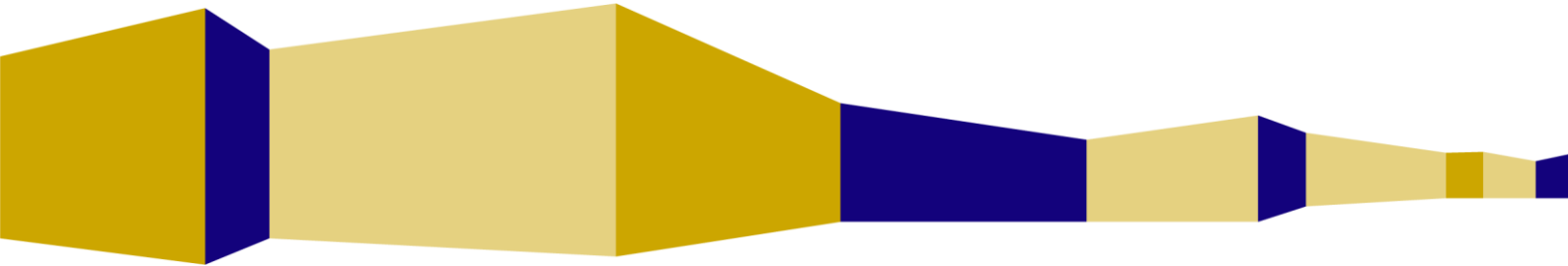


**THE GLASGOW  
SCHOOL OF ART**



## **Equality Outcomes 2013**

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### **The legislative framework**

The Equality Act 2010 introduced a public sector equality duty consisting of a general duty supported by specific duties. The general duty consists of three main needs and requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups, considering the need to:
  - Remove or minimise disadvantages suffered by people due to their protected characteristics
  - Meet the needs of people with protected characteristics
  - Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

In May 2012 the Scottish specific duties (set out in secondary legislation) were introduced. These duties are intended to support public bodies in Scotland to meet the general duty. Public bodies must meet both the general and specific duties.

One of the requirements of the specific duties is that public bodies in Scotland develop and publish a set of equality outcomes that cover all protected characteristics by 30<sup>th</sup> April 2013.

### **Developing Equality Outcomes at GSA**

The astar-fanshawe consultancy was commissioned to facilitate the School in defining its Equality Outcomes. The first stage of the process involved a workshop with Governors and senior staff and consultation with a cross section of other staff and students to identify the equality and diversity successes and challenges for GSA. 120 questionnaires were distributed and 11 in depth telephone interviews took place.

The second stage of the programme engaged a range of staff from across the School in testing and investigating the issues raised and developing proposals that would be transformative of the work of the School, the student and staff experience and would shape GSA's Equality Outcomes.

This process of investigation and discussion was led by and involved staff at every level across GSA. More than 60% of GSA staff and a range of student representatives were engaged in the process through our All Staff Event. The Equality Outcomes were discussed and approved by the GSA's Diversity and Equality Steering Group, the Executive Group and the Board of Governors.

## **GSA Equality Outcomes 2013 to 2017**

### **Equality Outcome 1**

An organisational culture in which staff and students can be confident that people with a hidden disability and specifically mental health issues, will be supported and in which staff are confident in their role related responsibilities for supporting colleagues and students who disclose a hidden disability or mental health issue.

**Measures of success will include:** Biennial trust and confidence survey of staff and students

### **Equality Outcome 2**

An organisational culture in which staff and students feel free to express their identity with specific reference to sexual orientation and religion or belief.

**Measures of success will include:** Biennial trust and confidence survey of staff and students

### **Equality Outcome 3**

All staff including those employed part time are engaged in the development and implementation of organisational priorities with particular regard to equality and diversity issues.

**Measures of success will include:** All staff have participated in core, role related, development activities

### **Equality Outcome 4**

GSA has a transparent and supported career structure for all staff, including those working part time, which promotes equality of opportunity and outcome in relation to all protected characteristics.

**Measures of success will include:** All line managers have met their agreed target for mentoring staff in role development and enhancement.

### **Equality Outcome 5**

A reduction in the gender pay gap in each salary grade

**Measures of success will include:** Gender pay gap in each grade reduced and evidenced in biennial equal pay review

### **Equality Outcome 6**

An increased proportion of staff (external examiners, visiting lecturers etc) from diverse ethnic and cultural backgrounds making a contribution to learning, teaching and research at GSA.

**Measures of success will include:** Increased diversity evidence through annual statistical reporting and evidence of impact on curriculum reported through all stages of Annual Programme Monitoring and programme development.

### **Equality Outcome 7**

A curriculum which explicitly engages with the personal and political dimensions of diverse identities and develops student confidence in engaging creatively with issues of diversity and equality in their work with others.

**Measures of success will include:** Evidence of the curriculum development and its impact through all stages of Annual Programme Monitoring and programme development and in formal showcase of academic content each term (GSA Operational Plan 2013-14: Theme 1, Learning and Teaching 4.2 – social responsibility)

### **Equality Outcome 8**

An increased number of UK domiciled students from black and minority ethnic groups studying at GSA at undergraduate and postgraduate levels.

**Measures of success will include:** Increased application from UK domiciled black and minority ethnic groups with proportionate increase in admissions.

### **Achieving Equality Outcomes**

An Equality Lead Group convened by The Director of GSA will determine the detail of achieving these outcomes and will:

- define the actions needed,
- identify any cross over with existing policy or initiatives so that these can be aligned,
- refine measurement and performance indicators,
- develop and oversee an implementation programme,
- allocate responsibility in order to ensure progress on implementation plans.

Activities and reporting on implementation will be mainstreamed into operational plans from October 2013.

**Approved by the Board of Governors  
15<sup>th</sup> April 2013**