

## EQUALITY IMPACT ASSESSMENT FORM

<b>1. DESCRIBE</b>
1.1. Name of policy/strategy/decision
Academic Case to extend collaboration with Caledonian College of Engineering (CCE), Oman to include BSc(Hons) Information Technology Management for Business
1.2. Owner
M Allan
1.3. Date
13/02/17
1.4. Aims of policy/strategy/decision
To further GCU internationalisation goals via TNE by extending provision at CCE, Oman to include delivery of BSc(Hons) Information Technology Management for Business. Currently there are 10 UG degree and 2 Masters programmes delivered at CCE, representing around 3,000 students, with these holding GCU awards.
1.5. Who does the policy/strategy/decision affect?
<ul style="list-style-type: none"> <li>Academic teaching staff and Externals supporting delivery of the programme</li> <li>Administrative staff supporting the programme</li> <li>Potential applicants to the programme</li> <li>Students on the programme</li> </ul>
1.6. Could there be any potential implications for equality, or people with protected characteristics?
<p>In general, there could potentially be implications of equality of student experience between CCE and GCU.</p> <p>There is also a potential tension between local laws and customs in Oman and protected characteristics of staff travelling to support/quality assure delivery there. However, given there has been a successful long-standing relationship, in excess of 20 years, between GCU and CCE with no problems encountered to date, the risks of this are minimal.</p> <p>There is a risk register in place which includes the above and cites mitigation measures as appropriate.</p>

### 2. ASSESS

What are the implications, positive or negative (and evidence for this) of the policy/strategy/decision in relation to GCU's duty to have due regard to the need to:

#### 2.1. Eliminate unlawful discrimination, harassment and victimisation?

The admissions, academic regulations and associated policies at CCE are consistent with those at GCU and this is secured through the contractual arrangements in place between GCU and CCE and the approved liaison handbook. There is evidence of the positive impact of this on for example the gender balance of students with around 50% female and the support for learning provided by the College including open and fair opportunities to feedback and raise complaints/concerns.

The CCE staff environment is conducive and supportive of staff who may have protected characteristics, with support provided from the College's Learning Resource Centre. CCE have a clear mission and set of values that demonstrate commitment to equality.

#### 2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it?

CCE has a positive track record relating to gender participation, as 50% of current graduates are women, although CCE advise that female employability is lower. Potentially the new programme will advance employability in general and in particular for females as the IT sector tends to provide a more flexible work environment attractive to females who may have other responsibilities to address.

#### 2.3. Foster good relations between people who share a protected characteristic and those who do not share it?

The Mission and Values of the College highlight the importance of integrity, respect and equality and these principles are incorporated into associated staff and student related policies including the curriculum and extra curriculum. This is supportive of developing an understanding of issues relating to equality of opportunity between staff and students who share a protected characteristic and those who do not share it.

In order to foster good relations and avoid potential tension between local laws and customs in Oman and protected characteristics of staff travelling there to teach, line managers signing the Overseas Travel Risk Assessment prior to travel will be advised to ensure staff have demonstrated awareness of local laws and customs. There is advice and support available from staff at GCU who have participated in visits to Oman over a period in excess of 20 years.

## EQUALITY IMPACT ASSESSMENT FORM

<b>3. ACTION</b>
3.1. If a negative impact has been identified, how will this be addressed?
<p>The arrangements already in place with regard to protecting the interests of students and staff, as cited above, appear to be addressing potential negative aspects regarding equality and diversity and these will be kept under review for effectiveness. In addition GCU's academic approval process for collaborative provision will include assuring the University that the learning environment and staffing at CCE including local policies will underpin equity of student opportunity and experience.</p>
3.2. If changes have been made to the policy/strategy/decision as a result of this assessment, outline the changes
<p>No changes were made as a result of the assessment process</p>

<b>4. MONITOR AND REVIEW</b>
4.1. How will the implementation of the policy/strategy/decision and its impact on equality be monitored and reviewed?
<p>There are a range of well established quality assurance and enhancement arrangements in place as specified in the liaison handbook. These include regular monitoring of the student experience and standards. An annual report is produced by the host School which evaluates the effectiveness of the collaboration against a range of indicators. The appropriateness of the collaboration in terms of compatibility of mission and values is kept under regular review. Staff are briefed prior to each visit and expected to provide a report following each visit including highlighting any equality and diversity issues they may have encountered.</p>

<b>5. PUBLISH</b>
<p>Please email this completed form, along with the policy/strategy and any other relevant information<sup>1</sup> to <a href="mailto:equality@gcu.ac.uk">equality@gcu.ac.uk</a> for publishing on the Equality and Diversity website and annual reporting in line with Equality Act 2010 requirements.</p>

<b>6. SIGN OFF</b>		
6.1. EIA Owner	Signature	Date
M Allan		13/02/17
6.2. Equality and Diversity Advisor	Signature	Date
A Lui		13/02/17

<sup>1</sup> Information or evidence may be removed if it is commercially sensitive or personal information