

EQUALITY IMPACT ASSESSMENT FORM

1. DESCRIBE
1.1. Name of policy/strategy/decision
SFC Outcome Agreement 2017-18 to 2019-20
1.2. Owner
Principal and Vice-Chancellor Professor Pamela Gillies
1.3. Date
24 March 2017
1.4. Aims of policy/strategy/decision
The Outcome Agreement 2017-18 to 2019-20 is a negotiated agreement between GCU and the SFC as to what outcomes the SFC and Scottish Government can expect in return for the public funding the University receives.
1.5. Who does the policy/strategy/decision affect?
The Outcome Agreement covers a broad range of areas of activity within the University including widening access, learning and teaching, research, knowledge exchange and governance, and therefore affects the staff, students and other stakeholders involved in those activities.
1.6. Could there be any potential implications for equality, or people with protected characteristics?
<p>There are potential positive implications as the Outcome Agreement specifically requests that we outline our activities and set aspirations of achievements in relation to equality and people with protected characteristics.</p> <p>For example:</p> <ul style="list-style-type: none"> • 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 student. 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 is also the main point of contact for student carers and for trans students and assists with the creation and delivery of health promotion initiatives. GCU's Disability Team received a commendation in the Herald Higher Education Awards 2016, in the category of Student Support Team of the Year for their work with students on the autism spectrum. • Our Academic Schools have an important role in the gender balance of subject areas. There are a range of activities which are undertaken during the recruitment stage at GCU, which enhance and support gender-balanced recruitment, and we believe that staff support and development is also key to this agenda. GCU is committed to ensuring that gender is not a barrier to students pursuing the programmes of their choice. • The detail of GCU's actions in this regard will be included in our first Gender Action Plan, due to be submitted to SFC in July 2017. Some examples of outreach for students that GCU will be running over the period of the Outcome Agreement include Inspire for boys, Inspire for girls, and HeadStart for girls. These courses will last for 3 days and will be packed with hands-on activities, soft skills, lab time, talks, etc. GCU, mindful of low male participation rates in higher education, is the first university to run Inspire course for boys.

EQUALITY IMPACT ASSESSMENT FORM

- GCU also runs Routes into STEM for teachers. This is based on 3 hands-on workshops (Mechanical Engineering, Surveying and Networks), meeting our students and a Q&A session. The feedback, from this course has been brilliant and has led to close engagement with the teachers' schools, such as some of the schools sending their pupils for to GCU for a day packed with experiments, talks, etc, and inviting GCU staff to their school career fairs.
- The University, driven by our Advancing Gender Equality Group, is an active member of the Athena SWAN Scottish Regional Network and has been awarded Athena SWAN bronze
- The self-assessment process during the development of our Athena SWAN Bronze application showed that our female professorial staff (excluding those on senior management contracts) had increased from 25% in July 2012 to 34% in July 2015. This increase was achieved through a combination of increased recruitment and promotion of women. However the data at School level shows that there is scope for further progress, and the Athena SWAN action plan makes specific commitment to increasing the proportion of female professors in STEMM areas.
- Our overall gender pay gap has decreased from 18.3% in 2013 to 15.4% in 2015. Additional analysis for our Athena SWAN submission showed that for all academic staff the pay gap reduced from 7.5% in 2011/21 to 6.6% in 2014/15. The action plan makes a specific commitment to continuing to monitor gender pay gaps and conduct regular equal pay reviews. This work has already commenced through the establishment of a Joint Working Group with trade union colleagues on equal pay, which has adopted methodologies informed by university sector-specific guidance.
- The proportion of females on our governing body has increased and we have recently reviewed our policies and activities around recruitment to our governing body to continue this momentum. For example, opportunities for staff to join are advertised internally and external advertisements are placed across various media for lay member recruitment. The campaign was designed to ensure women and those from underrepresented groups were encouraged to apply. Unconscious bias training was provided to all governors. The Athena Swan action plan makes a specific commitment to monitor and improve the gender balance of key committees and decision making groups, including the governing body.
- Furthermore, the three Glasgow based Schools GSBS, SEBE, and SHLS have all made a commitment to applying for departmental Athena SWAN awards.
- GCU continues to engage in the Aurora Programme, which is run by the Leadership Foundation for Higher Education to encourage women in academic and professional roles to think of themselves as leaders, to develop leadership skills, and to help maximise their potential.

The Outcome Agreement National Measures 4 (i) to 5 (vi) included in the Outcome Agreement which will have potential positive impacts on equality and people with protected characteristics.

EQUALITY IMPACT ASSESSMENT FORM

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 Outcome Agreement highlights the initiatives that GCU has undertaken to ensure that people with protected characteristics do not face barriers or discrimination so that they successfully complete university and therefore has a positive impact on this duty.</p>
2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it?
<p>Equality is embedded in the GCU Strategy 2020. As the Outcome Agreement is based on the Strategy 2020 and reflects our positive approach to equality and the building in of EIAs to all University policies and strategies, equality is embedded in our approach to the development of the Outcome Agreement.</p> <p>The Outcome Agreement highlights the initiatives that GCU has undertaken to enable people with protected characteristics have an equal chance of attending and successfully completing university and therefore has a positive impact on this duty. Aspirations are set in relation to the recruitment and retention of different protected characteristics.</p>
2.3. Foster good relations between people who share a protected characteristic and those who do not share it?
<p>The Outcome Agreement also focusses on support in place for people with protected characteristics. The University ensures there is excellent support available for all students and if students have a protected characteristic they can access additional support. As this excellent support is available for all it fosters good relations between people.</p> <p>Our focus on students as global citizens through our Internationalisation Strategy further encourages good understanding and relations between people from different ethnic and faith backgrounds. This enables positive personal and social as well as academic and professional impacts on this duty.</p> <p>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 student. 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 is also the main point of contact for student carers and for trans students and assists with the creation and delivery of health promotion initiatives. GCU's Disability Team received a commendation in the Herald Higher Education Awards 2016, in the category of Student Support Team of the Year for their work with students on the autism spectrum.</p>

EQUALITY IMPACT ASSESSMENT FORM

3. ACTION

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

At present we are not aware of any potential negative impact. However, the Outcome Agreement is monitored annually through an annual self-evaluation and we will address any negative impacts if they arise through this process.

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

The Outcome Agreement is aligned to our Strategy. Therefore while we negotiate the Outcome Agreement with the SFC, we ensure that the commitments in it are in line with our internal strategies and policies.

4. MONITOR AND REVIEW

4.1. How will the implementation of the policy/strategy/decision and its impact on equality be monitored and reviewed?

Each year we complete a self-evaluation of our performance against the Outcome Agreement for that year. This self-evaluation is submitted to the relevant internal committees before submission to SFC.

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

Professor Pamela Gillies	24 March 2017
--------------------------	---------------

6.2. Equality and Diversity Advisor Date

Adrian Lui	24 March 2017
------------	---------------

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