

**THE GLASGOW SCHOOL OF ART EQUALITY OUTCOME PROGRESS AND MAINSTREAMING REPORT
TO THE BOARD OF GOVERNORS**

March 2023

SENIOR LEADERSHIP GROUP

February 2023

Julie Grant; Head of Student Support and Development and Svetoslava Sergieva, Equality Officer on behalf of Rachel Dickson; Deputy Director Academic

CONTENTS

Page

0.	INTRODUCTION	3
1.	EQUALITY OUTCOME 1: PROGRESS	4
2.	EQUALITY OUTCOME 2: PROGRESS	11
3.	EQUALITY OUTCOME 3: PROGRESS	15
4.	EQUALITY OUTCOME 4: PROGRESS	26
5.	EQUALITY OUTCOME 5: PROGRESS	36
6.	BOARD OF GOVERNORS	41
7.	NATIONAL EQUALITY OUTCOMES	43

0. INTRODUCTION

- 0.1 The GSA is a small, specialist arts institution (SSI) as designated by the Scottish Funding Council (SFC). As such it is committed to high level, studio-based, disciplinary creative visual arts' education from pre-undergraduate through to doctoral study. It provides this through five academic Schools: Mackintosh School of Architecture; School of Design; School of Fine Art; Innovation School; and School of Simulation and Visualisation.
- 0.2 This document sets out the University's combined Equality Outcomes and Mainstreaming Progress, for the period 30 April 2021 – 30 April 2023, however, the GSA have opted to produce a yearly report with additional detail available in the [GSA Equality Outcome Progress and Mainstreaming Report 2021 – 2022](#)
- 0.3 An update will be provided for each Equality Outcome including a revised action plan noting current progress and areas of further development for the remaining two years of the reporting cycle.
- 0.4 The overarching aims of the Equality Outcomes are imbedded throughout the [GSA Strategic Plan 2022 - 2027](#):
- “By 2027 our education will be renowned for the ways in which it positively transforms the lives of our students and those who benefit from the work they go on to do. To achieve this, we will work in partnership with our students to continuously enhance our pedagogies and curriculum, ensuring all students have equal opportunities to succeed, realise their ambitions and make a positive contribution to their communities.*
- “We will prioritise the student experience, including investing in our learning resources – workshops, library and technologies, archives and collections and cultural engagement, ensuring they all support student success. Valuing our disciplinary strengths and traditions, we will deliver new inclusive ways of learning and teaching that provide greater opportunities for collaboration and flexibility, giving students more agency over how they learn and ways to make a positive impact through their practice.”*
- 0.5 The recent publication of the Scottish Funding Council's (SFC) [National Equality Outcomes](#) (NEOs) will be addressed in the latter section, identifying any baseline data and noting the GSA's intention to adopt all NEOs and amalgamate with outstanding institutional equality outcome actions.
- 0.6 Student and staff consultation will be required to assess existing equality outcomes and align with national equality outcomes ensuring those with lived experience have the opportunity to contribute. Revised action plans will be produced to evidence impact. The timing of the National Equality Outcomes did not allow for this to occur in advance of this reporting cycle and will be reflected in the next iteration. The Equality Outcome Action Plans will be revisited in AY 2022/23 to consider the newly published EHRC & SFC National Equality Outcomes guidance.

1. EQUALITY OUTCOME 1 - PROGRESS AND UPDATED ACTION PLAN 2021-2023

EO1: Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias is challenged.			
	Action	Measure of Success	Update Feb 2023
1.1	Develop an Equality Diversity and Inclusion Committee supported by an Equality Diversity and Inclusion Officer. Challenge GSA to evidence impact of change and consistency of approach.	Provide advice and recommendations for action with a focus on persistent inequalities such as racism, mental health and wellbeing, gender-based violence (GBV), gender identity etc. Develop and imbed a schedule of staff and student events and initiatives within the GSA academic cycle.	<ul style="list-style-type: none"> Equality Diversity and Inclusion Officer recruited in Oct 2021 EDI group was developed in Nov 2020, the remit and membership revised in Oct 2021 and again in July 2022 All School EDI groups in place July 2022
1.2	Utilise institution-wide thematic working groups to address specific areas identified via internal and external research: <ul style="list-style-type: none"> Mental Health and Wellbeing Anti-Racism GBV and all other forms of discrimination 	The work of these groups will feed into the EDI Committee, inform the new GSA strategic plan challenging GSA to evidence impact of change and consistency of approach.	<ul style="list-style-type: none"> Healthy Working Lives Group developed in 2022 Anti-Racism Working Group developed in 2022 Report and Support First Line responders' group in place
1.3	<ul style="list-style-type: none"> Review the student induction process and develop a coordinated approach. Develop and deliver an additional suite of training for students 	<ul style="list-style-type: none"> Consistent suite of induction training for all students cognisant of a blended learning approach. Participation rates will be measured and reported. Behaviours and values are embedded. 	<ul style="list-style-type: none"> Full review of Student induction occurred in 2021 and again in 2022 with implementation of a variety of training opportunities for students; Consent, Active Bystanders, Suicide Awareness, Union Black and Gender Based Violence: https://canvas.gsa.ac.uk/courses/1845
1.4	<ul style="list-style-type: none"> Complete Staff Learning Needs Analysis. Develop and deliver an additional suite of training for staff with a focus on: Mandatory race equality training for all staff and access to GBV, trans awareness and gender identity training. Survey on completion amended to include questions re confidence, level of increased awareness etc. 	<ul style="list-style-type: none"> Participation rates will be measured and reported. Behaviours and values are embedded. Staff and Student feedback will indicate increased confidence in staff responses and behaviour. 	<ul style="list-style-type: none"> The Staff Learning Needs Analysis was implemented in Jan 2022 with EDI topics dominating the results of the survey In April 2022 a revised Staff Development Schedule was implemented to begin addressing these needs L&T continue to circulate monthly updates, events and resources on inclusive education – inclusivity is also a key theme of the LTE Seminars and annual L&T Conference.

1.5	Foster an anti-racist culture of understanding at all levels of GSA using the Scottish Race Equality resources.	Yearly update on implementation of toolkit. Website openly supports the Anti-Racism declaration.	Commission two discovery action research projects commencing in 2023/24 to (a) more systematically understand the lived experiences of people of colour at GSA and (b) develop an understanding of what role extractivist and colonial activities played in the development and history of The Glasgow School of Art. Ref Action 3.1
1.6	<p>Review Dignity and Respect at Work and Study Policy and associated mechanisms, including:</p> <ul style="list-style-type: none"> • School-wide campaign to enhance awareness and support implementation. • Fund and implement a Report and Support tool to ensure clear reporting routes for all discrimination, GBV, racism and hate crime. 	<ul style="list-style-type: none"> • Increase in staff and students who feel supported to report harassment, hate crime and gender-based violence (measured through Report & Support). • Yearly reporting = increase in reporting will be viewed as a success initially with emerging themes used to inform actions. • Increase in staff and students who feel valued and respected (NSS and staff survey). 	<ul style="list-style-type: none"> • People Strategy developed in 2022 • Dignity and Respect at Work and Study Policy due to be reviewed in 2023. • Report and Support Tool launched by GSA in October 2022. Internal and regional reporting will occur in 2023
1.7	Actively review GSA's progress and successes in EDI with a view to achieving appropriate national charter marks.	<p>Consideration will be given to:</p> <ul style="list-style-type: none"> • Race Equality Charter • Athena Swan • LGBT Charter • University Mental Health Charter • Emily Test Chartermark • Disability Confident 	The Equality Diversity and Inclusion Committee presented an overview of possible Charter marks in 2022 with Disability Confident considered as the logical step.
1.8	<ul style="list-style-type: none"> • Review Health and Wellbeing provision for students and staff. • Develop and implement a Support to Study Policy and Procedure. • Develop a Mental Health and Wellbeing Strategy including a Student Mental Health Agreement and Suicide Safer Plan. • Commitment to achieving the NHS Healthy Working Lives. 	<ul style="list-style-type: none"> • Action plans are approved and implemented. • Implementation of mental health and wellbeing policies and guidance (for students and staff). • Continue to explain the benefits to staff of disclosure and build trust in the monitoring process. 	<ul style="list-style-type: none"> • Draft Support to Study Policy under consultation, to be approved in 2023 • Student Mental Health Agreement 2022-2024 in place • Commitment to NHS Health Working Lives in place.

- 1.1 To ensure that GSA can provide effective leadership for the equality and diversity agenda, a quarterly meeting of the Equality Diversity and Inclusion Committee, chaired by the Deputy Director Academic with student and wider staff representation, is in place to monitor developments, determine any intervening actions and consult on progress of current and new equality outcomes.
 - 1.1.2 The EDI Committee marked the first step towards a formalised institutional EDI structure at GSA. Individual EDI groups were formed in each School, in addition to the pre-existing Library Inclusivity Group. The purpose of these groups is to bring staff and students together to advance GSA's EDI agenda at a departmental/school level and feed back to the EDI Committee and vice versa. In Oct 2022, the EDI Committee membership was expanded to include representatives from all Schools' EDI groups, the Library Inclusivity group and the newly appointed student liberation reps: Anti-Racism Officer, Disability Officer, Environmental Officer, Gender Equality Officer, International Students Officer, LGBTQIA+ Officer and Mature Students Officer.
 - 1.1.3 In the past year, the Equality, Diversity and Inclusion Committee have considered and fed back on a range of internal and external-facing reports, activities and resources. Some of these include the 2022 PSED reports, the newly updated GSA Equality Impact Assessment form and Guidance, the GSA's Corporate Parenting Plan, Student Mental Health Agreement, Support to Study and Inclusive Design policies and the Student Partnership Agreement. The Committee has also advised on staff and student training opportunities and in-house resources, the implementation of GSA's Report and Support tool, and any relevant EDI-related issues that GSA has faced over that period of time.
- 1.2. GSA has made a commitment to staff wellbeing through a Healthy Working Lives Group and planned development of a wellbeing policy. In 2022, yoga and mindfulness sessions were delivered, staff participated in the Step Count Challenge and reinstated the walking group and free bicycle health check were provided (which complement the cycle to work scheme). In November 2022, we delivered our first staff wellbeing day including Yoga, Qi Gong, Massage, Mindfulness sessions, Wellbeing talks, and Guided walks. On the day 150 wellbeing tote bags were distributed with some lucky staff winning a self-care raffle prize.
 - 1.2.1 GSA is a member of Fearless Glasgow, a multi-agency, regional partnership to tackle GBV (Ref NEO Sex for further detail). As part of the implementation of Report and Support, first line responders were identified to offer support to any student or staff member that submits a named report. A Race Equality Working group was set up in 2022 (Ref 3.5 for further detail).
- 1.3 In 2022, the student induction process was reviewed imbedding a coordinated approach across all Schools. This included providing up to date information and signposting for all Professional Support Services, an new Equality section, advertising the Report and Support platform available to all students and staff and the implementation of a variety of EDI, culture and value related training opportunities for students such as: Consent, Active Bystanders, Suicide Awareness, Union Black and Gender Based Violence: <https://canvas.gsa.ac.uk/courses/1845>.

- 1.4 The staff learning needs analysis conducted in January 2022 found that EDI topics dominated the results with 8 of the top 10 self-reported highest learning needs being EDI focused. These learning needs were translated into a successful learning delivery, with the aim for it to be supported, measured and enhanced by the newly recruited Learning and Development Manager (in post from January 2023). Baseline data has been collated and progression will be reported in future iterations.
- 1.4.1 In Academic Session 2021/22 HR, in direct response to staff requests, secured a number of funded places for staff on training and development programmes/courses offered by Advance HE: [Advance HE Race Equality Colloquium and Advance HE Inclusive Curriculum](#). In addition, workshops and online webinars were offered to staff to support and enhance EDI knowledge and awareness including:
- Trans Awareness Training – three sessions delivered by Trans Alliance Scotland in November 2021 and in March and July 2022 with a total attendance of 77 staff members;
 - Unconscious Bias Training (Webinar) with 30 staff members attending
 - Challenging Racial Bias and Racism in Practice (Webinar) with 39 staff members attending
 - Mentally Healthy Workplace Training for Managers with 10 staff members attending
 - Mental Health Awareness Training for Staff – two sessions were delivered in July and August 2022 with a total of 15 staff members attending
- 1.4.2 Further training sessions planned for 2023 include:
- Trans Awareness Training – March and June 2023
 - Challenging Racial Bias (Anti-racism) - March and May 2023
 - Corporate Parenting – Student-facing Staff Responsibilities (delivered by Who Cares? Scotland) – two sessions in March 2023
 - Supporting Staff Mental Health (Stress Talking Toolkit) - March 2023
 - Disability Awareness – making Reasonable Adjustments – May 2023
 - Sexual orientation and Language – June 2023
 - Ageism – June 2023
 - Intersectionality and Intersectional identities – June 2023
- 1.4.3 Additional asynchronous learning resources were added to the suite of GSA's e-Learning modules in July 2022 with baseline statistics of completion as of January 2023 as follows:
- Insiders and Outsiders: How Micro-Behaviours affect the Workplace – 33%
 - Neurodiversity at Work – 35%

- Unconscious Bias for Employees – 27%

1.4.4 This supplements a number of mandatory e-Learning modules; baseline statistics of completion as of January 2023 can be found below:

- Equality and Diversity in the Workplace- 78%
- Identifying and Responding to Student Mental Health Problems- 74%
- Safeguarding – 83%
- Complaints Handling – 73%

1.4.5 Unconscious bias training is planned for GSA peer reviewers for 2022-23, and potential providers are being identified. All GSA Research Leads, who manage research in each School, received in-person unconscious bias training from Advance HE, prior to the REF2021 submission preparations, and will receive bi-annual unconscious bias training during the current REF cycle.

1.5 The Scottish race equality assets will be utilised as part of the wider Race Equality work currently being undertaken (ref 3.1).

1.6 A neutral assessment exercise was conducted in 2022 to gain insight on progress being made with embedding new cultures and behaviours across the Schools. Staff across the GSA were invited to volunteer to provide feedback, the resultant report and recommendations will be shared with staff in 2023. A People Strategy has been developed, building on the Neutral Assessment, setting out actions that will be progressed to develop a positive employee experience and organisational culture, and to enable the strategic ambitions of the GSA. Equality, diversity and inclusion underpins the strategy and the equality outcomes associated with staff are embedded into the People Strategy and action plan.

1.6.1 At the Glasgow School of Art, we believe everyone should have a positive and rewarding experience. GSA is dedicated to identifying and tackling inappropriate behaviour whenever it arises. No one in our community should ever be the focus of gender-based violence, sexism, racism, discrimination, assault, bullying, harassment or any other offensive conduct. The GSA worked in partnership with Culture Shift and Fearless Glasgow to develop and implement a [Report and Support tool](#) launched in October 2022 providing an accessible platform for students and staff when reporting any issues of racism, gender based violence including sexual misconduct or sexual assault, discrimination, harassment, hate crime or bullying either anonymously or by including contact details so an adviser can provide support. Report and Support is also home to information about internal and external support; find out more in the 'Support' section. The data collected from Report + Support is used to produce anonymised annual reports both internally and as part of a regional initiative. Reports will include the number of cases, most reported types of harassment and location. Information provided within anonymous reports will be used as statistical data to understand what is happening and to inform proactive prevention work.

- 1.7 In December 2022, the EDI Committee were presented with an overview of all possible Charter Marks. It was noted that GSA's first step should be to consider and work on relevant frameworks in support of becoming Charter ready with progression of Disability Confident in 2023. A Recruitment Strategy will be developed in 2023 setting out actions to improve recruitment outcomes and timelines for attainment of the Disability Confident Charter.
- 1.8 Mental Health and the growing concerns related to the student population have never been more prevalent as supported by the findings of the [Thriving Learners Survey](#). SFC funding has enabled GSA to maintain the same level of counselling provision; if funding is removed after session 22/23 service delivery and waiting times will be impacted.
- 1.8.1 As part of the NUS [Think Positive](#) Student Mental Health Project, The Glasgow School of Art committed to co-creating a Student Mental Health Agreement in partnership with the GSA Student's Association in support of the first GSA Student Partnership Agreement 2022/23. A mapping exercise completed and a Student Mental Health Agreement 2022-2024 developed focusing on five working areas with actions and measures of success identified.
- 1.8.2 According to a recent independent report; [University Counselling Services in Scotland: Challenges and Perspectives](#), the GSA have one of the highest proportion of students requesting counselling support. Despite this, we have been able to maintain an average wait from referral to initial appointment of less than one week and for the fourth consecutive year no student has waited more than 2 weeks for an appointment from referral:
- 'I'd like to take this opportunity to mention how brilliant the service is, and the fact it's there for free still astounds me. I'd researched private therapy, (too expensive for most students), and waiting lists on the NHS, (not quick enough for someone who might be in dire straits as I was), and for the GSA to step in and help really saved me.'*
- 1.8.3 The introduction of a Mental Health Advisor in 2019 has increased capacity allowing more focussed work with individuals; planning and delivery of workshops and development of external partnerships. Workshop delivery has included; Anxiety Management, Mindfulness-Based Stress Reduction, Mindfulness drop-in sessions, 5 Steps to Wellbeing, Look After Your Mates and Compassion Focussed Therapy. Service provision is reviewed each year. In 21/22, 96% reported their difficulties were affecting their quality of life and their studies, 87% stated it had helped them remain on course; students also appreciated the speed and ease with which they could access the service: *'I was surprised by how easy it was to contact the services at GSA. I was able to speak to someone within a week'*.

1.8.4 Current data demonstrates an increase in male students accessing counselling and mental health services; although still not representative of the overall GSA population; 30% in 21/22, this is a positive step and will be utilised as a baseline and measure of impact for the National Equality Outcomes; Men (staff and students) know how to access mental health support (recognising intersectionality within that group). It should also be noted that across the sector, less males are reported to access services and our figures reflect positively when benchmarking.

Counselling								
Year	Sex/Gender			Ethnicity			Disability	
	Male	Female	Other	White	Minority Ethnic Background	Unknown	Disability	No known disability
2019/20	23%	77%	-	63%	32%	4%	51%	49%
2020/21	19%	81%	-	72%	24%	4%	47.5%	52.5%
2021/22	24%	76%	-	74%	22%	4%	36%	64%
Mental Health Service								
Year	Sex/Gender			Ethnicity			Disability	
	Male	Female	Other	White	Minority Ethnic Background	Unknown	Disability	No known disability
2019/20	23%	77%	-	63%	32%	5%	48%	52%
2020/21	19%	81%	-	72%	24%	4%	50%	50%
2021/22	26%	74%	-	73%	23%	4%	45%	46%

1.8.5 Targeted initiatives will be instigated in 2023 to encourage more male students to access the counselling and mental health service. This will include the development of a separate Intranet section for male students seeking counselling and specific group work delivery.

1.8.6 Mainstreaming activity to date has included:

- Increased wellbeing sessions for students and staff
- Implementation of student wellbeing module shared by Warwick University
- Partnership with the Student Association to promote and support World Mental Health Day including a sponsored a creative competition
- Developed a referral pathway with the Compassionate Distress Response Service (CDRS) launched in 2021 in partnership with Glasgow Health & Social Care Partnership (HSCP) and the Glasgow Association for Mental Health (GAMH).

- Entered into a Memorandum of Understanding with Listenwell Scotland to deliver an on-campus listening service for our students living at the Forbes campus
- Blythswood Halls Student Mental Health Day in March 2022.
- Staff Wellbeing Day Nov 2022
- Session 22/23, implemented Wellbeing Wednesday Pilot Initiative
- GSA have retained its contracts with TogetherAll and Silvercloud until 2023,
- Protocols for raising safeguarding concerns were introduced in 2021
- Draft Support to Study Policy under consultation, to be approved in 2023
- For staff wellbeing and Healthy Working Lives please refer to section 1.2.

2. EQUALITY OUTCOME 2 PROGRESS 2022-2023

EO2: Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.			
	Actions	Measures of Success	Update Feb 2023
2.1	Review building condition surveys and complete access audits on all current buildings.	Audit completed, action plan developed, communicated and implemented. Progress will be measured and reported.	<ul style="list-style-type: none"> • Audit completed in June 2021 • Action plan developed in June 2022
2.2	<ul style="list-style-type: none"> • Develop a 10-year Estates Strategy with an Access and Inclusion plan. • Adapt buildings and services to meet and anticipate the specific needs of students, staff and stakeholders. 	<ul style="list-style-type: none"> • Action Plan of how the School buildings and services will be adapted to meet the diverse needs of students and staff. • Progress will be measured and reported. 	<p>The overall Estates Strategy was approved at the June 2022 Board of Governors and will be published in 2023</p> <p>Ongoing</p>
2.3	Produce a Design Policy for an Accessible and Inclusive Campus.	Consideration of equality demonstrated in all stages of decision making and development of GSA Estate.	Design Policy for an Accessible and Inclusive Campus was approved by the Senior Leadership Group in November 2021 and communicated to wider staff in Spring 2022.

2.4	<ul style="list-style-type: none"> Complete an evaluation of current service provision with a focus on EDI. Develop consistent provision in consultation with students and raise awareness of services available. Appropriate access to and signage of accessible and gender-neutral toilets. 	Improved visible and accessible support services with development of quiet spaces, nursing mothers' room and a faith and belief space.	<ul style="list-style-type: none"> Audit of current provision completed in June 2021 Ongoing Review and addition of accessible and gender-neutral toilets in the Stow, Reid, Barnes, Haldane and Bourdon buildings.
2.5	<ul style="list-style-type: none"> Audit and develop GSA's web presence e.g. website, micro sites and intranets with a focus on accessibility and legislative requirements. Scope and produce and action plan for accessibility and compliance. 	All legislative accessibility requirements are met.	<ul style="list-style-type: none"> Development of phase 0 interim website to resolve existing website accessibility non-compliance with <u>Web Content Accessibility Guidelines version 2.1 AA</u>. Interim site live March 2023 Phase I, audit, mapping and compliance from March 2023
2.6	Develop a dedicated section on the Intranet for Equalities.	Clear visible message and resources for students and staff.	EDI staff intranet pages developed in 2022 (Equality (sharepoint.com))
2.7	<ul style="list-style-type: none"> Publish digital accessibility guidance for staff. Provide a digital toolkit of resources and support for staff. Provide training for staff in digital accessibility. 	Results of the pilot – June 2021. Implementation of training and support schedule.	Guides, training and resources developed in 2022 by the Library and Learning Technology.
2.8	Develop a Digital Accessibility and Inclusion Policy.	Policy reviewed, implemented and supported by the EqIA.	Outstanding
2.9	Evaluate Digital Inclusion scheme and implement appropriate recommendations as part of a wider inclusive learning plan.	Long term commitment embedded to Digital Inclusion and inclusive learning based on review and evaluation of current delivery model.	Digital inclusion scheme was implemented in 2021 and sustained in 2022 and 2023.

2.1/2.3 Building condition surveys and access audits were completed June 2021 resulting in the creation of the Design Policy for an Accessible and Inclusive Campus approved by the Senior Leadership Group in November 2021 and communicated to wider staff in Spring 2022. Thereafter, raising awareness of the Policy through CPD sessions to staff and integration into project briefs. A gap analysis linked to this Policy with a survey by external consultants of our existing campus plus interrogation by the internal GSA team resulted in the integration of these works at high level with an overarching 10-year

Estates Strategy.

- 2.2 The overall Estates Strategy approved at the June 2022 Board of Governors sets out a number of principles to be developed and tested in more detail through the 2022/ 2023 academic year and matched to available funding for the June 2023 Board of Governors. Inclusive design was a key principle of this and is being reviewed in terms of retained buildings Working through actions to align with further development of Estates Strategy on a year by year basis as part of the June 2023 update of the Estates Strategy.
- 2.4 The GSA have started to roll out inclusive design interventions/ improvements in the estate through signage, supportive spaces on campus, physical adaptations, etc. Specific initiatives have included an audit of current provision, review and addition of accessible and gender-neutral toilets in the Stow, Reid, Barnes, Haldane and Bourdon buildings, a faith and belief space in the Reid building, inclusion of a sensory room and silent reading room with introduction of a wellbeing room in the Library 2023 with further development of quiet rooms planned for 2023.
- 2.5 Development of phase 0 interim website to resolve existing website accessibility non-compliance with Web Content Accessibility Guidelines version 2.1 AA. Site will be externally audited for compliance pre-launch and then rolling process annually along with an annual update of site accessibility statement. Interim site due live March 2023. Phase 1 of the website planning will include a full audit and mapping of the GSA's web presence including levels of accessibility compliance as part of the consultation and reporting phase. Any new microsites (e.g. Graduate Showcase) are reviewed for accessibility compliance and guidance given to participating students on making digital work (e.g. moving image captioning/ alt text on images) accessible.
- 2.6 A dedicated Equality section on the Staff Intranet was developed in 2022 and presented to the EDI Committee in September 2022 for feedback. This is on ongoing development with plans to advance a specific Student Intranet resource to enhance the EDI info embedded within new student induction. We piloted a Staff Equality Newsletter in 2022 and intend to develop a student Equality Newsletter in 2023 to aid communication of progress and current action.

In addition, The MacIntosh School of Architecture, the School of Design, the School of Fine Art and the Innovation School have developed their own departmental resources in partnership with students. Some of this work includes:

- MacIntosh School of Architecture (MSA) - ([EDITT\) EQUALITY DIVERSITY INCLUSION THINK TANK \(padlet.org\)](#) - a Padlet page that sits on the EDI section of the MSA Community page on Canvas and covers ongoing issues within architecture and architectural education
- MSA's Stage 4 and 5 studio briefs contain information on inclusive design and advice on how to design appropriately

- School of Design - [Small things in Glasgow \(padlet.org\)](https://padlet.org) - an online platform that aims to facilitate new students from diverse cultural backgrounds in their transition into life and study in Glasgow
- School of Design - [EDI related/embedded curriculum activity \(padlet.org\)](https://padlet.org) – projects that promote Equality, Diversity and Inclusion

2.7-2.8 The GSA has included a Digital and Data Strategy as part of their strategic planning process. In response to this, a Data Strategy development group was set up in November 2022, comprising a range of stakeholders, with the purpose to begin scoping and drafting the strategy. Work to-date includes benchmarking existing and emergent Data Strategies within the sector and drawing upon key sectoral reference points to inform the strategy's development. A draft strategy is scheduled to be formally reviewed and ultimately approved in the first half of 2023.

2.7-2.8 Meanwhile, the Library team have developed a range of digital accessibility guides and resources to support students and staff and offered training sessions throughout 22/23. The Learning Technology team developed GSA CPD training programme to increase knowledge of accessibility compliance and ran several workshops and held one-to-one training sessions with Student Support and Admin staff members. The workshops specifically focused on digital accessibility with the first one being *Accessible Practices: Creating Inclusive and Accessible Canvas Courses*, and the other - *Creating Accessible Documents*. The workshops were delivered twice each with a total of 12 people attending. More sessions are planned throughout 2023. Additionally, the Learning Technology team has also added a section on Accessibility Resources to the Library Services staff intranet with resources on creating accessible forms and documents and using screen readers for testing and evaluation.

2.7-2.8 Staff members from the Library's Blended Learning Team attended Ability.net training and other relevant conferences. As a result of the gained knowledge, the Library services were able to complete an audit of all their digital systems: Canvas, the Library Website, the Keylinks reading list, Primo and Alma. The team identified and fixed accessibility errors and developed a plan for ongoing auditing and maintenance. They also wrote [accessibility statements](#) for the digital systems and identified the accessibility status of third-party tools such as Miro, Padlet, and Planet eStream (the results from this study are to inform the creation of further user guidelines for students and staff in 2023).

2.9 Since the 2020 Digital Inclusion investment of £320K making laptops available to up to 15% of the student population at any one time, GSA have supported 386 requests for IT equipment with priority for disability, care experienced/estranged and socio-economic factors in support of equality and inclusion. This is in addition to existing fixed digital resources in labs and studio and the 200K investment in digital platforms and software.

3. EQUALITY OUTCOME 3 PROGRESS 2022-2023

EO3: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body			
	Actions	Measures of Success	Update Feb 2023
3.1	<ul style="list-style-type: none"> Undertake an assessment of GSA’s understanding of racism and the structural barriers that may exist. Undertake work with local students from minority ethnic backgrounds who have previously engaged in our Widening Participation (WP) activities and then progression onwards. Develop and implement a Race Equality Action plan making use of the assets created by the Scottish Race Project Steering Group. 	<p>Develop a greater understanding of barriers faced.</p> <p>Implement the Race Equality Action Plan and evaluate yearly.</p>	<ul style="list-style-type: none"> Outstanding Ongoing Race Equality Working Group formed in Oct 2022 with Action Plan due in 2023 utilising assets
3.2	<p>Staff:</p> <ul style="list-style-type: none"> Develop a recruitment statement welcoming application from specific underrepresented groups. Implement processes to capture more comprehensive data on Visiting Lecturers and evidence the diversity of visiting lecturers. Implement training - Staff and Student Recruitment and Selection with specific reference to occupational segregation and unconscious bias. Undertake work to identify possible inequalities in recruitment and selection processes. Develop a GSA recruitment strategy with consideration of diversity. Make use of the Scottish Government Minority Ethnic Recruitment Toolkit to promote affirmative action. 	<ul style="list-style-type: none"> Evidence a GSA approach. Maintain difference, diverse representation, challenge and debate through a wide-ranging programme of visiting speakers and visiting staff for the benefit of GSA’s students and staff. Collate baseline data, monitored and reported yearly. Strategies are reflected in the Race Equality and Gender Action Plans. Diversity of staff has increased. 	<ul style="list-style-type: none"> Recruitment statement developed 2022 Unconscious Bias and Insiders and Outsiders staff eLearning implemented 2022 A short life working group has been established to review Visiting Staff arrangements, one outcome will be to improve data on Visiting Staff Working towards delivery of an event for staff that opens discussion about inclusive recruitment practices and stimulates discussion on how to attract a more diverse workforce. Baseline data can be accessed here

3.3	<p>Students:</p> <ul style="list-style-type: none"> • Undertake work to identify possible inequalities in recruitment and selection processes. • Review Fair Admissions priorities and update based on outcome and evidence base taking account of sector wide commitments. • Review student home/RUK recruitment strategies. • Develop a GSA recruitment strategy. 	<ul style="list-style-type: none"> • Evidence an institutional approach. • Collate baseline data, monitored and reported yearly. Increase in the number of enrolled Home BAME students. 	<ul style="list-style-type: none"> • Baseline data can be found: here • Fair Admissions Review and Review of Recruitment are prioritised in the Strategic Plan and new strategic overviews will be developed with staff throughout the next academic year • There has been no increase in the recruitment of UK-domiciled students from minority ethnic backgrounds.
3.4	<p>Implement a career development structure that ensures equality of opportunity for all staff groups, working to identify and systematically support disadvantaged groups.</p>	<p>Collate baseline data, monitored and reported yearly.</p>	<p>Initial report completed in 2022 outlining state of readiness for developing a Career Framework at the GSA.</p>
3.5	<ul style="list-style-type: none"> • Develop a GSA Strategy for Inclusive Teaching and Learning and create a framework that supports review of the curriculum including decolonising, mental health, digital inclusion (see 2.9) and EDI. • Embed strategy in the programme review and re validation schedule. 	<ul style="list-style-type: none"> • Evidence a whole GSA approach. Programme level development reflects increased engagement with diverse histories and perspectives: evidenced in programme and course specifications and reported through PMAR. • Students report more diversity within the curriculum. 	<ul style="list-style-type: none"> • 2022 commissioned targeted short courses • L&T focus and delivery (enhancement themes) • Inclusive Curriculum Review Toolkit in progress 2023 • Common Academic Framework in progress

3.6	<ul style="list-style-type: none"> Define and implement planned action to address current and potential gender imbalance in undergraduate and postgraduate programmes. Achieve Scottish Funding Council (SFC) target that, by 2030, no discipline in a Scottish higher education institution should have an overall gender imbalance greater than 75:25 (see 6.1). 	<ul style="list-style-type: none"> Progress reflected in Programme Monitoring Annual Review (PMAR). Evidence of impact demonstrated. 	<ul style="list-style-type: none"> Programme Monitoring Annual Review to aid reflection and inform action. The Programme Monitoring Annual Review (PMAR) guidance and template were revised to support this process, with EDI considerations imbedded in the review document. 21/22 marks the lowest percentage of students who identify as male and highest percentage of students who identify as female at GSA over the past five years (30.6% and 68.0% respectively), within SFC target: 21/22 overall gender imbalance 68% female:31% male
3.7	<ul style="list-style-type: none"> Development of next phase of GSA’s Community Engagement Strategy focused on our immediate neighbourhoods of Garnethill, Blythswood and Broomielaw. Review and refresh GSA’s Exhibitions strategy including our cultural engagement and partnership with cultural and third sector organisations in Glasgow and nationally. 	<ul style="list-style-type: none"> Annual Community Engagement Report highlighting and evidencing GSA’s engagement with diversity of immediate neighbours. Evidence of work by more diverse group of Artists and attracting a diverse audience to exhibitions and events. 	<ul style="list-style-type: none"> Community Engagement Strategy continues to prioritise work with Community Groups in the locality including CWIN delivery for refugees and asylum seekers. Race, Rights and Sovereignty series

3.1 We acknowledge the open letter received in July 2022, on behalf of a BIPOC student (Black, Indigenous, and People of Colour), platforming their experiences of racism and calling for cultural changes towards Race Equality at GSA. There is recognition that there are very few students and staff of colour at GSA which as stated in the open letter:

“creates an environment where, as a person of colour, one is constantly singled out, alienated and uncomfortable”

3.1.1 We acknowledge that racism still exists within the GSA and there is more we could do support this agenda. This is evidenced in GSA’s Strategic Plan 2022 2027 which commits to:

“Ensure our admissions, pedagogies and curricula are inclusive and intercultural. Through sustained efforts we will introduce voices that have been historically marginalised, internationalise our culture, practices and services and increase the socio-economic diversity of all students and their ability to access exchange opportunities as a core part of their programme of study.”

3.1.2 Since the publication we have been working collectively with key GSA figures such as the Director, Deputy Director Academic, Director of HR, Head of Student Support (Equality Lead), and Equality Officer. The Race Equality Working Group, a short life group formed under the direction of the EDI Committee, held their first meeting Oct 22. the group undertook:

- An audit of institutional and departmental race equality/ anti-racism activity and action taken to date
- A desk-based review of GSA's current Equalities Outcomes and Strategic Plans to identify Anti-Racism ambitions and planned actions
- A review of a sample of Anti-racism plans from across other UK HE institutions
- Supported the development of a Race Equality Event led by the HR Dept in partnership with the GSASA

3.1.3 Whilst the working group was meeting the Scottish Funding Council published with the Equality & Human Rights Commission a report '[Tackling Persistent Inequalities Together](#)' which includes a set of new National Equality Outcomes which all Scottish HEIs will be required to report against. These include 4 race specific outcomes relating to incident reporting, attainment gaps, the diversity of court members and diversity of staff. This development in the view of working group precludes the need for the GSA to develop and report on a race specific plan and can instead use the National Equalities Outcomes as a framework to ensure that Anti-Racism work is fully embedded in all institutional strategies and plans. The working group recommends that GSA makes the following 4 commitments.

Commitment 1: Embed specific Anti-Racism ambitions and actions, aligned to the SFC's National Equalities Outcomes in all of our currently developing sub-strategies aligned to the GSA Strategic Plan 2022-2027 *and* our Equalities Outcomes (especially across key sub plans: Education, Research, People, International, Recruitment)

Commitment 2: Commission two discovery action research projects commencing in 2023/24 to (a) more systematically understand the lived experiences of people of colour at GSA and (b) building on work undertaken by Library Services in recent years, develop an understanding of what role extractivist and colonial activities played in the development and history of The Glasgow School of Art.

Commitment 3: Include specific reporting on progress towards becoming an Anti-Racist Art School in our bi-annual Equalities Monitoring Reports (2023, 2025 & 2027) and our institutional annual reporting on our Strategic Plan sub strategies.

Commitment 4: Student and Staff Communications, make a specific announcement about the outcomes of the working groups activities and any subsequent commitments and build regular updates on progress and activity into termly EDI staff and student comms.

- 3.1.4 The GSA aim to ensure a safe, inclusive learning environment for all with clear mechanisms for students to report unwanted behaviour, harassment and racist incidents. We have launched a Report and Support platform to encourage the reporting of student and staff racial injustice and commit to take appropriate action; yearly summary reports will inform action overseen by the GSA EDI Committee.
- 3.1.5 GSA has begun to address the significant but vital challenge of broadening, deepening and diversifying the cultural references and wider learning opportunities within its curricular offer. Each School within GSA is completing a renewal of programme and course reading lists and improving the diversity of visiting lecturers to ensure students are exposed to a broader range of cultural influences. The Library's [Emancipating Our Collections](#) website describes the number of ways in which GSA is developing its collections and services to support both institutional and student-led initiatives to diversify the curriculum, including building the library's [World Cultures Collection](#) and projects to encourage students to help shape new collections. Ref 3.5 for further detail.
- 3.1.6 In 2022, we implemented a suite of staff and student eLearning modules including: Insiders and Outsiders, Unconscious Bias, Union Black: Britain's Black cultures and steps to anti-racism and Bystander Intervention. This was augmented by external delivery of Unconscious Bias Training, Challenging Racial Bias and Racism in Practice and Anti-Racism and Learning Technology training (ref 1.4).
- 3.1.7 The Student Association are an integral and active part of the university who celebrate the diversity of our community. Each year they host events linked to LGBTQ+, Black History months, International Women's Day and other cultural festivals. This involves student-led workshops, discussions, speakers, awareness days/events to highlight issues and promote awareness and understanding. This year GSA funded a programme of events addressing Black History Month and how nurture of a diverse student community, platforming Black and Indigenous people of colour at the GSA and creatives across Scotland. Events in 2022 include:
- BLK JOY was hosted at the Alchemy Experiment including performances from GABO (The Glasgow African Balafon Orchestra), Simone Seales and Noushy; and a panel discussion titled 'ARE THERE ENOUGH OPPORTUNITIES FOR CELEBRATING BLACK CREATIVES IN SCOTLAND' with Co-Director of We Are Here Scotland, Briana, Jewellery Designer, Serryce Muvuti and Creative Producer, Mobo.
 - Christian Noelle Charles delivered a talk in line with the show at the CCA 'Reflective Jester: It's Just A Feeling'.
 - Black History Book Club discussing 'The Bluest Eye' by Toni Morrison and 'Queenie' by Candice Carty-Williams.
 - Coterie: An Anza day event; a networking party for Black and POC creatives to network & learn more about the current creative scene in Glasgow & navigating it as artists.

- 3.1.8 The *Race, Rights and Sovereignty* series was established as a partnership between the Art School: GSA's Students' Association (GSASA) and GSA Exhibitions. The programme has been developed in order to create opportunities, and forums, to engage with and unpack ideas and issues related to race, rights & sovereignty; particularly in the contexts of creative practice. The series aims to celebrate, challenge, inform and inspire the next generation of artists, designers and architects, empowering them to have a creative voice. An extensive list of past and future events can be accessed [Race, Rights and Sovereignty | Glasgow, Scotland \(racerightsoverignty.com\)](https://www.racerightsoverignty.com).
- 3.1.9 Specific School Initiatives that demonstrate advancement:
- The School of Design developed a resource of significant black designers associated with each departmental subject area. The focus being on 'black designers who are not household names but should be'. The resource also included Departmental recommendations of BHM related physical and online events films, TV, podcasts, TED talks etc.
 - The School of Design created an online platform that aims to facilitate new students from diverse cultural backgrounds in their transition into life and study in Glasgow. <https://glasgowschoolofart.padlet.org/tpnevmonidou1/w6tzi230ltkbyugg>
 - The Innovation Winter School 22-23 with theme of "Indigeneity" explored people, place and identity in an inter-cultural context (Glasgow, Forres, Barcelona, Cologne and Naryn in Kyrgyzstan) and speakers from around the world.
 - The Mackintosh School of Architecture's (MSA) Friday Lecture Series have been running for four years and have achieved a diversity of guest speakers through ensuring a gender balance and through conducting the lectures via Zoom to allow for input from speakers from other continents (including Asia, South America and Africa).
 - The MSA also delivers an annual 'Architects in the Making' event in partnership with Widening Participation to support applications to the MSA and to advance prospective applicants' understanding of architecture.
 - Follow up discussion groups have been finalised and Widening Participation (WP) activity taken on board specific issues raised that were possible to resolve at local level. Within the parameters of current WP priorities, focus has widened to include broader engagement with AME students. Specific widening participation (WP) activity has included Watch & Chat; six 1-hour short film discussion groups which could be attended by any eligible S5 or S6 pupils as standalone activities, or by those enrolled on WP portfolio courses to supplement their learning and development of secondary research skills. The aim was to get pupils excited about contemporary art, design and architecture and give them a safe enough space to practice talking about contemporary practice in preparation for future college/art school interviews. The videos intentionally platformed diverse creative practitioners (e.g., POC, LGBTQ+, working class, disabled etc.) and though this aspect was not publicised, the participant cohort was also more diverse with 30% of attendees being young people of colour.
- 3.1.10 We have been working closely with one of our Student Association Sabbatical Officers; arranging a roundtable event for Glasgow School of Art staff in 2023 that is focused on how we might diversify our staff body through recruitment. We are working with speakers who can tell us about their lived experience of recruitment in the Arts and in the Higher Education sector with Councillor Graham Campbell as part of the panel. Ultimately, we hope

this discussion will help inform development of our recruitment strategy and provide an opportunity to explore how the GSA can do better in this space. The open letter also recognises that there have been; *“some amazing supportive individuals along this journey and I have faith that GSA can and will change but this requires those who are marginalised and discriminated against to speak up.”*

- 3.2 Work is required to identify possible inequalities in recruitment and selection processes, making use of the Scottish Government Minority Ethnic Recruitment Toolkit to promote affirmative action and develop a GSA recruitment strategy that supports diversification of the workforce, and a workforce planning approach that includes the upskilling and development of staff.
 - 3.2.1 The HR Function will continue to develop in order to become recognised across the institution as an effective, enabling and trusted partner. The new Director of HR will ensure there is clarity across the HR team on how the equality outcomes pertain to roles and deliverables, setting clear objectives and timelines for delivery, then tracking these more robustly. Recruitment of additional HR staff has increased capacity and expertise to develop robust datasets to enable monitoring of impact of recruitment practices and, leading to insights on good practice and areas for improvement. The regular review of data, to understand if people interventions are effective in delivering the anticipated positive impact, will be embedded across the HR function, including recruitment outcomes and staff development. This additional capacity and expertise will further enable people interventions to be identified and implemented, including development of more robust datasets to measure impact of interventions; development and implementation of a Recruitment Strategy. This will be a focus of development over the remaining two years of the reporting cycle.
 - 3.2.2 In the meantime, the GSA have implemented a recruitment diversity statement noting that applications are welcomed from candidates regardless of age, disability, sex, ethnic or religious background, gender identity or sexual orientation, marital status, pregnancy, maternity, caring responsibilities or care experience particularly encouraging applications from candidates from minority ethnic backgrounds. There has been a conscious effort throughout the organisation to increase the diversity of visiting lecturers in direct response to student feedback with recognition that a wider recruitment strategy is required to address diversity.
 - 3.2.3 Representation of Ethnicity (BAME) groups has previously increased year to year (3.9% 2014 to nearly 6.0% 2018 dropping slightly to 5% in 2019) however this year declaration has decreased slightly (5.2% from 7.4%). GSA will remain committed to improving the representation of people from BAME groups across GSA. This is reflected in the Equality Outcome 5 2021-25 and throughout the People Strategy.
- 3.3 Individual Schools have undertaken work to begin identifying possible inequalities in the recruitment and selection process supported by Fair Admissions training which explored factors such as power and bias, that affect our selection. We have taken steps to make recruitment and admissions more inclusive, for example:

- MSA have removed the interviews from their admissions process, making it more inclusive, and are additionally providing a series of Conversion Events which include drawing workshops and visits to the School.
- Fine Art introducing a Saturday UG Open Day, an Art Writing Open Masterclass funded by upskilling (Apr 2022).
- Bespoke Portfolio Class projects developed to encourage applications from WP candidates to Product Design.
- MEDes Y5 students working with Associate Students from partner colleges to encourage applications through Articulation routes.
- Development of a part-time delivery mode for our MFA, Sim Vis and MSA (the only one in Scotland) programmes to widen access and promote inclusion. The HR department supported the School of Design by providing a focused workshop using an external facilitator to review admissions criteria in relation to Fair Selection of Students.

3.3.1 Work has been undertaken to develop our capacity to collect and analyse quantitative data in relation to protected characteristic profiles of students and staff to enable us to inform action, assess progress and measure impact. The data on applications, admissions, retention and attainment (as presented in section 4.1 below) outlines the following persistent inequalities within GSA's student recruitment and selection practices:

- Attracting and admitting applicants aged 25 and over (in 21/22, 8.9% of all UCAS applications and 14.9% of all UCAS acceptances were of applicants aged 25 and over)
- Attracting and admitting disabled applicants (in 21/22, 15.5% of all UCAS applications and 13.7% of all UCAS acceptances were of disabled applicants)
- Attracting and admitting Trans students (no data available)
- Attracting and admitting UK-domiciled applicants from minority ethnic backgrounds (in 21/22, 10.9% of all UCAS applications and 11.2% of all UCAS acceptances were of UK-domiciled applicants from minority ethnic backgrounds)
- Attracting and admitting applicants of any religion or belief (no data available)
- Attracting and admitting applicants who identify as 'male' (in 21/22, 25.9% of all UCAS applications and 24.4% of all UCAS acceptances were of male applicants)

3.3.2 In order to address the above inequalities, a Fair Admissions Review and Review of Recruitment are prioritised in the Strategic Plan with new strategic overviews to be developed with staff throughout the next academic year. Additionally, the remaining two years of the reporting cycle will focus on reviewing student home/RUK recruitment strategies and developing an institutional student recruitment strategy.

3.3.3 There has been work undertaken through the Widening Participation (WP) programme to encourage participation from young people from minority ethnic backgrounds. The WP team has been working in partnership with Intercultural Youth Scotland (IYS) and took part in a six-hour-long anti-racism

course delivered by IYS who, in turn, also signpost young people to GSA's WP programme. These efforts, together with a range of other projects delivered through the WP programme, have resulted in 10% increase in young people from minority ethnic backgrounds taking part in the program, and in increasing the proportion of student mentors from minority ethnic backgrounds to 30%. All of this work is hoped to aid the attraction and selection of students from minority ethnic backgrounds.

- 3.4 An evaluation of the staff development process was undertaken in 2022 and was the focus of the Senior Leadership Forum in Oct 22. A career development framework that ensures equality of opportunity for all staff groups is planned and will be reported on in April 2025.
- 3.4.1 Preparations have commenced for periodic reporting of progress towards HR Excellence in Research action plan, including adjustment of future plans for alignment with Concordat to Support the Career Development of Researchers. The newly approved GSA Researcher Developer post will support researchers through training, development, and coordination of various researcher support schemes, including ARPs and Research Leave, as well as overseeing work to align with the Concordat to Support the Career Development of Researchers and HR Excellence in Research.
- 3.5 To support staff to reflect upon their practice in inclusive education, as well as to support connections with wider communities of practice, scholarship and research the Learning and Teaching Team continued to collate and promote external events and resources monthly through the Learning and Teaching Enhancement Hub. Resources have included: EDI works within the current Enhancement Themes 'Resilient Learning Communities' including: [Supporting Student Transitions](#), [Student Mental Wellbeing within our BAME and LGBT+ Learning Communities](#), and [Decolonising the Curriculum in the Time of Pandemic](#) and Advance HE Membership resources which are available to all staff and students including [Diversity and inclusion](#), [Tackling structural race inequality in HE](#) and the [Advance HE Anti-racist Curriculum Project](#).
- 3.5.1 The Team have also worked to relaunch GSA's Learning and Teaching Enhancement Seminar Series and Annual Learning and Teaching Conference. The seminar Series has had a number of sessions focused on EDI practice within GSA with recordings available on the [Learning and Teaching Enhancement Hub](#). The conference focused on 'Celebrating Success and looking to the Future' offering over 25 practice sharing sessions, workshops and keynotes with a range of topics embedding key EDI issues. The full programme for the conference is available on the [Learning and Teaching Enhancement Hub](#) along with recordings of sharing practice sessions and keynotes.
- 3.5.2 In 2022, the GSA commissioned two targeted short courses from Advance HE to support staff in curriculum review and embedding inclusivity into curriculum, assessment and feedback. Work continued across all Schools to ensure the alignment of curricular development with implementation of revised Code of Assessment and development of a Common Academic Framework. An Inclusive Curriculum Review Toolkit is on target for

implementation in 2023 in support of stage two of the Common Academic Framework. In line with the stage 2 of the implementation of the GSA Common Academic Framework and Student Partnership Agreement, we have employed five 0.2 FTE School based Student Consultants (January to June 2023) to work in partnership with staff to:

- Provide a student perspective into curriculum review and development discussions/meetings within their school
- Devise and support consultation/cocreation opportunities for students to contribute to curriculum review
- Identify and support sharing of good practice/innovative developments in curriculum/learning and teaching

3.5.3 Academic staff have undertaken reviews of reading lists and work with the Library to ensure greater diversification and digitised access to resources. Examples include: Painting and Printmaking, we have introduced an online bibliographic and interactive *resource*, *The Edit* (www.theedit.site), to support decolonising and open discussion about de-canonised art histories. Fine Art Friday Events, with student participation, and a Monday Talk series centred on Social Justice funded through GSA Sustainability and supported by a GTA, have provided an opportunity to diversify the voices within the School of Fine Art.

3.5.4 Additionally, the Innovation School, [the School of Simulation and Visualisation](#) and the School of Fine Art undertook internal audits of their reading lists as part of partnership projects with students, the Library (who provided in-person training) and through courses with Advance-HE ('Liberating the Curriculum' and 'Inclusive and Equitable Assessment and Feedback').

3.5.5 The History of Architecture and Urban Studies (HAUS) unit at the Mackintosh School of Architecture has been working on an ongoing project focusing on liberating the curriculum from the baggage of colonialism and gender imbalance, responding to the challenges of the climate emergency, and accommodating an inclusive learning environment since 2020. HAUS has been working on developing a non-linear and non-eurocentric architectural curriculum that focuses on diverse world regions and interprets architecture in relation to socio-political factors and power structures, including topics such as controversial heritage, the consequences of globalisation, and non-European perspectives and theoretical approaches. HAUS has also been running their 'The Essay, Architecture and Black History Month' series of online seminars with internationally renowned scholars on the topic and are planning the launch of a new HAUS 3 Elective – 'Architecture, Decolonisation and the Nation' (which is to include topics such as race and architecture and relations between Global North and Global South).

Additionally, HAUS have been advancing gender diversity within their curriculum through the inclusion of female designers, architects and artists, as well as through sessions on gender theory and analysing housing problems through the lenses of race, gender and poverty as part of their electives.

- 3.5.6 The Library also commissioned an external consultant (Carissa Chew) during summer 2022 to evaluate their collection descriptions, advise on best practice, and develop workflows. This piece of work allowed the Library Services staff to review their current practices and policies and produce a series of practical guidelines for inclusive terminology, advisory notices and a statements on harmful materials ([Policies and Statements \(gsa.ac.uk\)](https://gsa.ac.uk/policies-and-statements)). This work will inform the Library's 2023 priorities going forward.
- 3.5.7 Led by and in participation with the Innovation School EDI working group, several staff members have embraced the opportunity to “decolonise the curriculum” – this includes complete overhaul of all PGT reading lists, additional specialist input developed for UG delivery, and a nascent IS-wide programme of speakers addressing issues of contemporary and emerging practice being developed by the relevant Academic Leads. In particular, the talks focus upon (where possible) presentations given by graduates of the IS, demonstrating both the relevance of the work undertaken during study and also the diversity of stakeholders encountered within the context of contemporary practice (from Governmental policy-makers to dementia service users).
- 3.6 Although our overall gender balance meets the previous Scottish Funding Council (SFC) target that, by 2030, no discipline in a Scottish higher education institution should have an overall gender imbalance greater than 75:25, we recognise that the National Equality Outcomes note that institutions will have regard to significant imbalances on courses and act to address it.

Baseline data:

- UCAS male applicants sat at 25.9% in 21/22, as opposed to 74.1% female applicants. These values have marked a slight decrease in the numbers of male applicants – from 28.0% in 20/21 to 25.9% in 21/22, making 21/22 the year with the lowest number of male applicants over the past five-year period
 - In 2021/22, 30.6% of enrolled students identified as ‘Male’, 68.0% identified as ‘Female’, and 1.4% identified as ‘Other’. These numbers are consistent with previous years and regardless of whether the students are undergraduates or postgraduates. Nevertheless, 21/22 marks the lowest percentage of male students and highest percentage of female students at GSA over the past five years.
 - In 21/22, the school with the highest proportion of students who identified as ‘Male’ was the School of Simulation and Visualisation (51.7% of all students in the school), followed by the School of Architecture (43.8%).
 - The school with the highest proportion of students who identified as ‘Female’ was the School of Design (78.3% of all students in the school), followed by the School of Fine Art (70.1%).
- 3.6.1 School and programmes with a greater imbalance will attempt to address this via the embedded processes of the Programme Monitoring Annual Review, the Quality Enhancement Action Plan and the programme specific EqIA that each programme will complete and publish in line with the

implementation of the Common Academic Framework.

3.7 The GSA Community Engagement Strategy continues to prioritise work with Community Groups in the locality including CWIN (Central and West Integration Network) delivery for refugees and asylum seekers in the Multi-cultural centre was a cornerstone of delivery and as CWIN had a funding cut, much of what GSA delivered was key to their ongoing programme of support. 2 GSA graduates were employed to act as facilitators and in total 121 children were engaged across 36 learning hours. Cultural engagement included 'Expanding Traditions', Hock Aun Teh (Reid Gallery, 1-22 Oct 2022). A solo show by Hock Aun Teh, the first graduate of The Glasgow School of Art's Drawing and Painting Department from Asia, (studying 1970-1974) and 'Articles of Home', Asuf Ishaq (Reid Gallery, 2-22 Feb 2023). A solo show by Ishaq, who teaches on SEA/MFA, with work drawing on his experience of migration as a child and the stories of his parents of migration. Selected from an Open Call for GSA staff and students.

Additionally, a list of community projects facilitated through the Widening Participation programme can be found here: [Projects and Public Events – GSA Community \(wordpress.com\)](#)

4. EQUALITY OUTCOME 4 PROGRESS 2022-2023

EQUALITY OUTCOME 4: Improve lifelong outcomes for students by identifying and supporting those groups facing persistent inequality throughout and beyond their student learning journey into positive destinations.			
	Actions	Measures of Success	Update Feb 2023
4.1	Identify those groups facing persistent inequalities, set actions and monitor progress for (Ref 3.3): <ul style="list-style-type: none"> All aspects of the application process. Admissions. Retention. Attainment. 	Evidence of progress in reducing all identified gaps is Reflected in yearly Programme Monitoring Annual Reviews (PMAR), Quality Enhancement Action Plans (QEAPs) and Equality Impact Assessments.	<ul style="list-style-type: none"> 2021 recruitment of Executive Planning Manager (data) 2022 full student enrolment data set developed and communicated as part of the PMAR process including retention and attainment 2023 data set being developed to include application data to address current gap.

4.2	<ul style="list-style-type: none"> GSA commits to ensuring that students with protected characteristics equal the retention and continuation rates of GSA's average with progress measured yearly. GSA commits to ensuring that students with protected characteristics equal the awarding rates of GSA's average with progress measured yearly. GSA commits to monitoring and reducing the attainment gap between students from overseas and EEA equal to those from Scotland and the rest of the UK. 	<ul style="list-style-type: none"> Put in place a series of yearly SMART measures that addresses any imbalances identified. Progress reflected in yearly Programme Monitoring Annual Reviews (PMAR), Quality Enhancement Action Plans (QEAPs) and Equality Impact Assessments. 	<ul style="list-style-type: none"> 2022 Data set developed and communicated as part of the institutional PMAR process. Data related to awarding gaps cross referenced with SFC Persistent Inequalities can be found below
4.3	<ul style="list-style-type: none"> Reflect on the evaluation of the Pilot Project, Personal Tutor Scheme. Ensure consistency of approach with clearly defined roles and responsibilities. Implement additional EDI training. 	<ul style="list-style-type: none"> Consistent approach in place. Students feel supported. Staff understand the roles and responsibilities. 	<ul style="list-style-type: none"> Personal Tutor Scheme now in place for all undergraduate students. A revised Handbook has been disseminated and resources on the Learning and Teaching Hub Canvas have been updated.
4.4	<ul style="list-style-type: none"> Positive destinations: Encourage membership of the Creative Network to support networking and opportunity. Utilise Graduate outcomes data sets to inform action. Providing opportunities to develop experience on course. Commitment to maximising employment opportunities for students within GSA. 	<ul style="list-style-type: none"> Academic framework in place to embed cross competences to support core skills and development. Collation of positive destinations for graduates. Evidence how the curriculum and professional services have supported achievement of goals. 	<ul style="list-style-type: none"> 2022 – 1st stage of Common Academic Framework complete 2022 Implementation of a Periodic Review Schedule for all professional support services. Employment of 8 student consultants plus 7 Liberation Reps Established Creative Network utilised Utilise Graduate outcomes data sets in 23/24
4.5	Review of bursaries and scholarships to ensure they are supporting delivery of EDI, recruitment strategy (Ref 3.3).	Bursaries and Scholarships support Equality Outcomes where possible with increased opportunity for all.	Working group set up in 2022

4.1 The persistent inequalities below were identified by the Scottish Funding Council and the Equality and Human Rights Commission as part of the most recent National Equality Outcomes they produced in January 2023. For more information please refer to the National Equality Outcomes section of this report.

	Applications	Admissions	Retention	Attainment
Age (25 and over)	8.9% of the UCAS applications for 2021/22 came from candidates aged 25 and above. While these figures are at their lowest level since 2017/18, they have only fluctuated within 1.2 percentage points over the five-year period.	14.9% of all UCAS acceptances in 21/22 were of applicants aged 25 and over. These figures are at their second highest point since 17/18.	23.6% of all withdrawals in 21/22 were made by students aged 25 and over. These figures are both at their lowest since 17/18, and also proportionately lower than the percentage of students aged 25 and over in the whole GSA student cohort for 21/22 (25.8%).	The 21/22 attainment gap between students aged 18-24 and those aged 25 and over was sitting at 17.3 percentage points in favour of those aged 18-24. With the exception of 2019/20, those figures marked the largest age attainment gap since 17/18.
Disability (All)	15.5% of all UCAS applications in 21/22 were made by disabled individuals. While these values at their highest point since 17/18, they have only fluctuated within 1.6 percentage points over the past five years.	13.7% of all UCAS acceptances in 21/22 were of disabled applicants. These values have been steadily decreasing since 17/18 when they sat at 19.1%.	30.1% of all withdrawals in 21/22 were made by disabled students. These figures are not only at their highest since 17/18, but are also proportionately higher than the percentage of disabled students in the whole GSA student cohort for 21/22 (22.6%).	In 21/22 the attainment gap between students who had disclosed a disability and those who had not was sitting at 3.2 percentage points in favour of non-disabled students. The gap has fluctuated massively over the past five years (from 2 and 1 percentage points in favour of disabled students in 17/18 and 20/21 respectively, to 12 and 5 percentage points in favour of non-disabled students in 18/19 and 19/20 respectively).
Disability (Mental Health condition)	'A mental health condition, such as depression, schizophrenia or anxiety disorder' comprised 4.2% of all UCAS applications in 21/22 and was the second most	'A mental health condition, such as depression, schizophrenia or anxiety disorder' comprised 3.7% of all UCAS acceptances in	In 21/22, 9.8% of all GSA withdrawals (or 32.4% of all withdrawals made by disabled students) were made by students who had disclosed a mental	The 21/22 attainment gap between students who had disclosed a mental health condition and non-disabled students sat at 8.2 percentage points in favour of non-disabled students.

	<p>disclosed type of disability during the application stage. Those figures have kept relatively consistent over the past three-year period.</p>	<p>21/22 and was the second most disclosed type of disability. Apart from 17/18 when those figures sat at 2.9%, the 21/22 figures have marked the lowest proportion of accepted students who have disclosed a mental health condition since 18/19.</p>	<p>health condition. These figures are proportionately higher than the percentage of students in the whole of GSA who have disclosed a mental health condition (6.6% of all GSA students in 21/22).</p>	<p>Meanwhile, the 21/22 attainment gap between students who had disclosed a mental health condition and those who had disclosed any other condition (including ‘two or more impairments and/or disabling medical conditions’, which may or may not include mental health conditions) sat at 0.3pp in favour of students who had disclosed a mental health condition. Both gaps have fluctuated over the past five years.</p>
<p>Gender reassignment</p>	<p>UCAS only offers the option to select either ‘Male’ or ‘Female’.</p>	<p>UCAS only offers the option to select either ‘Male’ or ‘Female’.</p>	<p>4.9% of all 21/22 withdrawals were made by students whose gender identity does not match the sex they were assigned at birth. While these figures are consistent with the 20/21 ones, they are still the highest compared to 17/18, 18/19 and 19/20. Additionally, 17.1% of students who withdrew in 21/22 had refused to provide information regarding their gender identity. These figures marked the second highest ‘information refused’ proportion of withdrawals over the past five years (second only to 18.2% in 19/20).</p>	<p>The 21/22 attainment gap between students whose gender identity matches the sex they were assigned at birth and those whose doesn’t, sat at 14.7 percentage points in favour of students whose gender identity does match the sex they were assigned at birth. These figures have fluctuated greatly over the past five years, however 21/22 marked the first time in the past three years where the gap is not in favour of students whose gender identity does not match the sex they were assigned at birth.</p>

<p>Race (Minority Ethnic background and Domicile)</p>	<p>10.9% of all UCAS applications from UK-domiciled applicants in 21/22 came from applicants from a minority ethnic background. This marked the highest proportion of applications made by UK-domiciled applicants from a minority ethnic background over the past five years. Nevertheless, the proportions of UK-domiciled applicants from minority ethnic backgrounds only fluctuated within 1.1 percentage points since 17/18.</p>	<p>11.2% of all UCAS acceptances of UK-domiciled applicants in 21/22 were of applicants from a minority ethnic background. This marked only the third highest proportion of acceptances of UK-domiciled applicants from a minority ethnic background over the past five years. Nevertheless, the proportion of acceptances of UK-domiciled applicants from a minority ethnic background in 21/22 are still higher than the proportion of applications from the same candidates.</p>	<p>18.7% of all 21/22 GSA withdrawals were made by students from a minority ethnic background (regardless of domicile). This marked the second lowest proportion of withdrawals of students from minority ethnic backgrounds over the past five years (second only to 16.0% in 17/18). It is also worth mentioning that the proportion of 21/22 withdrawals made by students who preferred not to disclose their race has decreased by 6.7pp compared to 17/18.</p>	<p>The 21/22 attainment gap between UK-domiciled students from any white background and UK-domiciled students from a minority ethnic background sat at 17.0 percentage points in favour of white UK-domiciled students. Similarly, the 21/22 attainment gap between students from any white background (regardless of domicile) and students from a minority ethnic background (regardless of domicile) sat at 19.2pp in favour of white students. Both attainment gaps have fluctuated drastically over the past five years.</p>
<p>Religion or Belief</p>	<p>NO UCAS DATA AVAILABLE</p>	<p>NO UCAS DATA AVAILABLE</p>	<p>In 21/22, 53.7% of all withdrawals were made by students who disclosed having no religion. This marked the lowest proportion of students, who had disclosed having no religion, and the highest proportion of students who have disclosed any religion or belief, to withdraw over the past five years.</p>	<p>The 21/22 attainment gap between students who disclosed having no religion and those who disclosed any religion or belief, sat at 34.7pp in favour of students who reported having no religion. Similarly, the 21/22 attainment gap between students who preferred not to disclose their religion or belief and those who disclosed any religion or belief, sat at 27.5pp in favour of the students who preferred not to disclose. Both attainment gaps have fluctuated over the past five years.</p>

<p>Sex</p>	<p>Only 25.9% of UCAS applications in 21/22 were made by applicant who identified as 'Male'. These figures are at their lowest compared to the previous four years.</p>	<p>Only 28.2% of UCAS acceptances in 21/22 were made by applicant who identified as 'Male'. These figures are at their second lowest compared to the previous years (second only to 27.8% in 17/18).</p>	<p>In 21/22, 24.4% of withdrawals were made by students who identified as 'Male' and 73.2% were made by students who identified as 'Female'. The figures marked the lowest proportion of male and highest proportion of female withdrawals over the past five years.</p>	<p>In 21/22, the attainment gap between male and female students sat at 3.4 percentage points in favour of male students, marking the first instance in the past five years when this has occurred.</p>
<p>Sexual orientation</p>	<p>NO UCAS DATA AVAILABLE</p>	<p>NO UCAS DATA AVAILABLE</p>	<p>In 21/22, 48.8% of all withdrawals were made by students who identify as 'Heterosexual', 17.1% were made by students who preferred not to disclose this information, and the remaining 34.1% of withdrawals were made by students of other sexual orientations (other than 'Heterosexual'). These figures marked the highest proportion of non-heterosexual students withdrawing over the past five years.</p>	<p>In 21/22 the attainment gap between heterosexual and non-heterosexual students sat at 4.8 percentage points in favour of non-heterosexual students. Similarly, the 21/22 attainment gap between heterosexual students and those who preferred not to disclose their sexuality sat at 11.6pp in favour of those who did not disclose.</p>

4.2 Any group facing persistent inequalities have been identified and will be reflected in yearly Programme Monitoring Annual Reviews (PMAR), Quality Enhancement Action Plans (QEAPs) and Equality Impact Assessments supporting each School to set SMART measures in an attempt to address any imbalances.

4.2.1 Out of 2440 students in total in 2021/22, 1429 (58.6%) continued their studies, 888 (36.4%) successfully completed their course, and 123 (5.1%) withdrew.

- Out of the 2440 GSA students in 21/22, 630 (25.8%) were aged 25 and above. Out of those 630, 331 (52.6%) continued their studies, 270 (42.9%) successfully completed their course, and 29 (4.6%) withdrew.
- Out of the 2440 GSA students in 21/22, 551 (22.6%) had disclosed a disability. Out of those 551, 349 (63.4%) continues their studies, 165 (30.0%) successfully completed their course, and 37 (6.7%) withdrew.
- Out of the 551 disabled students at GSA in 21/22, 158 (28.7%) had disclosed a mental health condition. Out of those 158, 98 (62.0%) continued their studies, 48 (30.4%) successfully completed their course, and 12 (7.6%) withdrew.
- Out of the 2440 GSA students in 21/22, 64 (2.6%) had disclosed their gender identity did not match the sex they were assigned at birth. Out of those 64, 45 (70.0%) continued their studies, 13 (20.3%) successfully completed their course, and 6 (9.4%) withdrew.
- Out of the 2440 GSA students in 21/22, 716 (29.4%) came from minority ethnic backgrounds. Out of those 716, 308 (43.0%) continued their studies, 385 (53.8%) successfully completed their course, and 27 (3.8%) withdrew.
- Out of the 716 students coming from minority ethnic backgrounds in 21/22, 180 (25.2%) were UK-domiciled. Out of those 180, 130 (72.2%) continued their studies, 37 (20.6%) successfully completed their course, and 13 (7.2%) withdrew.
- Out of the 2440 GSA students in 21/22, 579 (23.7%) disclosed having a religion or belief. Out of those 579, 347 (59.9%) continued their studies, 190 (32.8%) successfully completed their course, and 42 (7.3%) withdrew.
- Out of the 2440 GSA students in 21/22, 1659 (68.0%) identified as female. Out of those 1659, 946 (57.0%) continued their studies, 623 (37.6%) successfully completed their course, and 90 (5.4%) withdrew.
- Out of the 2440 GSA students in 21/22, 746 (30.6%) identified as male. Out of those 746, 465 (62.3%) continued their studies, 251 (33.7%) successfully completed their course, and 30 (4.0%) withdrew.
- Out of the 2440 GSA students in 21/22, 540 (22.1%) identified as non-heterosexual. Out of those 540, 336 (62.2%) continued their studies, 162 (30.0%) successfully completed their course, and 42 (7.8%) withdrew.

4.2.2 Degree Awarding Rates

2021/22	GSA average	Age (25 and over)	Disability -all	Disability – Mental Health Condition	Gender identity (reassignment)	Race (all minority ethnic background)	Race (UK-domiciled minority ethnic background)	Religion or Belief (any disclosed religion or belief)	Sex (Female)	Sex (Male)	Sexual orientation (non-heterosexual)
First class honours degree	31.3%	33.3%	31.5%	20.0%	25.0%	22.6%	21.9%	29.8%	28.9%	38.4%	42.4%
Upper second class honours degree	46.0%	25.7%	43.5%	50.0%	37.5%	39.5%	40.6%	18.9%	48.0%	41.9%	36.3%
Lower second class honours degree	17.5%	24.0%	19.6%	20.0%	25.0%	25.4%	25.0%	40.1%	18.4%	14.0%	18.2%
Third class honours/ Pass degree	5.2%	17.1%	5.4%	10.0%	12.5%	12.7%	12.5%	11.3%	4.7%	5.8%	3.1%

- All groups facing persistent inequalities, with the exception of students aged 25 and over, those who had disclosed a disability, male and non-heterosexual students received a lower proportion of First class honours degree than the GSA average. Male and non-heterosexual students received a higher proportion of First class honours degrees than the GSA average.
- All groups facing persistent inequalities, with the exception of female students and those who had disclosed a mental health condition, received a lower proportion of Upper second class honours degrees than the GSA average.
- All groups facing persistent inequalities, with the exception of male students, received a higher proportion of Lower second class degrees than the GSA average (with students who had disclosed having a religion or belief receiving proportionately 2.3 times Lower second class honours degrees than the GSA average).
- All groups facing persistent inequalities, with the exception of female students and non-heterosexual students, received a higher proportion of third class honours or Pass degrees.

4.2.3 Attainment Gap Scotland + RUK vs. Overseas + EEA

Academic Year	Attainment Gap GSA
2021/2022	0.3%
2020/2021	22.4%
2019/2020	17.1%
2018/2019	13.8%
2017/2018	16.8%
The attainment gap is the percentage difference between first and second class, upper degrees awarded to UK-domiciled students (from Scotland and the Rest of UK) and first and second-class upper degrees awarded to non-UK-domiciled students (from the European Economic Area (EEA) and overseas). A minus (-) percentage indicates that non-UK-domiciled students have received a proportionately higher percentage of first and upper second-class degrees than UK-domiciled students.	

The 2021/22 attainment gap between UK-domiciled and non-UK-domiciled students sat at 0.3 percentage points in favour of UK-domiciled students. These figures marked a 22.1pp decrease since 2020/21 and the smallest domicile gap over the past five-year period.

- 4.3 The Personal Tutor scheme has been in operation in some form at the Glasgow School of Art since 2017/18 however, academic year 21/22 is the first year that all Schools have fully implemented the scheme ensuring consistency of support. An online training module was developed supported by an updated handbook clarifying role, boundaries, structure of contact and detailed information about signposting. Tutors have four key functions in supporting students. These are to:
- help foster in all students a sense of belonging to the GSA creative community and to help them find and shape their role as a student within it.
 - provide opportunities for students to reflect on their personal learning process and engagement with learning opportunities.
 - provide opportunities for students to reflect upon how their learning within and out with the formal curriculum can help them in pursuing their longer-term future development as creative practitioners.
 - provide a consistent source of guidance and point of contact for students.
- 4.4 The GSA Creative Network has been established to create a vibrant and dynamic approach to supporting and maintaining relationships with our global network of students and graduates. If you attended the GSA for three months or more you are automatically eligible to become a part of this community and have access to a further range of services, support and to a Creative Network of over 22,000 GSA students, graduates, industry partners, collaborators and supporters. Spanning all disciplines, representing a multitude of industries and residing in over 95 countries around the world our Network aims to connect one of the largest, most diverse creative communities. Our range of services include: opportunities, networks, learning and resources, access to the GSA library, discount on further study, careers advice and guidance, blogs, job posts and appointments as well as Creative Network News: publications, bulletins, exhibitions and events and promotional opportunities.
- 4.4.1 To date, our Graduate Outcomes data has not supported a robust and reliable analysis of outcomes for groups facing persistent inequality due to data suppression for small cohorts. In 2022-23 we will review the institutional approach to managing and reviewing Graduate Outcomes with the aim of identifying ways to produced enhanced data for this purpose.
- 4.4.2 As part of the GSA's commitment to maximising employment opportunities for students; we have employed five 0.2 FTE School based Student Consultants (January to June 2023) to work in partnership with staff to support curriculum review and development in line with stage 2 of the implementation of the GSA Common Academic Framework and Student Partnership Agreement. Other student employment opportunities have included two new posts within the L&T team; working on the Teaching Awards, the Student Engagement Policy and the Enhancement Themes and seven new posts within the GSASA to platform the voices of marginalised communities and certain interest groups (Disability, International, Anti-

Racism, Gender Equality, LGBTQIA+, Environmental and Mature Students.)

- 4.4.3 GSA’s internal Research and Enterprise mentoring scheme has targeted Early Career and Emergent Researchers at the start of the current REF cycle, with a view to supporting staff to develop Significant Responsibility for Research. 76% of mentees and 63% of mentors are women and mentee participation has increased by over 100% since the scheme’s inception, from 13 in 2020-21 to 27 in 2022-23. Mentors complete mandatory EDI and unconscious bias e-modules and receive tailored bi-annual training - e.g. coaching skills - to develop appropriate mentoring skills to support mentees.
- 4.5 A Scholarship Report was submitted to the Education Committee in Nov 2022 and a strategic working group was developed to identify persistent inequalities and potential funding opportunities. Although a full review is required once a recruitment strategy is in place, a proposal was submitted to the Equality, Diversity and Inclusion Committee in Dec 2022 for the Glasgow School of Art to work towards achieving University of Sanctuary Status.

5. EQUALITY OUTCOME 5 PROGRESS 2022-2023

EQUALITY OUTCOME 5: Develop a comprehensive and robust equality and diversity data set which enables us to inform action, assess progress and measure impact			
	Actions	Measures of Success/Impact	Update Feb 2023
5.1	<ul style="list-style-type: none"> • GSA Data Strategy - Develop our capacity to collect and analyse qualitative and quantitative data in relation to protected characteristic profiles of students and staff to enable us to inform action, assess progress and measure impact. Referenced in EO 1 • Develop and communicate comprehensive data sets for all protected characteristics encompassing; application, enrolment, retention, attainment and positive destinations. • Data will be used in conjunction with Equality Impact Assessments, Programme Monitoring Annual Reviews (PMAR) and Quality Enhancement Action plans (QEAPs). 	<ul style="list-style-type: none"> • GSA Data Strategy is in place. • Increased range of evidence that covers all protected characteristics. • Data sets used to develop a baseline, monitor progress, evaluate impact and inform action. • There is greater understanding of the characteristics and needs of students and staff as a result of improved quantitative and qualitative data collection and resultant analyses. 	<ul style="list-style-type: none"> • 2021 recruitment of Executive Planning Manager (data) • 2022 full student enrolment data set developed and communicated as part of the PMAR process including retention and attainment • Baseline developed • 2023 data set being developed to address current gaps. (ref 4.1) • The GSA has included a Digital and Data Strategy as part of their strategic planning process.

	<ul style="list-style-type: none"> Review timing of information available. 		
5.2	Systematically evaluate initiatives developed in academic schools and support services to understand what makes a difference, stop what doesn't and implement successful approaches across all of our schools as GSA policy.	Have a clear <i>theory of change</i> in all of our actions, setting quantitative targets where possible with an institutional approach.	<ul style="list-style-type: none"> Enrolment form reviewed in 2021 Baseline data imbedded in existing processes e.g. PMAR, EqIA and QEAP (Ref 4.1)
5.3	<ul style="list-style-type: none"> GSA will review its current enrolment form and student data collection in line with Advance HE recommendations and in consultation with students and staff. GSA will review staff data collected. 	<ul style="list-style-type: none"> Language and terminology updated on the GSA enrolment form. Equality monitoring data will be more reflective of society i.e. trans and nonbinary data will be collected and reported where possible. The Student and staff equality monitoring report will reflect these changes. Students and staff provide positive feedback re changes. 	<ul style="list-style-type: none"> Language and terminology were updated in 2022 Consultation with EDI Committee in 2022 The Student Equality Monitoring Report was updated for 2021/22 data set The Staff Equality Monitoring Report will be updated for 2022/23 data set
5.4	<p>Continue to build on the successful mainstreaming of EIA process</p> <ul style="list-style-type: none"> Review of current EIA practice, analysed with themes and good practice identified to inform future development across our areas of work. Deliver further Equality Impact Assessment training. Revisit EIAs with consideration given to a Blended Learning Approach. 	<ul style="list-style-type: none"> Monitor the number of staff trained and able to apply to practice. EIAs are reviewed, monitored and analysed with themes and good practice identified to inform future development. 	<ul style="list-style-type: none"> Review of EIA practice was completed in 2021. In 2021, Advance HE delivered two training sessions on equality impact assessment for thirty six staff and although feedback was positive, it was noted that there was still demand for more practical sessions to support completion of the process. Implementation of new forms and guidance in 2022 Equality Impact Assessments (EqIA) (gsa.ac.uk) Practical training sessions implemented for staff in 2022.
5.5	<ul style="list-style-type: none"> Develop a range of strategies to enable students and staff to provide feedback on equality. Establish a baseline, identify areas of concern and create actions based on feedback. 	<ul style="list-style-type: none"> Additional questions added to current surveys and feedback mechanisms. Use of Thematic Working Groups and EDI Committee to inform action. Yearly reporting cycle. 	<ul style="list-style-type: none"> Establishment of EDI Committee in 2021 Establishment of EDI School Committees in 2022 Staff Equality Newsletter piloted in 2022 Equality@gsa.ac.uk set up in 2022

5.6	<ul style="list-style-type: none"> Review Programme Monitoring Annual Review Process (PMAR). Ensure data sets are used to identify areas of concern, note progress and/or impact and inform action. Align release of new data sets in advance of PMAR process. (referenced in 5.1) Inclusion of Equalities section in PMAR completed by Professional Services. 	Impact will be demonstrated in Programme Monitoring Annual Reviews (PMARs) and Equality Impact Assessments (EIAs). Quality Enhancement Action Plan (QEAP) will detail actions.	<ul style="list-style-type: none"> Programme Monitoring Annual Review to aid reflection and inform action. The Programme Monitoring Annual Review (PMAR) guidance and template were revised to support this process, with EDI considerations imbedded in the review document. Student Equality Monitoring Data will now be provided as early as possible (Nov) to ensure reflection of data and trends can be referenced within Equality Outcome Reporting
-----	---	--	--

5.1-5.6 The recruitment of an Executive Planning Manager (data) in 2021 enabled an extended student enrolment data set to be developed for 2021/22 reporting. The data set was communicated to all Heads of School as part of the Programme Monitoring Annual Review to aid reflection and inform actions with the Quality Enhancement Action Plans (QEAPs). The PMAR guidance and template were revised to support this process, with EDI considerations imbedded in the review document and examples of good practice identified. After piloting the student data set in Nov 2022 and cross referencing with the National Equality Outcomes in Feb 2023, an expanded data set has been developed to address any identified gaps (ref 4.1). Student Equality Monitoring Data will now be provided as early as possible (Nov) to ensure trends and positive action can be referenced within PMARs, EqIA, QEAPs and Periodic Reviews with the explicit aim of systematically evaluating initiatives developed in academic schools and support services to understand what makes a difference, stop what doesn't and implement successful approaches across all of our Schools.

5.1-5.6 The Student Equality Monitoring Report was revised in consultation with the Equality Diversity and Inclusion Committee. This included reviewing the use of language relating to ethnicity and race and having acronyms such as 'BME' or 'BAME' be replaced with 'minority ethnic background' in line with best practice and latest guidance:

- [Use of language: race and ethnicity | Advance HE \(advance-he.ac.uk\);](https://advance-he.ac.uk/)
- [Writing about ethnicity - GOV.UK \(ethnicity-facts-figures.service.gov.uk\);](https://ethnicity-facts-figures.service.gov.uk/)
- [A guide to race and ethnicity terminology and language | The Law Society;](https://www.lawsociety.org.uk/)
- [Please, don't call me BAME or BME! - Civil Service \(blog.gov.uk\)](https://blog.gov.uk/)

- 5.1-5.6 The 21/22 Student Equality Monitoring Report has been further revised in line with the National Equality Outcomes produced by the Scottish Funding Council in partnership with the Equality and Human Rights Commission and published in January 2023 ([Equality and diversity \(sfc.ac.uk\)](https://www.sfc.ac.uk)). Baseline data for attainment and withdrawal analysis of students aged 25 and over, an attainment and withdrawal analysis of students who have disclosed a mental health condition, and a degree classification, attainment and withdrawal analysis for Gender reassignment (Gender identity), Religion and belief and Sexual orientation have been incorporated.
- 5.1-5.6 The Staff Equality Monitoring Report was considered by the EDI Committee; a number of improvements were identified and will be addressed in 2022/2023 and reflected in the 2022/23 Report.
- 5.1-5.6 EDI has been mainstreamed as a topic of discussion within SoFA and MSA Student Forums and student workshops, which allows for a range of voices to be heard and a wider discussion to take place.
- 5.1-5.6 Research and Enterprise contributed to the development of the draft Data Strategy (re: 2.7-2.8), and indicated need for equality data on researchers. The procedures for regular capture and analysis of data on protected characteristics of research staff community are currently being developed and remain an important element of planned REF workstreams. Equality data monitoring for RDF funding is also being developed and will be produced from 2023-24 onwards.
- ‘Equality and Diversity in Research’ has been added as a standing item to agendas of School Research Committees and key Research and Enterprise policies have been undergoing revision between 2021 and 2023, including those relating to research ethics and research integrity; new Equality Impact Assessments are to be undertaken and adjustments made before updated policies are finalised and approved. Additionally, GSA participated in the FAIRsFAIR Policy Support Programme being run by the Digital Curation Centre (DCC), University of Glasgow. In 2022, they reviewed GSA’s Research Data Management (RDM) Policy, against their set of enhancement recommendations. Feedback stated the policy was clear, precise and offers an excellent overview of research data for researchers and recommended that future iterations could clarify GSA’s expectations on data sharing. The RDM Policy will be reviewed and updated in 2023-24 when our repository team is back at full capacity.
- 5.4 Significant work has been undertaken to mainstream the requirements of the Public Sector Equality Duty, using Equality Impact Assessment to ensure equality is routinely and systematically considered in the review, development and implementation of operational and strategic initiatives and decisions. Building on the Advance HE impact assessment training sessions in 2021 and the approval of the new EqIA and guidance in 2022, the Equality Officer implemented practical training sessions for staff, on both regular and ad-hoc basis, which have continued into 2023. A total of 17 training sessions have been offered with 58 staff in attendance.

- 5.4.1 In Dec 2022, the EDI Committee identified a need to develop a separate EqIA for academic delivery. This will support academic staff to consider all aspects of equality, diversity and inclusion within their current programme delivery and will complement the Inclusive Curriculum Review Toolkit being created to support to implementation of the Common Academic Framework (CAF) in 2023/24. As part of this process, all academic teams will be required to update and publish a programme specific EqIA. The EqIA form requests updates on support for students, both pastoral and through signposting to the Student Support and Development department, as well as diversifying and decolonising the curriculum. This is in line with the SFC's 2023 National Equality Outcomes for disability and race and allows for regular monitoring and action planning.
- 5.4.2 The GSA have committed to a full review of all academic/course EqIA's in 2023 in conjunction with the implementation of the Common Academic Framework. All Programme Leaders/Academic Leads will participate in a specialist workshop to better use EqDI related data within PMAR process. As a small institution, GSA often generates data near, at or below the utilisable threshold and a proactive engagement with this statistical information could be transformative for some individuals.
- 5.5 The establishment of the EDI Committee in 2021 supported by the development of EDI School Committees in 2022 provides a formal platform for student and staff to provide feedback, identify areas of concern and raise awareness of internal and sector wide persistent inequalities. Informal opportunities include the introduction of a specific equality email address; Equality@gsa.ac.uk and a variety of student events such as the in person Fine Art Open Forum and development of an interactive feedback board utilising Padlet and the MSA EDI community page co-created by student and staff.
- 5.5.1 Student feedback is gathered from a variety of formal and informal mechanisms. The Lead Rep system was introduced to act as a conduit between class representatives on the ground and senior management teams within our academic Schools. Lead Reps meet regularly with senior management teams; attend quarterly Student and Staff Consultative Committees and Boards of Study, ensuring the student voice is embedded within key decision making at all levels. The Student Partnership Group instigated in 2021 resulted in the approval of GSA's and the GSA Student Association's first ever Student Partnership Agreement (SPA) in July 2022. The SPA articulates our collective expectations for partnership working at all levels of the institution and identifies our joint priorities for partnership working in learning, teaching and the student experience for the forthcoming academic session.
- 5.5.2 The SPA maps the GSA/SA approach to partnership and confirming 3 priority areas to initiate projects within covering Post-Pandemic Studio Practice, Sustainability and Climate Literacy and of note The Equitable Art School, in which we commit to supporting local working groups of students and staff

to be established in each of the schools as a space for open and honest discussions about equality, diversity and inclusion based on lived experience. Utilising these spaces, these groups will work to identify the cultural, curricular and policy changes that need to happen at GSA and work collectively to implement them.

- 5.5.3 A draft Student Communications Strategy has been produced and will be consulted on in January 2023 with staff and students. The strategy is set out as a communications framework to ensure we have engaged, effective and impactful student communication and outlines the responsibilities of staff across academic schools and professional service departments.

6. BOARD OF GOVERNORS

- 6.1 GSA's Board of Governors must assure itself that GSA is compliant with the Equality Act 2010 and meets the requirements of the Public Sector Equality Duty and the Scottish Specific Duties, and the Gender Representation on Public Boards (Scotland) Act 2018 in conjunction with the newly published [National Equality Outcomes](#).
- 6.2 In line with the terms of the Scottish Code of Good HE Governance (2017), the Board monitors its own composition. GSA's [Equality and Diversity Statement](#) sets out the Board's approach to its obligations in relation to the Scottish Code of Good HE Governance (2017) and is reviewed by the Board on an annual basis. The Board must also demonstrate leadership in promoting and facilitating equality and diversity, and has a responsibility to ensure that, in its own composition, due and proper account is taken of aiming for a balance across all protected characteristics recognized under the Equality Act 2010. The Board's Equality and Diversity Statement can be found on GSA's website and is clearly sign-posted in the [Board of Governors - Description of Role and Responsibilities](#).
- 6.3 GSA's Board of Governors currently comprises nineteen members, with thirteen being Independent Governors. There have been several changes to the composition of the Board during this reporting period, including the election of a new Chair of the Board on 27 June 2022 (see sections 9.7 and 9.8 below) and one member demitting in January 2023. In addition, three Independent Governors have also demitted office. As of 1 February 2023, the male:female:other gender balance of the full Board stands at 63%/37%/0%. It is noted that approximately 25% of the Board membership is comprised of elected or externally nominated (Trade Union) Governors and this limits the Board's opportunity to directly impact on the male/female/other balance. Over a ten-year period, GSA has had a higher percentage of women, and then a balanced Board, and in recent years has had a higher percentage of men, with the latter trend continuing.

- 6.4 The Gender Representation on Public Boards (Scotland) 2018 Act expects all public bodies to have a gender representation objective of 50% of non-executive members who are women. In terms of Independent Governors, of which there are thirteen on GSA's Board of Governors (including the Chair), as of 1 February 2023, the male:female:other gender balance stands at 70%:30%:0%, representing a continuing imbalance in favour of men. Therefore, the gender representation objective of 50% non-executive members being women has not been achieved.
- 6.5 A recruitment exercise was undertaken in May 2022 which resulted in the appointment of a new Chair of the Board of Governors. The overall male:female:other gender balance of applicants was 50%:50%:0%. As part of GSA's Election Campaign Rules for the appointment of the Chair of the Board of Governors, an open meeting was held virtually (via video conference) on 20 May 2022 which afforded an opportunity for the candidates to address the electorate, as well as an opportunity for the electorate to ask questions of the candidates.
- 6.6 In the subsequent Chair Election Recruitment Pack, GSA foregrounded its 'commitment to seeing the diversity of GSA's community represented at all levels', and made clear that the School would 'particularly welcome' applications from candidates coming from minority ethnic backgrounds, and 'other individuals from protected characteristic groups that are currently under-represented on the Board and who would enhance its diversity'. In support of that commitment, the position was advertised on the following websites:
- Women on Boards: <https://www.womenonboards.net/en-gb/home>
 - Diversity Network: <https://diversity-network.com/>
- 6.7 As of 1 February 2023, the breakdown of Board membership:
- Race: 84% White and 16% from Minority Ethnic Backgrounds
 - Disability: 10.5% - Declared a disability, 79.0% - Declared no disability and 10.5% - Not known.
- 6.8 Preparations are currently underway to establish a plan of action and appropriate timeline for a Board Recruitment exercise to take place in early 2023. In order to address this imbalance, the Board will remain mindful of the objectives contained within the Gender Representation on Public Boards Act (2018), as well as the new National Equality Outcomes with regard to disability and racial diversity. The Chair and Interim Secretary plan to approach a range of executive search agencies who have a good track record in seeking non-executive board members from diverse backgrounds and are able to help the School rectify the imbalance in gender and race representation at the Board.

7. NATIONAL EQUALITY OUTCOMES

- 7.1 After signing a Memorandum of Understanding in 2020 to strengthen and reinforce compliance with the Public Sector Equality Duty in colleges and universities, in January 2023 the Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) produced a set of National Equality Outcomes (NEOs) to tackle persistent inequalities within the tertiary system. The NEOs were developed as a result of an extensive consultation with equality and diversity practitioners from the public and third sector, as well as input from people with lived experience, and align with the findings from a range of statistical publications previously produced by the SFC.
- 7.2 The Glasgow School of Art is committed to adopting all National Equality Outcomes. However, due to the current reporting already being underway at the time of their publication, GSA is not able to showcase progress towards meeting all of them in this reporting cycle. This will be remedied in 2024. Nevertheless, a table listing all applicable NEOs, broken down by protected characteristic, and relevant progress to date (end of January 2023) can be found below:

Age	<i>The retention outcomes for university students aged 25 and over will improve.</i>
<p>In response to this outcome, an extended withdrawals analysis by Age and an additional Age attainment gap figures have been incorporated in the 2021/22 Student Equality Monitoring Report.</p> <p>23.6% of the 21/22 withdrawals were made by students aged 25 and over. Given that in 21/22, students aged 25 and over comprised 25.8% of all GSA students (which is 13.1pp lower than the Scotland average and 7.8pp lower than the Glasgow average for the same age group), proportionately fewer withdrawals were made by students aged 25 and over than those made by students aged 17-24 (4.6% of all students aged 25 and above withdrew, compared to 5.2% of all students aged 17-24).</p> <p>The 21/22 age attainment gap between students aged 18-24 and those aged 25 and over is 17.3 percentage points in favour of the students aged 18-24. The gap has fluctuated over the past five years, increasing by 40.6pp in 2019/20 (from 11.8pp in favour of students aged 25 and over in 18/19 to 28.8pp in favour of students aged 18-24 in 19/20), then dropping down to 1.6pp in favour of those aged 18-24 in 20/21, followed by another increase to 17.3pp in 21/22. The 2021-22 GSA age attainment gap is 5.3pp lower than the same attainment gap for Glasgow City (22.6pp) and 10.0pp lower than the Scotland-average attainment gap between students aged 18-24 and those aged 25 and over (27.3pp).</p> <p>These figures will continue to be monitored and reported with positive action identified where required by means of the Programme Monitoring Annual Review (PMAR) Process.</p>	

Disability	<i>The success and retention rates of college and university students who declare a mental health condition will improve.</i>
<p>In response to this outcome, an attainment gap and withdrawals analysis by Mental Health condition have been incorporated in the 2021/22 Student Equality Monitoring Report.</p> <p>The second highest proportion of disclosed disability amongst all GSA students in 21/22 is ‘A mental health condition, such as depression, schizophrenia or anxiety disorder’ (28.6%), which is consistent with previous years.</p> <p>In 2021/22, 12 (9.8%) of all withdrawals were made by students who had disclosed a mental health condition (also comprising 32.4% of all withdrawals made by disabled students in 21/22). These numbers mark an increase from 2017/18 when 5 students (5.0%) who had reported a mental health condition withdrew (31.3% of all withdrawals made by disabled people), however they also mark a percentage points decrease from 2019/20 when 10 students (11.4%) who had reported a mental health condition withdrew (constituting 43.5% of all disabled withdrawals).</p> <p>The attainment gap between students who disclosed a mental health condition and those who are not known to be disabled for 21/22 is 8.2pp in favour of the latter. These values have fluctuated over the past five years, reaching their peak in 18/19 when the gap was 21.8pp in favour of students who had not disclosed a disability, dropping 35.1pp to 13.3pp in favour of students who had reported a MH condition in 20/21, followed by another rise of 21.5pp in 21/22. The 21/22 attainment gap is 11.3pp higher than the 21/22 Scotland-wide (-3.1pp in favour of students who disclosed a mental health condition) and 11.8pp higher than the 21/22 Glasgow City (-3.6pp in favour of students who disclosed a mental health condition) attainment gaps between students who disclosed a mental health condition and those who were not known to be disabled.</p> <p>The 21/22 attainment gap between students who had disclosed a mental health condition and students who had disclosed any other disabilities (including ‘two or more impairments and/or disabling medical conditions’, which may or may not include Mental Health conditions) sits at 0.3pp in favour of students who had reported a mental health condition. This number is a decrease from 27.2pp in 17/18 and 18.9pp in 20/21 in favour of those who had disclosed other disabilities, however it also marks a decrease compared to 18/19 (-4.7pp) and 20/21 (-8.3pp in favour of those who had reported a Mental Health condition). The 21/22 attainment gap is 2.3pp higher than the 21/22 Scotland-average attainment gap between students who had disclosed a mental health condition and students who had disclosed any other disabilities (-2.6pp in favour of students who disclosed a mental health condition). Nevertheless, the 21/22 GSA attainment gap is 3.2pp lower than the same attainment gap amongst Glasgow City HEIs (2.9pp in favour of students who had disclosed any other disability, other than a mental health condition).</p> <p>These figures will continue to be monitored and reported with positive action identified where required by means of the Programme Monitoring Annual Review (PMAR) Process.</p>	

Disability	<i>Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.</i>
<p>The GSA needs to extend current data collection in order to effectively report on progress towards this outcome however, internal data found that 89% of students in 21/22 reported they would recommend Student Support to a friend. Student Support will incorporate additional data gathering for 2023 and an update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.</p> <p>In advance of the publication of the NEO's, the Reasonable Adjustments process for students was reviewed, updated and aligned with the revised Code of Assessment in 2022 to optimise student experience and provide consistency of approach. Student feedback will be collected and reported on in 2024.</p> <p>The GSA investment in digital platforms and software: specifically, universal and free access to Zoom, Adobe Cloud, Rhino (3D CAD), Otter AI, Planet eStream, lecture capture, Padlet (research and visualisation), Miro (collaborative tool for the paperless classroom) and a suite of assistive technology site licenses including Grammarly, ClaroRead, Audio Notetaker and Mind view has increased access for all and in many cases, reduced the need for individual reasonable adjustments.</p> <p>In addition, the Technical Support Department (TSD) have been working directly with students who have disclosed a disability, and have arranged quiet workshop times and other bespoke access arrangements in response to the students' individual requirements. This supplements the Library initiatives such as a neurodiversity strategy and guide, the silent reading room and sensory space and subscription to the RNIB Bookshare.</p> <p>Finally, the new Equality Impact Assessment form for academic delivery (see Action 5.4), which was developed in January 2023, requires updates on support for students, both pastoral and through signposting to the Student Support and Development department. This was incorporated in response to this NEO and will allow to compare student and staff perspectives on offering support to students, which, in turn, will inform future action planning.</p> <p>Examples of raising awareness within the curriculum include:</p> <p>In partnership with Motability Operations and CALLUM, PDE students have been tasked with designing a prototype eWAV, (electronic Wheelchair Accessible Vehicles) that helps tackle some of the problems faced by wheelchair users looking to transition to electric vehicles. Transitioning WAVs to electric is challenging, but this partnership gives the next generation of automotive designers an opportunity to find innovative solutions without threatening the mobility of disabled people</p> <p>Ways of Seeing <i>Invisible Illness</i> is a collaborative project between Fashion and the Innovation School at GSA, scientists from the Young Academy of Scotland (who specialize in invisible illness), the Biochemical Society and the Physiological society. This successful interdisciplinary exchange between science, society and design - and focus on complex health challenges (where 80% of health conditions are non-visible) is a new departure for Fashion students at GSA who</p>	

want to promote and celebrate difference as part of their practice. Participation in this project raised awareness, understanding and generated discussion and information exchange about this unfamiliar territory.

The Launch of new B.Des in Design for Health and Well-Being and the 21-22 Entire PGT M.Des portfolio explored “Care” as project focus, exhibited in Altyre and M.Des Citizenship outcome has been invited to exhibit as part of London Design Biennale in June 2023.

Disability	<i>Disabled staff and students report feeling safe in the tertiary system.</i>
-------------------	--

The GSA needs to collect additional data in order to report on progress towards this outcome. An update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.

The Glasgow School of Art main campus is spread-out across many buildings, mostly in the Garnethill area of Glasgow which can be geographically challenging. Most footpaths around campus have steep gradients and there are many hills connecting the buildings. Despite its location, we have tried to make as many GSA buildings accessible as possible and are continuing our efforts to develop accessibility on campus. (Ref 2.1 – 2.4) In support of this agenda, the GSA will work towards achieving the Disability Confident Chartermark.

The Glasgow School of Art adopted the Scottish Public Services Ombudsman’s Model Complaints Handling Procedure in 2013. The Complaints Handling Procedure covers any expression of dissatisfaction on the part of students, and explicitly refers to complaints about the ‘conduct, treatment or attitude’ of members of staff. All recommendations made as a result of complaints are logged, and outcomes are reported (anonymously) to the Senior Leadership Group. Information about the Complaints Handling Procedure is available on the website and the student and staff intranet. Any issues identified via Report and Support will be reflected in the yearly report submitted to the EDI Committee with relevant action when required.

Disability	<i>Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.</i>
-------------------	--

According to the 2011 Scottish census, 22.8% of the whole Scottish population aged 16 and above were disabled, with 8.4% of the economically active Scottish population aged 16 and above being disabled (as well as 7.7% of those who were employees as part of the Scottish economically active population). When it comes to the City of Glasgow, 26.0% of all population aged 16 and above were disabled, with 8.7% of the economically active population aged 16 and above (which comprises 59.5% of the total City of Glasgow population aged 16 and above) being disabled (as well as 8.1% of those who were employees as part of the City of Glasgow economically active population).

The GSA staff data for 2021/22 shows that 7.5% of the total GSA staff population declared a disability. These figures are slightly lower, however, overall consistent with both the Scotland-wide and City of Glasgow data on the economically active (and economically active – employees) populations.

HR have encouraged staff to update their personal sensitive information, highlighting the importance of doing so and the impact this could have on other staff and prospective, as well as current students who would like to see themselves represented within GSA’s staff cohort. Please section 3 for additional detail. In support of this agenda, the GSA will work towards achieving the Disability Confident Chartermark.

The breakdown for the Board as of 1 February 2023 which is significantly above proportional representation is as follows:

- Declared a disability – 10.5%
- Declared no disability – 79.0%
- Not known – 10.5%

Gender reassignment

Trans staff and students report feeling safe to be themselves in the tertiary system.

The GSA needs to collect additional data in order to report on progress towards this outcome. An update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.

Nevertheless, in response to the National Equality Outcomes highlighting Gender reassignment as a persistent inequality, a degree classification, attainment and withdrawals analysis by gender identity has been incorporated into the GSA’s 2021/22 Student Equality Monitoring Report.

Glasgow School of Art adopted the Scottish Public Services Ombudsman’s Model Complaints Handling Procedure in 2013. The Complaints Handling Procedure covers any expression of dissatisfaction on the part of students, and explicitly refers to complaints about the ‘conduct, treatment or attitude’ of members of staff. All recommendations made as a result of complaints are logged, and outcomes are reported (anonymously) to the Senior Leadership Group. Information about the Complaints Handling Procedure is available on the website and the student and staff intranet. Any issues identified via Report and Support will be reflected in the yearly report submitted to the EDI Committee with relevant action when required.

In direct response to student feedback, three counsellors completed Gendered Intelligence Training with a particular focus on Trans awareness and we increased the number of Gender-neutral toilets on campus (Ref 2.4). Additionally, between November 2021 and July 2022, the Scottish Trans Alliance delivered three Trans awareness sessions to a total of 77 members of staff, with two more sessions planned for the first half of 2023.

In Fashion we have been neutralising the language around our patterns, blocks and toiles. These have traditionally been referred to as women’s wear and men’s wear. Acting on feedback and working with Fashion students, we have been trying to remove any gendered terms from these garments. We have also made changes to our blocks and mannequins to make them size inclusive.

Race	<i>Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.</i>
-------------	--

The GSA needs to collect additional data in order to evidence progress towards this outcome. An update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.

We acknowledge the open letter received in July 2022 and accept that racism still exists within the GSA and that not all students feel represented. Despite a high percentage of Asian students, there are few students and staff of colour and we need to do more to ensure students and staff feel supported and safe. Ref 3.1 for overarching progress and future development including a Race Equality Action Plan

Glasgow School of Art adopted the Scottish Public Services Ombudsman’s Model Complaints Handling Procedure in 2013. The Complaints Handling Procedure covers any expression of dissatisfaction on the part of students, and explicitly refers to complaints about the ‘conduct, treatment or attitude’ of members of staff; a Quick Guide for Students regarding the Complaints Handling Procedure is available on the website here: <https://www.gsa.ac.uk/media/2040464/CHP-Student-Guide-12-January-2023.docx>. As part of the staff induction process, staff are asked to review the suite of HR policies and complete a variety of training modules within 2 weeks of their start date which includes complaint handling; EDI related training is noted in section 1.4.

Progress includes the [Report and Support](https://reportandsupport.gsa.ac.uk/) online reporting platform for students and staff to access helpful information, submit a report anonymously or with contact information about misconduct experienced on campus, and receive support. By reporting an incident you experience or witness, you could help the GSA make cultural change and prevent something similar from happening to someone else. We also have an FAQ section on report and support: <https://reportandsupport.gsa.ac.uk/>

All recommendations made as a result of complaints are logged, and outcomes are reported (anonymously) to the Senior Leadership Group. Information about the Complaints Handling Procedure is available on the website and the student and staff intranet. Any issues identified via Report and Support will be reflected in the yearly report submitted to the EDI Committee with relevant action when required.

Race	<i>Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.</i>
<p>The ethnicity attainment gap between students from minority ethnic backgrounds and students from any white background (regardless of domicile) has increased after a major drop in 18/19 where it sat at 0 percentage points (a decrease from 7pp in favour of students from any white background in 17/18) to 10pp in favour of students from any white background in 19/20. This increased by another 4pp in 20/21 and then by an additional 5.2pp in 21/22, bringing the GSA ethnicity gap regardless of domicile in 21/22 to 19.2pp in favour of students from any white background. The 21/22 figures are 14.6pp higher than the 21/22 Scottish average and 11.4pp higher than the 21/22 Glasgow City average attainment gaps between students from minority ethnic backgrounds and students from any white background (regardless of domicile), which sat respectively at 4.6pp and 7.8pp in favour of white students.</p> <p>The ethnicity attainment gap between UK-domiciled students from minority ethnic backgrounds and UK-domiciled students from any white background has increased again after a major drop in 18/19 where it sat at 9 percentage points in favour of UK-domiciled students from minority ethnic backgrounds, which was 9.7pp lower compared to the Scotland average for that year. 20/21 marked a 20pp increase from 18/19, bringing the GSA ethnicity attainment gap to 11 percentage points in favour of UK-domiciled students from any white background (which was 3.6pp higher than the Scotland average for 20/21). In 21/22 the GSA ethnicity attainment gap increased by additional 6 percentage points compared to 20/21 in favour of UK-domiciled students from any white background.</p> <p>Student Equality Monitoring race and ethnicity attainment gap data is not currently broken down by racial groups. This will be addressed in the next iteration of reporting. For more information regarding GSA’s Race Equality Action Plan, please refer to sections 3.1 and 3.5.</p> <p>The new Equality Impact Assessment form for academic delivery (see Action 5.4), which was developed in January 2023, requires updates on diversifying and decolonising the curriculum. This was incorporated in response to this NEO and will allow for regular monitoring and action planning going forward.</p> <p>For progress to date on decolonising the curriculum, refer to section 3.5.</p>	
Race	<i>Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards.</i>
<p>According to the 2011 Scottish census, 3.6% of the whole Scottish population aged 16 and above came from a minority ethnic background, with 3.5% of the economically active Scottish population aged 16 and above coming from a minority ethnic background (as well as 3.1% of those who were employees as part of the Scottish economically active population). When it comes to the City of Glasgow, 6.6% of all population aged 16 and above came from a minority ethnic background, with 9.3% of the economically active population aged 16 and above (which comprises 59.5% of the total City of Glasgow population aged 16 and above) coming from a minority ethnic background (as well as 8.0% of those who were employees as part of the City of Glasgow economically active population).</p>	

In terms of race, the breakdown of GSA’s Board of Governors as of 1 February 2023 is as follows:

- Any white background – 86%
- Minority ethnic background – 14%

These figures are higher than both the Scotland-wide and City of Glasgow data on the economically active (and economically active – employees) populations.

Race	<i>Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching college staff to align with student representation in the sector.</i>
-------------	---

in 2021/22:

- 29.3% of all GSA students were from a minority ethnic background
- 65.7% of all GSA students were UK-domiciled. 11.2% of all UK-domiciled students were from minority ethnic backgrounds.
- 10.9% of all UK-domiciled UCAS applicants came from a minority ethnic background. This marked the highest proportion of applications made by UK-domiciled applicants from a minority ethnic background over the past five years (from 9.8% in 17/18 to 10.9% in 21/22).
- 11.2% of all UK-domiciled UCAS acceptances were of applicants from minority ethnic backgrounds.
- The attainment gap between UK-domiciled students from a minority ethnic background and UK-domiciled students from any white background in 21/22 sat at 17.0 percentage points in favour of UK-domiciled students from any white background. These figures marked a 6 percentage points increase since 20/21 and a 25pp increase since 19/20, when the attainment gap sat at 8pp in favour of UK-domiciled students from minority ethnic backgrounds.

According to the 2011 Scottish census, 3.6% of the whole Scottish population aged 16 and above came from a minority ethnic background, with 3.5% of the economically active Scottish population aged 16 and above coming from a minority ethnic background (as well as 3.1% of those who were employees as part of the Scottish economically active population). When it comes to the City of Glasgow, 6.6% of all population aged 16 and above came from a minority ethnic background, with 9.3% of the economically active population aged 16 and above (which comprises 59.5% of the total City of Glasgow population aged 16 and above) coming from a minority ethnic background (as well as 8.0% of those who were employees as part of the City of Glasgow economically active population).

The GSA staff data for 2021/22 shows that 5.2% of the total GSA staff population declared a disability. These figures are above average compared to the Scotland-wide data on the economically active (and economically active – employees) populations. Nevertheless, the figures are also significantly lower compared to the City of Glasgow data.

For more information regarding GSA’s Race Equality progress, please refer to sections 3.1 and 3.5.

Religion or belief	<i>Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.</i>
<p>The GSA needs to collect additional data in order to report on progress towards this outcome. An update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.</p> <p>Nevertheless, in response to the National Equality Outcomes highlighting Religion and belief as a persistent inequality, a degree classification, attainment and withdrawals analysis by religion and belief has been incorporated into the GSA’s 2021/22 Student Equality Monitoring Report.</p> <p>Any issues identified via Report and Support will be reflected in the yearly report submitted to the EDI Committee with relevant action when required.</p> <p>To celebrate World Hijab Day; in recognition of Muslim students who choose to wear the hijab, The School of Design EDI Lead worked with proud Hijabis from across the School of Design to celebrate and raise awareness of World Hijab Day at GSA. The day included a presentation on inspirational Hijab-wearing Muslims (including models and Olympians) – and generated lively discussion and information exchange.</p>	
Sex	<i>Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.</i>
<p>The GSA needs to collect additional data in order to evidence progress towards this outcome. An update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.</p> <p>Glasgow School of Art adopted the Scottish Public Services Ombudsman’s Model Complaints Handling Procedure in 2013. The Complaints Handling Procedure covers any expression of dissatisfaction on the part of students, and explicitly refers to complaints about the ‘conduct, treatment or attitude’ of members of staff. All recommendations made as a result of complaints are logged, and outcomes are reported (anonymously) to the Senior Leadership Group. Information about the Complaints Handling Procedure is available on the website and the student and staff intranet. Any issues identified via Report and Support will be reflected in the yearly report submitted to the EDI Committee with relevant action when required. See below for further detail.</p>	

Sex	<i>Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.</i>
<p>Institutions in Scotland are required to have well-publicised response and reporting pathways for those experiencing or wishing to report Gender Based Violence (GBV). At present The Equally Safe in Higher Education (ESHE) is the agreed framework for Scottish institutions.</p> <p>GSA is a member of Fearless Glasgow formed in November 2019 as a multi-agency, regional partnership to tackle GBV. The group has a wide reach across staff and student communities and through the work of Police Scotland, Glasgow and Clyde Rape Crisis, Glasgow Violence against Women Partnership, and Emily Test. Members of Fearless Glasgow work together on campaigns, share ideas, and work alongside specialist support groups to improve access to help and share information across all of their campuses. One of the key priorities identified was data gathering and supporting online and anonymous reporting.</p> <p>In 2022, GSA, in partnership with Culture Shift and Fearless Glasgow developed and implemented a Report and Support tool to enable students and staff to report issues of assault, bullying, discrimination, harassment, hate crime, gender-based violence, racism etc., either anonymously or by including contact details so an adviser can provide support. We have committed to a regional reporting cycle in partnership with Fearless Glasgow. Internal reporting of staff concerns will be imbedded in current processes e.g. complaints with student concerns submitted to the EDI Committee for consideration and action planning.</p> <p>GSA has also been participating in the #erasethegrey campaign developed by Glasgow Caledonian University as part of the 16 Days of International Activism for the Elimination of Violence Against Women Campaigns and International Women’s Day.</p> <p>Furthermore, a GBV and Sexual Misconduct policy will be developed in 2023 using the Equally safe in higher education toolkit.</p> <p>There is active engagement from the GSA in complying with the Prevent Duty; there is a Prevent Single Point of Contact (SPOC) and staff within the institution are aware of who they are and their role within Prevent.</p>	
Sex	<i>Men (staff and students) know how to access mental health support (recognising intersectionality within that group).</i>
<p>The GSA needs to collect additional data in order to report on progress towards this outcome. An update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.</p> <p>Current data demonstrates an increase in male students accessing counselling (24% in 21/22) and mental health (26% in 21/22) services; although still not representative of the overall GSA population; 30% in 21/22, this is a positive step and will be utilised as a baseline and measure of impact. It should also be noted that across the sector, fewer male students are reported to access services and our figures reflect positively when benchmarking. (Ref 1.8)</p>	

Nevertheless, targeted initiatives will be instigated in 2023 to encourage more male students to access the counselling and mental health service. This will include the development of a separate Intranet section for male students seeking counselling and specific group work delivery. For more initiatives regarding mental health, please refer to Action 1.8.

Sex	<i>Institutions will have regard to significant imbalances on courses and take action to address it.</i>
------------	--

Baseline data can be found in the Student Equality Monitoring Report and referenced within this report under Action 3.6

In 2021/22, 30.6% of enrolled students identified as ‘Male’, 68.0% identified as ‘Female’, and 1.4% identified as ‘Other’. These numbers are consistent with previous years and regardless of whether the students are undergraduates or postgraduates.

The percentage of GSA students who identified as ‘Male’ in 21/22 is proportionately lower than both the Scotland and Glasgow City average in 21/22 (40.5% and 42.1% respectively), while the percentage of GSA students who identified as ‘Female’ in 21/22 is proportionately higher than both the Scotland and Glasgow City average in 21/22 (59.2% and 57.4% respectively).

The percentage of GSA students who identified as ‘Other’ in 21/22 is proportionately higher than both the Scotland and Glasgow City average in 21/22 (0.4% and 0.6% respectively).

The GSA needs to collect additional data in order to report on progress towards this outcome. An update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.

To support and encourage more females within Architecture, students and staff within the Macintosh School of Architecture (MSA) to be involved in a co-design event ‘Redefining Glasgow as a Feminist City’ on 8th March 2023, International Women’s Day in collaboration with the charity The Glass-House and Missing in Architecture, MiA. The event will draw on our discussions around EDI issues within architecture and focus these through physical outputs and build on the recent motion passed from Green Councillor Holly Bruce, who has proposed Glasgow makes women central to ‘all aspects of planning, public realm design, policy development and budgets’. Through co-design and collaborative discussion, we aim to extend this thinking and look at how design can be equal for all.

Sexual orientation	<i>Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.</i>
<p>The GSA needs to collect additional data in order to report on progress towards this outcome. An update will be provided in the 2024 Equality Outcomes and Mainstreaming Progress Report.</p> <p>Nevertheless, in response to the National Equality Outcomes highlighting Sexual orientation as a persistent inequality, a degree classification, attainment and withdrawals analysis by sexual orientation has been incorporated into the GSA's 2021/22 Student Equality Monitoring Report.</p> <p>Additionally, there has been a decrease of 7.6 percentage points in the number of students who identify as 'Heterosexual' since 17/18 (from 67.0% in 17/18 to 59.4% in 21/22, marking the first time in the past five-year period where the proportion of heterosexual students has dropped below 60.0%). These figures suggest GSA students and staff are comfortable disclosing their sexual orientation. At present, GSA have no formal evidence in support of this statement or current measure of impact however, students and staff informally report a safe and inclusive environment demonstrated with initiatives such as:</p> <p>In 2021-22 SoFA delivered PG electives including <i>Decolonising Strategies in the Arts and Queer Strategies in the Arts</i>. The development of SoFA's Research strategy includes the establishing of research networks emerging from staff interests including Queer Materialities and Feminist Histories of the Present. 2021 concluded with the exuberant '<i>What's the Matter? Queer Materiality and Communities of Making</i>' research symposium. Newly established SoFA staff research networks include Feminist Histories of the Present and Queer Materialities.</p> <p>Glasgow School of Art adopted the Scottish Public Services Ombudsman's Model Complaints Handling Procedure in 2013. The Complaints Handling Procedure covers any expression of dissatisfaction on the part of students, and explicitly refers to complaints about the 'conduct, treatment or attitude' of members of staff. All recommendations made as a result of complaints are logged, and outcomes are reported (anonymously) to the Senior Leadership Group. Information about the Complaints Handling Procedure is available on the website and the student and staff intranet. Any issues identified via Report and Support will be reflected in the yearly report submitted to the EDI Committee with relevant action when required.</p>	