EQUALITY OUTCOME 1: 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.

Evidence that informed our approach included:

- Student and staff feedback
- The EHRC Inquiry into racial harassment in higher education and the subsequent report Tackling Racial Harassment: Universities Challenged.
- Assets created by the Scottish Race Equality Project and the government Race Equality Framework for Scotland 2016-2030
- The 2016 UUK Changing the Culture Report, the Scottish Government's Equally Safe work including the Equally Safe in Higher Education Toolkit and our involvement with Fearless Glasgow have shaped our response to gender-based violence.
- UK Healthy Working Lives Scotland and the Taskforce on Tackling Sexual Violence
- Universities UK Step change: Mentally Healthy Universities and Universities Suicide Safer guidance.

This outcome relates to all protected characteristics with a particular focus on Race, Sex/Gender including Gender Reassignment and Disability as suggested by internal and external research. This outcome will support GSA to eliminate discrimination; promote equality of opportunity and foster good relations in support of the Public Sector Equality Duty.

	Actions	Timescale	Measures of Success
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.	2021	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.

1.2	Utilise institution-wide thematic working groups to address specific areas identified via internal and external research: • Mental Health and Wellbeing • Anti-Racism • GBV and all other forms of discrimination	From 2021	The work of these groups will feed into the EDI Committee and inform the new GSA strategic plan challenging GSA to evidence impact of change and consistency of approach.
1.3	Review the student induction process and develop a coordinated approach. Develop and deliver an additional suite of training for students with a focus on: GBV, Disability, Race Equality, Transgender and gender identity using anonymised feedback from students and staff to inform discussion. Devise material for students which outlines expected behaviours.	2021 2022 2022	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.
1.4	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.	2021 2022 2022	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.
1.5	Foster an anti-racist culture of understanding at all levels of GSA using the Scottish Race Equality resources supporting GSA's declaration that: *Racism exists on our campuses and in our society. Call it what it is and reject it in all its forms. We stand united against racism.*	From 2021	Yearly update on implementation of toolkit. Website openly supports the Anti-Racism declaration.

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1.6	Review Dignity and Respect at Work and Study Policy and associated mechanisms, including: • 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.	2022 2022 2021 onwards	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).
1.7	Actively review GSA's progress and successes in EDI with a view to achieving appropriate national charter marks.	2022 onwards	Consideration will be given to: • Race Equality Charter • Athena Swan • LGBT Charter • University Mental Health Charter • Emily Test Chartermark • Disability Confident
1.8	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.	2021 2021 2022/23 2021	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.

EQUALITY OUTCOME 2: 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.

Evidence that informed our approach included:

- GSA Institutional Covid 19 Equality Impact Assessment
- Student, staff and stakeholder feedback
- Equality Act 2010
- Accessibly Legislation
- Complaints
- The IBF Report - How coronavirus has affected equality and human rights
- Equality & Human Rights Commission 2018 https://www.equalityhumanrights.com/en/publication-download/scotland-fairer2018

This outcome will support GSA to eliminate discrimination; promote equality of opportunity and foster good relations in support of the Public Sector Equality Duty. All protected characteristics will be considered with Disability having an additional focus.

	Actions	Timescale	Measures of Success
2.1	Review building condition surveys and complete access audits on all current buildings.

Completion of Action Plan | July 2021

July 2022 | Audit completed, action plan developed, communicated and implemented.
Progress will be measured and reported. |
| 2.2 | 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. | July 2022

From 2022 | 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. |
| 2.3 | Produce a Design Policy for an Accessible and Inclusive Campus. | 2021 | Consideration of equality demonstrated in all stages of decision making and development of GSA Estate. |

2.4	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.	From 2021	Improved visible and accessible support services with development of quiet spaces, nursing mothers' room and a faith and belief space.
2.5	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 compliance.	From 2021 2022	All legislative accessibility requirements are met.
2.6	Develop a dedicated section on the Intranet for Equalities.	2022	Clear visible message and resources for students and staff.
2.7	Publish digital accessibility guidance for staff. Provide a digital toolkit of resources and support for staff. Provide training for staff in digital accessibility.	2022 2022 from 2022	Results of the pilot – June 2021. Implementation of training and support schedule.
2.8	Develop a Digital Accessibility and Inclusion Policy.	2022	Policy reviewed, implemented and supported by the EIA.
2.9	Evaluate Digital Inclusion Policy and implement appropriate recommendations as part of a wider inclusive learning plan.	Mar 2022	Long term commitment embedded to Digital Inclusion and inclusive learning based on review and evaluation of current delivery model.

EQUALITY OUTCOME 3: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body.

Evidence that informed our approach included:

- Student and Staff Equality Monitoring Data

- The <u>EHRC Inquiry into racial harassment in higher education</u> and the subsequent report <u>Tackling Racial Harassment: Universities Challenged</u>
- The Scottish Parliament Equalities and Human Rights Committee Report <u>Race Equality, Employment and Skills: Making Progress</u>
- Equality & Human Rights Commission 2018 <u>https://www.equalityhumanrights.com/en/publication-download/scotland-fairer2018</u>
- <u>The IBF Report - How coronavirus has affected equality and human rights</u>

All protected characteristics will be measured however there will be an additional emphasis on Race as suggested by both internal and external evidence. Data tells us that our workforce does not benefit from the diversity that it should. We have also considered the findings of research reports such as the Close the Gap report into the experiences of Black, Asian and Minority Ethnic women in the labour market. This qualitative evidence tells us that we have more to do if we are to successfully attract, recruit and retain Black, Asian and Minority Ethnic staff.

	Actions	**Timescale**	**Measures of Success**
3.1	Undertake an assessment of GSA's understanding of racism and the structural barriers that may exist.	2022	Develop a greater understanding of barriers faced. Implement the Race Equality Action Plan and evaluate yearly.
	Undertake work with local black, Asian and minority ethnic (BAME) students who have previously engaged in our Widening Participation (WP) activities and then progression onwards. Follow up with focus groups with findings shared across the School.	2022	.
	Develop and implement a Race Equality Action plan making use of the assets created by the Scottish Race Project Steering Group.	2022	

3.2	Staff: • 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. • 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 systematic and mandatory training in respect of Staff and Student Recruitment and Selection with specific reference to occupational segregation and unconscious bias.	From 2021	• 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.
3.3	Students: • 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.	From 2021	• Evidence an institutional approach. • Collate baseline data, monitored and reported yearly. • Increase in the number of enrolled Home BAME students. • Strategies are reflected in the Race Equality and Gender Action Plans developed.
3.4	Implement a career development structure that ensures equality of opportunity for all staff groups, working to identify and systematically support disadvantaged groups.	2022	Collate baseline data, monitored and reported yearly.

3.5	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.	From 2021	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.
3.6	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).	2022	Progress reflected in Programme Monitoring Annual Review (PMAR). Evidence of impact demonstrated. Reflected in Gender Action Plan.
3.7	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.	2022 2022	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.

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.

Evidence that informed our approach included:

- Equality & Human Rights Commission 2018 https://www.equalityhumanrights.com/en/publication-download/scotland-fairer2018

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- [The EHRC tackling racial harassment - universities challenged report](#)
- [The IBF Report - How coronavirus has affected equality and human rights](#)
- [The Equality Act 2010](#)
- Student equality monitoring data
- Healthy Working Lives https://www.healthyworkinglives.scot/Pages/default.aspx

This outcome will support GSA to eliminate discrimination; promote equality of opportunity and foster good relations in support of the Public Sector Equality Duty. All protected characteristics will be measured.

	Actions	**Timescale**	**Measures of Success**
4.1	Identify those groups facing persistent inequalities, set actions and monitor progress for (Ref 3.3): • All aspects of the application process. • Admissions. • Retention. • Attainment.	From 2021, further developed in 2022	Evidence of progress in reducing all identified gaps in: Reflected in yearly Programme Monitoring Annual Reviews (PMAR), Quality Enhancement Action Plans (QEAPs) and Equality Impact Assessments.
4.2	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.	Ongoing 2022 Ongoing	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.

4.3	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.	2021/2022	Consistent approach in place. Students feel supported. Staff understand the roles and responsibilities.
4.4	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.	2022	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.
4.5	Review of bursaries and scholarships to ensure they are supporting delivery of EDI, recruitment strategy (Ref 3.3).	2022	Bursaries and Scholarships support Equality Outcomes where possible with increased opportunity for all.

EQUALITY OUTCOME 5: Develop a comprehensive and robust equality and diversity data set which enables us to inform action, assess progress and measure impact

Evidence that informed our approach included:
- SFC guidelines
- Internal evidence and feedback

This outcome will support GSA to eliminate discrimination; promote equality of opportunity and foster good relations in support of the Public Sector Equality Duty and all protected characteristics will be measured. We acknowledge that progressing and evidencing impact of Equality Outcomes is a process of prioritisation that will require allocation of additional resources. The first step in this process will be developing a clear data set to provide a baseline which will support informed action and provide quantitative data and resultant analysis.

	Actions	**Timescale**	**Measures of Success/Impact**

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5.1	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	2022	• GSA Data Strategy is in place.
	• Develop and communicate comprehensive data sets for all protected characteristics encompassing; application, enrolment, retention, attainment and positive destinations.	From 2021 onwards	• Increased range of evidence that covers all protected characteristics. • Data sets used to develop a baseline, monitor progress, evaluate impact and inform action.
	• Data will be used in conjunction with Equality Impact Assessments, Programme Monitoring Annual Reviews (PMAR) and Quality Enhancement Action plans (QEAPs). • Review timing of information available.	From 2021 onwards 2021	• 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.
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.	From 2021	Have a clear *theory of change* in all of our actions, setting quantitative targets where possible with an institutional approach.
5.3	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.	2021 2022	• Language and terminology is 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.

5.4	Continue to build on the successful mainstreaming of EIA process • 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.	2021/22 2021 onwards 2022	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.
5.5	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.	2021 onwards From 2022	Additional questions added to current surveys and feedback mechanisms. Use of Thematic Working Groups and EDI Committee to inform action. Yearly reporting cycle.
5.6	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.	2021 onwards	Impact will be demonstrated in Programme Monitoring Annual Reviews (PMARs) and Equality Impact Assessments (EIAs). Quality Enhancement Action Plan (QEAP) will detail actions.

In addition to the specific action plans for each Equality Outcome, a brief overarching Mainstreaming plan has also been included for information.

Mainstreaming Action Plan

	Actions	**Timescale**	**Measures of Success/Impact**

6.1	Development and implementation of a Gender Action Plan.	From 2022	Collate baseline data, monitored and reported yearly.
6.2	Ensure compliance with accessibility legislation (Ref 2.5): • Create and publish a GSA accessibility statement. • Complete a mapping of all GSA websites, apps, intranet and VLE sites and their respective owners. • Assess all to ensure compliance with accessibility requirements. • Develop an institutional action plan detailing GSA's planned response to any identified areas of noncompliance.	2021 onwards	A full review has taken place, with accessibility statements developed for all GSA websites, apps, intranet and VLE sites. GSA is compliant.
6.3	Widening Participation • Maintain the commitment to achieving 2030 CoWA targets for participation by low socio-economic groups. • Increase work with other underrepresented groups as highlighted by evidence and where they intersect with low socio-economic. • Increase pathways via Colleges and agreed articulation routes. • Review of short course participants and implementation of any recommendations to support a greater diversity in attendees.	From 2021	• Targets set and monitored via Annual Outcome Agreements with SFC. • Benchmarked against sector outcomes via SFC annual Report on Widening Participation. • Successful progress tracked on an interim basis to ensure 2030 targets are met. • Increased diversity in attendees on short courses and possibilities of progression from informal to formal learning explored.

6.4	Equal Pay: Continue to review the pay and career progression framework to ensure it underpins equality of opportunity for all, including: • Conducting more detailed analysis on issues highlighted in the previous Equal Pay Audits related to specific protected characteristics, including race, age and disability. • Voluntarily record and publish GSA's ethnicity pay gap and produce an action plan to deliver identified outcomes.	2022	• Equal Pay Review March 2023/March 2025 evidencing reduction in gender pay gap and occupational segregation. • Improved gender balance in senior positions. • Improved ethnicity balance. • Improved disability balance.
6.5	Review of Finance processes, procedures and service provision. Development of clear, accessible guidelines and processes for students using a consistent approach. Named contact for issues with fees/debt/payment plans.	From 2021	Students report via BoS and SSCCs that clear, accessible guidelines and processes are in place with a consistent approach.
6.6	Policy development and review will include: GBV, Dignity and Respect at Work and Study, Race Equality, Gender Action, Support to Study.	From 2021	Policies are implemented.
6.6	Research and Enterprise: Develop and maintain improved data of research staff to inform improvements to our research environment, building on EO5 (5.1), future REF reporting ambitions and the EIA of our REF 2021 submission. As a key aspect of our commitment to meet the principles of the Concordat to Support the Career Development of Researchers, strive to create a positive research environment in which all researchers can achieve their potential, to include: • Equitable, inclusive and transparent research policies	From 2021	Annual reporting, analysis and recommendations via Research and Enterprise Committee. Continue to work towards full alignment with the Concordat in order to become a formal signatory. Realign GSA's ambitions for ongoing involvement in HR Excellence in Research

	• Promoting good mental health and wellbeing in research through, e.g. effective workload management • Providing EDI training for managers of research • Open, transparent and merit-based recruitment of researchers. • Initiatives to support research and researchers at GSA positively promote more inclusive, diverse and equal communities and practices. • Identify current and future GSA research projects linked to EDI. Ensure that review and award process for research support provision explicitly consider EDI factors, fairly and transparently, e.g. Research Leave, Research Mentoring and Research Development Funding for work that increases our knowledge and understanding of relevant subjects.		with the revised 2019 Concordat, including all EDI-related actions and measures of success. Review/update research policies and undertake new EIAs. Develop improved research planning model for staff. Provide training, working with partners such as Vitae and Advance HE. Monitor outcomes annually. Audit RADAR research repository annually for accessibility, and work towards achieving relevant sector benchmarks, such as Fairs FAIR data practices.
6.7	Progress and monitor BSL Action Plan.	Ongoing	Yearly reporting, clear process for requesting BSL support.

| 6.8 | Corporate Parenting:
• Develop relevant data set to monitor progress, application, admission, attainment.
• Actively involve care experienced students to inform actions and develop evaluation of impact.
• In partnership with Universities Scotland Admissions Policy Group, agree and implement a sector definition of 'estranged' and agree the 'guaranteed offer' for care experienced students in areas where there are expectations other than just applications e.g. folios, interviews and auditions. | From 2021 | Yearly reporting.
Students report a positive experience. |

	• Sign up to Stand Alone Pledge re estranged students.		
6.9	Prevent Duty - Continue to incorporate into policy and training and develop information and guidance for staff.	Ongoing	Yearly reporting. Attendance at sector meetings.