

EQUALITY IMPACT ASSESSMENT FORM

1. DESCRIBE
1.1. Name of policy/strategy/decision
Academic Case for collaboration with Caledonian College of Engineering, Oman to MSc International Operations and Supply Chain Management
1.2. Owner
S Ogden
1.3. Date
18/01/2017
1.4. Aims of policy/strategy/decision
To further GCU internationalisation goals via TNE delivery of MSc International Operations and Supply Chain Management to part-time students registered at Caledonian College of Engineering, Oman.
1.5. Who does the policy/strategy/decision affect?
<ul style="list-style-type: none"> • Academic teaching staff delivering modules on the programme • Administrative staff supporting the programme • Potential applicants to the programme • Students on the programme
1.6. Could there be any potential implications for equality, or people with protected characteristics?
There could potentially be implications of the proposal for equality of people with protected characteristics accessing the programme if they have learning disabilities given the intensive nature of delivery. However, based on the long-standing relationship between GCU and CCE, no other adverse implications have been identified.
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?
<p>The more intensive part-time delivery mode may have implication for students with a learning disability – teaching staff will be advised to take cognizance of this in the module LTAS. CCE staff will support students in line with GCU guidelines on disability and CCE students, will have access to a range of assistive software packages and equipment which can help with learning and the production of coursework.</p> <p>CCE staff environment is conducive to 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.</p>
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 equality of opportunity of alumni by providing female alumni with further opportunities to re-engage with professional development opportunities.
2.3. Foster good relations between people who share a protected characteristic and those who do not share it?

The overarching curriculum design principles including ethics, equality and responsible leadership may be supportive of developing understanding of issues relating to equality of opportunity between students on the programme who share a protected characteristic and those who do not share it.

3. ACTION

3.1. If a negative impact has been identified, how will this be addressed?

Support via provision of sufficient online resources available on a timely basis in advance of attendance at class and post-delivery, followed by local tutor support for consolidation, synthesis and reflection. The college has dedicated adequate learning support arrangements/staff in place.

3.2. If changes have been made to the policy/strategy/decision as a result of this assessment, outline the changes

No changes were made as a result of the assessment process.

5. PUBLISH

Please email this completed form, along with the policy/strategy and any other relevant information¹ to equality@gcu.ac.uk for publishing on the Equality and Diversity website and annual reporting in line with Equality Act 2010 requirements.

6. SIGN OFF

6.1. EIA Owner	Signature	Date
Susan Ogden		19/01/17
6.2. Equality and Diversity Advisor	Signature	Date
Adrian Lui		19.01.17

¹ Information or evidence may be removed if it is commercially sensitive or personal information