)	11 (2.7%)	11 (2.7%)
45-54	226 (47.4%)	35 (7.3%)	169 (35.4%)	37 (7.8%)	10 (2.2%)
55-64	194 (46.4%)	57 (13.6%)	124 (29.7%)	22 (5.3%)	21 (5.0%)
65 and over	45 (52.9%)	19 (22.4%)	13 (15.3%)	6 (7.1%)	2 (2.4%)
Disability	Academic/Research	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Known disability	44 (36.1%)	7 (5.7%)	62 (50.8%)	3 (2.5%)	6 (4.9%)
No known disability	701 (46.3%)	121 (8.0%)	573 (37.9%)	73 (4.8%)	45 (3.0%)
Undisclosed	17 (48.6%)	4 (11.4%)	12 (34.3%)	0 (0.0%)	2 (5.7%)

Race	Academic/Research	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Black and minority ethnic	130 (68.8%)	3 (1.6%)	46 (24.3%)	7 (3.7%)	3 (1.6%)
White	619 (43.2%)	106 (7.4%)	589 (41.1%)	68 (4.7%)	50 (3.5%)
Undisclosed	12 (31.6%)	23 (46.9%)	12 (24.5%)	1 (2.0%)	0 (0.0%)
Sex	Academic/Research	Campus Services	Professional & Administrative Support	Senior Management	Technical Services
Female	436 (41.5%)	93 (8.8%)	455 (43.3%)	44 (4.2%)	23 (2.2%)
Male	326 (52.7%)	39 (6.3%)	192 (31.0%)	32 (5.2%)	30 (4.8%)

**A7. Staff equality profile – Reason for leaving (Involuntary<sup>1</sup>/Voluntary<sup>2</sup>)**

		2022/23		2023/2024	
Age/Leaver type		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Under 25		<b>8</b>	<b>4.2%</b>	<b>10</b>	<b>4.4%</b>
	Involuntary	7	87.5%	6	60.0%
	Voluntary	1	12.5%	4	40.0%
25-34		<b>51</b>	<b>26.7%</b>	<b>58</b>	<b>25.3%</b>
	Involuntary	25	49.0%	23	39.7%
	Voluntary	26	51.0%	35	60.3%
35-44		<b>52</b>	<b>27.2%</b>	<b>48</b>	<b>21.0%</b>
	Involuntary	20	38.5%	18	37.5%
	Voluntary	32	61.5%	30	62.5%
45-54		<b>36</b>	<b>18.8%</b>	<b>42</b>	<b>18.3%</b>
	Involuntary	11	30.6%	10	23.8%
	Voluntary	25	69.4%	32	76.2%
55-64		<b>26</b>	<b>13.6%</b>	<b>51</b>	<b>22.3%</b>
	Involuntary	7	26.9%	12	23.5%
	Voluntary	19	73.1%	39	76.5%
65 and over		<b>18</b>	<b>9.4%</b>	<b>20</b>	<b>8.7%</b>
	Involuntary	1	5.6%	2	10.0%
	Voluntary	17	94.4%	18	90.0%

<sup>1</sup> Involuntary reasons for leaving include end of a fixed term contract, dismissal, redundancy, ill health retirement

<sup>2</sup> Voluntary reasons for leaving include resignation, retirement and severance (voluntary/mutual)

		2022/23		2023/2024	
Disability		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Known disability		<b>21</b>	<b>11.0%</b>	<b>15</b>	<b>6.6%</b>
	Involuntary	8	38.1%	6	40.0%
	Voluntary	13	61.9%	9	60.0%
No known disability		<b>167</b>	<b>87.4%</b>	<b>208</b>	<b>90.8%</b>
	Involuntary	62	37.1%	62	29.8%
	Voluntary	105	62.9%	146	70.2%
Undisclosed		<b>3</b>	<b>1.6%</b>	<b>6</b>	<b>2.6%</b>
	Involuntary	1	33.3%	3	50.0%
	Voluntary	2	66.7%	3	50.0%
Race		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Black and minority ethnic		<b>29</b>	<b>15.2%</b>	<b>28</b>	<b>12.2%</b>
	Involuntary	21	72.4%	11	39.3%
	Voluntary	8	27.6%	17	60.7%
White		<b>157</b>	<b>82.2%</b>	<b>191</b>	<b>83.4%</b>
	Involuntary	47	29.9%	55	28.8%
	Voluntary	110	70.1%	136	71.2%
Undisclosed		<b>5</b>	<b>2.6%</b>	<b>10</b>	<b>4.4%</b>
	Involuntary	3	60.0%	5	50.0%
	Voluntary	2	40.0%	5	50.0%



		2022/23		2023/2024	
Sex		No. of Leavers	% of Leavers	No. of Leavers	% of Leavers
Female		<b>112</b>	<b>58.6%</b>	<b>141</b>	<b>61.6%</b>
	Involuntary	43	38.4%	41	29.1%
	Voluntary	69	61.6%	100	70.9%
Male		<b>79</b>	<b>41.4%</b>	<b>88</b>	<b>38.4%</b>
	Involuntary	28	35.4%	30	34.1%
	Voluntary	51	64.6%	58	65.9%

**A8. Staff equality profile – Success rate in academic promotions 2024-25 (NB no academic promotions rounds were open during 2023-24)**

		2024/2025	
Age	Role applied for	Not promoted	Promoted
25-34		<b>2</b>	<b>5</b>
	Professor	0	0
	Senior Lecturer	2	5
35-44		<b>10</b>	<b>16</b>
	Professor	2	1
	Senior Lecturer	8	15
45-54		<b>10</b>	<b>23</b>
	Professor	4	2
	Senior Lecturer	6	21
55-64		<b>7</b>	<b>6</b>
	Professor	4	2
	Senior Lecturer	3	4

		2024/25	
Disability		Not promoted	Promoted
Known disability		2	3
	Professor	1	0
	Senior Lecturer	1	3
No known disability		27	46
	Professor	9	5
	Senior Lecturer	18	41
Undisclosed		0	1
	Professor	0	0
	Senior Lecturer	0	1

		2024/2025	
Race	Role applied for	Not promoted	Promoted
Black and minority ethnic		10	8
	Professor	3	0
	Senior Lecturer	7	8
White		19	41
	Professor	7	5

Undisclosed	Senior Lecturer	12	36
		<b>0</b>	<b>1</b>
	Professor	0	0
	Senior Lecturer	0	1

		2024/2025	
Sex		Not promoted	Promoted
Female		<b>12</b>	<b>30</b>
	Professor	4	3
	Senior Lecturer	8	27
Male		<b>17</b>	<b>20</b>
	Professor	6	2
	Senior Lecturer	11	18

### A9.1 Staff equality profile – Job application, shortlist and appointment – 2022-23 to 2023-24

	2020/2021				
Age	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Under 25	659 (12.5%)	72 (6.6%)	10.9%	10.9%	2.6%
25-30	1380 (26.2%)	261 (23.9%)	18.9%	18.9%	5.4%
31-40	1702 (32.3%)	358 (32.8%)	21.0%	21.0%	5.8%
41-50	879 (16.7%)	251 (23%)	28.6%	28.6%	8.2%
51-60	361 (6.9%)	97 (8.9%)	26.9%	26.9%	6.1%
61-65	64 (1.2%)	9 (0.8%)	14.1%	14.1%	4.7%
Over 65	9 (0.2%)	2 (0.2%)	22.2%	22.2%	0.0%
Undisclosed	215 (4.1%)	40 (3.7%)	18.6%	18.6%	6.5%
Disability	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Known disability	438 (8.3%)	105 (9.6%)	24.0%	28 (9.3%)	6.4%
No known disability	4557 (86.5%)	928 (85.1%)	20.4%	253 (84.3%)	5.6%
Undisclosed	274 (5.2%)	57 (5.2%)	20.8%	19 (6.3%)	6.9%
Race	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
BME	1969 (37.4%)	303 (27.8%)	15.4%	54 (18.0%)	2.7%
White	3069 (58.2%)	750 (68.8%)	24.4%	235 (78.3%)	7.7%
Undisclosed	231 (4.4%)	37 (3.4%)	16.0%	6 (3.7%)	4.8%

Sex	Applicants	Shortlisted	Shortlisting success rate	Appointed	Appointment success rate
Female	2861 (54.3%)	603 (55.3%)	21.1%	180 (60.0%)	6.3%
Male	2219 (42.1%)	453 (41.6%)	20.4%	112 (37.3%)	5.0%
Other	9 (0.2%)	1 (0.1%)	11.1%	0 (0%)	0.0%
Not disclosed	180 (3.4%)	33 (3.0%)	18.3%	8 (2.7%)	4.4%

#### A10. Maternity leave returners

2022/2023			
Number of staff on maternity leave	Number of staff returned from maternity leave	Number of staff who did not return from maternity leave	Number of staff leaving after 3-6 months of returning from maternity leave
22	21	1	1

2023/2024			
Number of staff on maternity leave	Number of staff returned from maternity leave	Number of staff who did not return from maternity leave	Number of staff leaving after 3-6 months of returning from maternity leave
17	16	1	3

