



Glasgow Caledonian University

Follow-up Report to the Enhancement-led Institutional Review (ELIR)

April 2022

Preface

One year after publication of their ELIR Outcome and Technical Reports, institutions are asked to submit a Follow-up Report to QAA Scotland. These reports are also submitted to the Scottish Funding Council. Follow-up Reports are written in the institution's own words and require to be endorsed by the institution's Governing Body prior to publication on the QAA website. Guidance on the content and structure is provided by QAA Scotland.

Institutions are asked to focus on the action they have taken since the review and to include an indication of the effectiveness of that action. ELIR reports highlight positive practice as well as areas for development, and institutions are encouraged to comment on key areas of activity relating to good practice that they have prioritised since the ELIR.

Follow-up Reports are discussed with institutions as part of the ELIR annual discussion meetings.

YEAR-ON RESPONSE TO ENHANCEMENT-LED INSTITUTIONAL REVIEW

April 2022

1 Introduction

The Enhancement-led Institutional Review (ELIR) of Glasgow Caledonian University took place in November 2020. The ELIR visit was originally scheduled to take place during March 2020. This was after the national lockdown due to the COVID-19 pandemic, which resulted in the Review Visit being postponed. Following consultation between the University, Scottish Funding Council and QAA Scotland, the ELIR review visit was rescheduled towards the end of the year and took place entirely online from the 16 to 20 November 2020. The Outcome and Technical reports were published by QAA Scotland on 12 March 2021¹.

Throughout the review process and visit itself, the University welcomed the opportunity to reflect on its strategic priorities and actions underway at the University and on the implementation of its academic policy and practice to secure academic standards and enhancement of the student learning experience. Whilst staff and students were looking forward to further in-person discussions with the ELIR team on campus they had at that point been working and learning online for several months using systems such as MS Teams, Collaborate Ultra and Zoom. We were therefore well placed to successfully host and coordinate the review event in an online synchronous environment and with the ELIR team being supportive and flexible throughout the process. The positive spirit of engagement and discussion was much appreciated by all stakeholders involved in the review.

2 ELIR Outcome

The ELIR Outcome Report confirms that the University has *'effective arrangements for managing academic standards and the student learning experience'* and notes that *'there can be public confidence in the University's awards and in the quality of the learning experience it provides for its students'*.

The University were pleased with the outcome of the University's review and particularly that the ELIR team had commended the University for its ongoing commitment to widening participation, diversity and inclusion; our embedded approach to partnership working across all aspects of the student experience; and that it's 'Common Good' mission is clearly articulated and consistently communicated, adopted by staff and well recognised by students. The University was also praised for its impactful strategic commitment to

¹ <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/Glasgow-Caledonian-University>

enhancing the student experience and the genuine and effective partnership it has built with students and the Students' Association.

The outcomes of the ELIR were reported to Executive Board, Senate and Court and shared across the GCU community. This report has been developed by the Department of Quality Assurance and Enhancement reporting to the PVC Learning and Teaching and the Academic Policy and Practice Committee (APPC).

Following the publication of the ELIR report, APPC on behalf of Senate has had primary responsibility for overseeing the actions arising from the outcomes of the ELIR and progress on commendations. These actions have been developed under the auspices of the APPC Programme of Work and through planned and integrated learning, teaching and quality enhancements and initiatives, the majority of which have been undertaken this academic session and will continue into 2022/23.

3 Response to recommendations

The following paragraphs provide an update on actions taken in response to each of the ELIR recommendations.

3.1 **Feedback on assessment** – *Building on progress made through a range of recent improvements in policy and practice relating to feedback on assessment, the University should continue to work with students, across all modes of study, to address the improvements they would like to see around consistency in both the quality and timeliness of assessment feedback.*

Assessment and feedback continues as a priority action in our Strategy for Learning (SfL) Implementation Roadmap and is an integral part of our pedagogic and programme developments. Through the overall objective to deliver a transformational education experience for all our students through consistent excellence in learning and teaching and working in partnership with students, the following priority actions under the umbrella of assessment and feedback are being progressed in the current academic session for implementation from 2022/23 onwards:

- Further moving away from traditional in-person written exams (except where required under special circumstances e.g. PSRB requirements, specific learning outcomes).
- Designing out academic misconduct opportunities, trialling of e-proctoring solutions; PAICC Working Group (details outlined below).
- Pilot of a GCU Banded Grading Framework in order to inform further development (if required) and subsequent implementation of a Framework (outcomes and recommendations to APPC May 2022 and Senate June 2022). A primary driver for the development of the framework is to address issues around consistency in the quality of assessment feedback to students.
- Associated review of degree algorithms in light of Banded Grading pilot.
- Development of a new Digital Assessment Policy to enable consistent approaches to digital assessment practices across the University to enhance the student learning experience. The new policy will continue to reinforce established timelines – three-week turnaround expectation and feedback following the GCU principles for effective feedback.
- Implementation of a single set of academic regulations (from 2022/23).
- Monitoring updated Code of Student Conduct (review commencing in 2021/22).

Evaluation and feedback

Overall satisfaction with module quality for GCU as a whole was 80% in Trimester A of 2021-22, a +5pp increase compared to Trimester A 2020-21, and the highest overall satisfaction rating since module evaluations were centralised at GCU in 2016-17. All themes scores

improved by at least +4pp compared to Trimester A 2020-21, including Assessment and feedback (+6pp).

Closing the Feedback Loop (CTFL) completion rates for Trimester A 2021-22 were very positive. The CTFL process had a completion rate of 63% (Tri A modules), marking a +14pp improvement on Trimester A of the previous year. Completion rates improved across all three Glasgow Schools and GCU London.

An internal audit of student experience and feedback recently concluded in March 2022. Overall the review highlighted multiple areas of good practice in relation to internal feedback mechanisms at the university and identified some areas for further development. One of the areas for improvement was specifically around the wording of feedback questions. Our current Module Evaluation Questionnaire (MEQ) contains a question on whether feedback on assessments has been timely. While this question is intended to cover all assessments over the trimester, it has been highlighted that students often interpret this question as being focused on the most recent assessment and answer 'no' as they have not yet received their final assessment feedback at the time of the survey being released. The standard university timeline for providing assessment feedback is three weeks unless otherwise communicated; it is also possible that students are interpreting this to mean that a turnaround period of more than three weeks is not timely. As such there is a risk that the responses to this question skew unduly negative. Contextual information will continue to be added against this question in future MEQs to provide clarification to students. We do however expect this question to change in line with the new 2023 National Student Survey (NSS).

PAICC

In 2020/21 the University established a short life Plagiarism, Academic Integrity, Cheating and Collusion (PAICC) working group to explore the rise in cases of academic misconduct. The specific aims of the group are to:

- Identify areas where the move to more online digital assessment practices including submission and marking is impacting on the student learning experience in the context of plagiarism, collusion, cheating and academic integrity.
- Develop student and staff guidance appropriate for digital learning, teaching and assessment context around plagiarism, collusion, cheating and academic integrity.

The working group led by the Department of Academic Development and Student Learning (ADSL) includes academics from across our Schools and GCU London, and representation from our Departments of Governance and Legal Services, Quality Assurance and Enhancement and the Students' Association. The group continues to meet in 2021/22.

Transforming Assessment

ADSL will be leading an institutional 'Transforming Assessment' commencing in trimester A 2022/23 which will encompass a number of activities:

- Piloting a TESTA (Transforming the Experience of Students Through Assessment) model to support a cascade in subsequent academic session
- Establishing an online Feedback Forum for sharing feedback practice across the University and scholarship in this area.
- Refreshing assessment design at to e.g. design out plagiarism, design alternative formats to exams, using rubrics
- Piloting an approach to e-proctoring (as referenced above)
- Leading a sector approach to a new learning activity design to enhance learner agency through the use of comparative feedback.

3.2 Streamlining quality assurance and enhancement processes – *Further reflect on ways the University can streamline its quality assurance and enhancement processes, which while ensuring these continue to maintain academic standards and assure the quality of the student learning experience, also provide greater discipline focus and deliver more effective ways of promoting enhancement. In parallel, undertake a programme of communication and consultation on resultant changes made to ensure ownership of quality processes by staff at all levels, in turn providing clear accountability for action.*

A new Department of Quality Assurance and Enhancement (QAE) was established in January 2021 bringing together the former areas of Academic Quality from within the Directorate of Learning and Student Experience and Curriculum, Quality and Accreditation based within School Professional Services.

The University continues with its programme of streamlining processes with a key focus on Enhancement-led Internal Subject Review (ELISR) (Institution Led Review). The development of standardised school documentation in the context of ELISR, programme approval and review (PAR) will continue to be progressed over the remainder of the academic session. QAE will continue to work with Schools to optimise the provision of school documentation and ensure balance of the generic aspects to support the core process of ELISR and PAR with those for reflection.

In the backdrop of COVID-19, adaptations to core processes have continued in 2021/22. These have included annual programme, departmental and school monitoring and module monitoring. It is anticipated that these adaptations will become mainstreamed.

QOPF

A Quality Operational Practice Forum (QOPF) was established in January 2021 to act as a forum for the sharing of best practice between Schools, Department of Quality Assurance and Enhancement (QAE) and School Professional Services (SPS) on matters relating to quality assurance & enhancement operational practice. It acts as a forum for debate and discussion on the streamlining and continuous review and enhancement of relevant quality assurance and enhancement processes.

SIMS

Our new Student Information Management System continues to be rolled out with April 2022 the release date for curriculum management. It is anticipated that there may be some business process change as it relates to programme and module approval and modification.

Programme Specifications

The Department of Quality Assurance and Enhancement is currently undertaking a review of the Programme Specification Proforma (PSP) - the template used by programme teams to create Programme Specifications - in order to bring it back to something which is useful, succinct and fit for purpose for all audiences. It has been identified that there are variations across the university in terms of how programme teams approach the completion of the PSP. These variations include overall PSP length, level of detail, standardisation of information included, and publication of. In order to carry out the review successfully, it is critical that, as key stakeholders, staff and students are involved in the process. It is planned for completed consultations with all stakeholder groups circa the end of February 2022, with a view to completing the review and finalising the PSP by March 2022.

QAE operating principles and efficiencies

In January 2022 APCC approved a series of operating principles and efficiencies in support of the new LESC terms of reference. The proposals set out a streamlining of reporting in relation to Programme Approval and Review (PAR), where the end point for PAR outcomes was proposed as sign off by Chair of Panel and Panel Secretary (as opposed to PARs

requiring final approval sign off by LESC) and removal of the formal role (previously held by LTSC) in approving associate lecturers. The operating principles restated the operations of the External Examiners Approval Panel (which would continue report to LESC), the Exceptions Subcommittee (which would report to APPC) or in ELISR reporting.

3.3 Communication approach – *Ensure care is taken across all forms of communications to ensure that the University is clear to staff, students and members of the public about what aspects of the student experience are common/shared (mission, culture) and those that are not (accreditation, GCU degree), with particular reference to the relationship between Glasgow Caledonian University and Glasgow Caledonian New York College.*

The university continues to ensure clarity in all forms of its communications as it relates to its collaborative and shared mission arrangements. At the outset of any partnership development e.g. concept identification, the academic parameters in which a proposed partnership is to be set, must be explicit. This allows first stage (and initial due diligence) strategic consideration by Executive Board leading to approval in principle (or not) to proceed to the next stages of development.

All our collaborative arrangements are set out in a contract between GCU and its partner(s). These include specific clauses which ensure clarity of scope, security of academic standards, quality assurance and awarding relationship, and arrangements for public information.

The GCNYC website and associated College Catalog continues to clearly set out its distinctive [degree granting arrangements](#) within the State of New York.

4 Updates on areas of commendation

4.1 Institutional approach to articulating and implementing strategy – *The University has a clearly articulated strategy and vision, which is effectively embedded as part of its culture. In particular, the University's desire to align all goals with its 'Common Good' mission is clearly articulated and consistently communicated, adopted by staff and well recognised by students.*

The University launched [Strategy 2030](#) on 26 January 2021. Our vision for 2030 is to be recognised as world-leading for social innovation: delivering transformative education and impactful research through purposeful partnerships as a globally connected University with an engaged University community committed to the Common Good. The Strategy is explicitly values-led, has a strong sense of purpose derived from our mission as the University for the Common Good and focuses on local and global impact, with the UN SDGs providing the overarching framework. The implementation of the strategy is supported by a strategic framework including 2030 Enabling Strategies (Learning & Teaching and Research) and Enabling Plans (Finance, Infrastructure and People) and the strategic planning process which was refreshed to support alignment with Strategy 2030. The suite of enabling strategies and plans were approved by the University Court in April 2021.

A new Strategy 2030 Dashboard was launched in 2021-22 as a resource for all members of staff and for the University Court to monitor the University's performance in the key metrics associated with our 2030 KPIs and supporting transparency and continued engagement with strategy implementation.

The University will build on the strength of the positive collaborative and inclusive approach in the development of Strategy 2030 and continues to work in partnership with staff and students in the implementation of our refreshed institutional strategies.

Transformative Education

Our new Strategy for Learning (SfL) 2030 was endorsed by Senate on 31 March 2021 and approved by Court on 22 April 2021. At the heart of the strategy is partnership working with staff, students, Students Association and external partners to ensure an outstanding student experience. The SfL seeks to build on a strong foundation of excellence in learning and teaching while embracing significant developments in the use of technology which supports our ambitions to create: greater flexibility, stronger and more diverse learning communities and to personalise the learner experience. The Strategy supports the delivery of Strategy 2030 and in particular our goal to deliver 'Transformative Education'. The implementation, delivery and evaluation of the SfL is supported with the following elements:

SfL Implementation Roadmap

Endorsed by Senate in December 2021, the roadmap was co-created with staff and students to provide guidance on priorities and target outcomes for learning and teaching to help inform Schools' and Professional Services' 2022/23 operational plans, and provide an implementation roadmap for Strategy for Learning 2030 until the end of 2022/23. A review of learning and teaching related aspects of operational plans (see 4.2 below) will be undertaken in March/April 2022 to ensure there are no gaps or changes and updates to the roadmap will be made accordingly. In 2022/23, the roadmap will again be consulted upon and extended up until the end of period (2025/26), in line with the University's new three-year operational planning process.

SfL Evaluation

APPC endorsed a draft evaluation approach at its meeting on 26 January 2022. A key component of the approach is the development of an Evidencing Impact Model. This model (and associated tools) is intended to support a flexible, evidence-focused approach to evaluation and has been designed to support anyone at GCU who is responsible for or who supports learning and teaching and the student experience and who wants to be able to evidence the value of an activity (innovation, intervention or initiative) they are leading or supporting. The evaluation approach will be coordinated centrally. ADSL will work with project teams to provide support and advice, to facilitate coordination of evaluation activities, ensure broad and effective dissemination and sharing of findings across the University. The evaluation team in ADSL will also undertake high-level monitoring, synthesis and reporting.

SfL Innovation Fund

Following approval by Executive Board earlier this year the SfL Innovation Fund has been created to support a number of collaborative, action research projects. The SfL Innovation Fund aims to:

- enhance the University's scholarship and academic leadership capability in learning and teaching to underpin the effective delivery of the University's aspirations for transformative education and a high-quality student learning experience
- nurture innovation and creativity in learning and teaching through pedagogic research and development that supports the growth of emergent learning and teaching practices, ideas and projects at GCU.

The fund has specifically been designed to:

- enhance staff engagement in continuing professional development and enhance the University's capacity for scholarship and academic leadership in learning and teaching, aligned with GCU's Academic Development Framework.
- promote the University's student partnership approach in enhancing the quality of the student experience.

The Sfl Innovation Fund is a partnership initiative involving our academic schools and professional services and this is represented in the composition of the Assessment Panels which have recently convened to consider fund applications.

- 4.2 Student Experience Action Plans** - *The University makes effective use of Student Experience Action Plans (SEAPs) which ensure that activities that drive enhancement to the student experience are coherent, consistent and well-focused across the University's schools and professional services areas. These plans - which are dynamic, regularly reviewed and updated in partnership with students - ensure ownership of institutional targets by staff at all levels and provide clear accountability for action.*

SEAP reframe

While the foundation of SEAPs remain, in 2021/22 the University has taken the opportunity to rearticulate its SEAP model. These are now mainstreamed into Schools' and Professional Services' operational plans and thus better embedded in the University's strategic planning process to provide a closer alignment of our strategic and operational plans.

Governance arrangements

This reframing has also been undertaken in the backdrop of an effectiveness review of our academic governance arrangements for learning and teaching, quality and the wider student experience. With the approval of the new Sfl it has been opportune to consider whether the current academic governance arrangements are optimal. The Enhancing the Student Experience (ETSE) Steering Group was more focussed on 'student experience' and the Learning and Teaching Sub-Committee (LTSC) was more focussed on quality assurance and enhancement and both ETSE and LTSC report to APPC, however, reviewing the terms of reference of both groups suggested considerable overlap in terms of remit and membership. There was also sometimes a lack of clarity about which paper should go to which group and this adversely affects flow through the academic governance system.

LESC

A new Learning Enhancement Sub-Committee (LESC) has subsequently been created to replace LTSC and ETSE. A new set of terms of reference has been developed and approved for LESL and has at its core, to develop and promote the implementation of the Sfl, commissioning special projects and task-finish groups and making recommendations to its parent committee, the Academic Policy and Practice Committee (APPC) relating to the enhancement of learning, teaching and the academic student experience at GCU. The revised membership of LESL maintains student representation across all levels of our academic portfolio (UG, PG and PGR) and a full-time officer (FTO). The GCUSA Student Voice Team Leader and more recently GCU Student Communications Manager, attend by invitation.

- 4.3 Student partnership** – *The University and GCU Students' Association have a long-standing, embedded and collaborative relationship which is based on genuine and effective partnership working across all aspects of university life. This relationship brings a wide range of benefits to the student experience - for example, a well-established Student Partnership Agreement updated in partnership with students and the Students' Association and representation structures that support the diversity of the University's student population. The Student Action Group for Engagement (SAGE) provides students, and their representatives, with the opportunity to play a full part in the development of University policy and practice associated with learning, teaching and the wider student experience. Students are clear that their contributions are valued and acted upon.*

A refresh of our Student Partnership Agreement (SPA) is currently underway. This will continue into the new academic session and will bring the SPA into alignment with Strategy 2030, Sfl 2030 and the GCUSA Strategic Plan.

SAGE meets four times across the academic session and continues to act as a positive enabler for student participation in learning, teaching and quality enhancement, and with the wider student learning experience.

GCUSA highlights include:

- annual work on the Student Mental Health Agreement and Guide to Student Representation at GCU.
- continued examples of partnership embedded in practice have included the proposed new GCU Fit to Sit Policy, Hybrid Learning, Tackling Racism at GCU Working Action Plan.
- Return to Campus and Trimester B Learning and Teaching Principles with students at the heart of decision making.

4.4 Strategic approach to widening participation – *The University's long-standing strategic commitment to widening participation has been effectively embedded in the institutional culture and represents excellent practice. Examples of effective outreach initiatives include the well-established Caledonian Club, the Advanced Higher Hub and the School Connect programme. The evidence-based approach taken ensures proactive interventions to support student success are evident at all stages of the student journey. This is demonstrated by the University's progression and retention data, and the development of ongoing targeted support for the University's diverse student population - which includes a dedicated team who work with care experienced students, estranged students and young carers.*

Strategic commitment

Our strategic approach to widening participation remains a key pillar in our SfL 2030 with our priority intention to 'champion equality of participation and attainment for all students'. We are committed to being recognised as a sector leader in diversity, inclusion and equality of participation and attainment of our learners through our distinctive approach to widening participation and outreach. We will continue to maintain our strategic and holistic approach to widening participation, champion widening access and the diversification of our student body making our provision more accessible and attractive to a wider cohort of learners, including those in work. We will undertake the following actions to achieve this:

- Enhancing strategic relations with local partner colleges: supporting action planning, oversight and monitoring.
- Our existing and any new partnerships should deliver mutual benefit by creating coherent and flexible tertiary education pathways.
- Reviewing our approach to evaluation of existing GCU widening participation initiatives in line with the recommendations of SFC's review of Coherent Provision and Sustainability.
- Diversifying, co-creating and decolonising our curricula with our learners to ensure they are antiracist, socially just, inclusive of global academia, research and society. We will implement specific programmes of work on antiracist/ decolonisation of the curriculum to support staff development and student-staff partnership working and targeted interventions to address the attainment gap of BAME students.
- Supporting all our students through a holistic range of core and specialist services and exploit advances in technology to proactively identify students at risk e.g. through suite of learning and student analytics and also provide greater digital equality, inclusivity and accessibility.
- Continuing as a leading Civic University providing a clear sense of purpose and place in the cities and communities we serve, helping to make them inclusive, safe, resilient and sustainable.

- Enhancing our students' Common Good attributes in response to the changing global context.
- Creating opportunities for students to actively engage with the communities we serve locally, nationally and internationally.

Statistics

GCU continues to have a strong track record in attracting students from non-traditional backgrounds, particularly from areas of social and economic disadvantage. 96.9% of young first-degree entrants are from a state school or college – 10.5 percentage points above the sector average (HESA, 2022); and 45% of full-time undergraduates are first generation students (GCU, 2021). In addition, 22.5% of Scottish full-time first degree entrants at the University from all age groups come from the 20% most deprived areas, above the sector average of 16.4% (SFC, 2021). Forty-nine percent of Scottish undergraduate entrants at GCU were aged 21 or over in 2020-21 (HESA, 2021), and 34.6% of mature entrants were from SIMD 20 areas (SFC, 2021). The scale of our widening access recruitment is matched by a strong track record in terms of student retention of 88.7% for students from the most deprived areas, compared to the sector rate of 87.5% (SFC, 2021).

From recently published new figures, the Higher Education Statistics Agency (HESA, 2022), predict that 84.5% of GCU students will successfully complete their studies – ahead of an average of 84.3% across other Scottish HEIs. HESA also predicts our drop-out rate (neither award nor transfer) of 6.6%, well below the Scottish sector average of 7.5%, will be the lowest among Scottish moderns.

Non-continuation rates (HESA, 2022) for all entrants to GCU - 6.1% - is also the lowest of all Scottish modern universities, and the University continues to have the fourth lowest percentage for non-continuation of mature entrants in the Scottish sector (6.7%).

4.5 Embedding equality, diversity and inclusion – *The University has made significant progress to embed equality, diversity and inclusion in all aspects of university life, adopting an approach which is based on a genuine and respectful appreciation of the diverse needs of its students. This is demonstrated through initiatives, such as school and directorate-based Equality Champions, its approaches to tackling gender-based violence and racism, and a range of policy developments including the Dignity at Work and Study Policy, the Trans Student Policy, and the Gender and Race Equality action plans. Progression and retention data provide evidence of its successful approach.*

GCU continues to embed EDI in all aspects of university life. We have also recently signed up to Advance HE's Race Equality Charter, which will provide the University with a consolidating framework to strengthen our work on tackling racism by bringing together the existing strands of work under one strategic umbrella, and taking it to the next level by achieving external recognition and accreditation. Key activities and developments that have been undertaken since the ELIR have included:

- The development of a new SharePoint site providing a range of training, resources and further information to support our dedicated approach to tackling racism at GCU covering areas including unconscious bias, diversity, tackling racism and structural racism.
- A three-month anti-racism campaign starting in January 2022, building on our previous work to tackle racism at GCU. The campaign – Call it Racism – is aligned to Advance HE's drive to eliminate racism from campuses across the UK. The campaign had a number of phases, with the first in January focusing on staff, followed by a student-facing campaign from February. The staff-focused campaign is underpinned by a new Tackling Racism SharePoint site,

- The launch of an online reporting tool 'Report and Support' for our students to submit a report about misconduct they experience on campus.
- Senior managers and key groups of University staff are currently undertaking Santander Union Black, an in-depth anti-racism training course developed by Santander in partnership with The Open University and learning platform FutureLearn.
- Tackling Racism@GCU Group continues to steer our work around anti-racism. In 2021/22 work has been on raising awareness for both staff and students, staff training, development of action plans by the Schools and Professional Services and anti-racist curriculum work.
- Black, Asian and Minority Ethnic student data are part of regular, mainstream University reports (*Ethnicity in the student population: Applications, entrants, retention and outcomes* report to Senate and APPC, 2021).
- GCU response to Universities UK (UUK) survey on 'closing ethnicity degree awarding gaps'.
- Student Minds University Mental Health Charter: GCU's Recommendation Action Plan. GCU is only one of three universities across the UK, and the only in Scotland, to have piloted the University Mental Health Charter with Student Minds. Our application for full award status has been submitted. The Student Minds University Health Charter Assessment Team have recommended GCU to the Award Panel to be awarded the Charter Award but have to wait until the panel meet in December 2022 for the recommendation to be verified (the panel were originally due to meet in May 2022).
- In May 2021, GCU was awarded the prestigious Athena SWAN Institutional Silver Award in recognition of its commitment to promoting gender equality among students and staff.
- The University was ranked 5th globally and 1st in the UK for SDG 5 Gender Equality in the 2021 THE Impact Rankings.
- The commission by our Principal and Vice-Chancellor to GCU's Yunus Centre for Social Business and Health to undertake a second full gender pay gap analysis with findings presented to the People Committee this year.

5 Monitoring and endorsement by Governing Body

APPC will continue to monitor the actions arising from the outcomes of the ELIR and progress on commendations, reporting to Senate and to the wider University community to keep staff and students informed of enhancement. The Learning Enhancement Sub-Committee (LESC) of APPC will have sight of aspects as it relates to operational practice, monitoring and review.

This report was endorsed by the University Court at its meeting on 21 April 2022 for submission to QAA Scotland and publication.

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