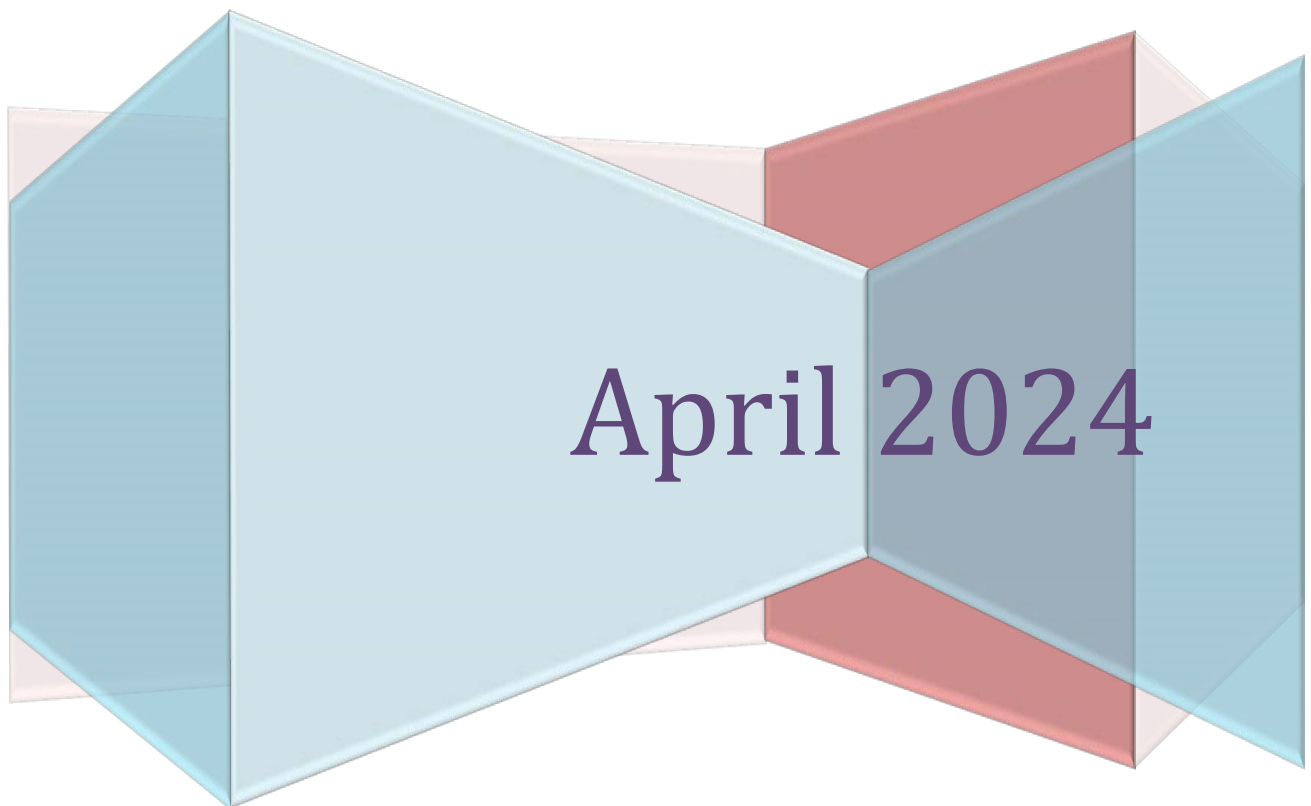# The Glasgow School of Art Equality Outcome and Mainstreaming Progress Report April 2024

April 2024

The Glasgow School of Art Equality Outcome Progress Report April 2023

Introduction

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 four academic Schools: Mackintosh School of Architecture; School of Design; School of Fine Art and the School of Innovation and Technology.

This document sets out the Glasgow School of Art's Equality Outcomes and Mainstreaming Progress, for the period 30 April 2023 – 30 April 2024. The GSA have opted to produce a yearly report with additional supporting data available in the GSA Equality Outcome Progress and Mainstreaming Report 2021 – 2022 and 2022 – 2023.

For reporting year 23/24, the GSA have elected to report on the GSA Equality Outcomes with a separate document detailing progress of the National Equality Outcomes (NEOs). An update will be provided for each GSA Equality Outcome including a red-amber-green (RAG) rated action plan, noting current progress and areas of further development, for the remaining year of the reporting cycle. The Scottish Funding Council's (SFC) NEOs will be addressed in a separate paper, identifying any baseline data in advance of the 24/25 legislative reporting period.

A review will occur in 2024 in advance of the next four-year reporting cycle in 2025 – 2029. All NEOs have been adopted however, student and staff consultation will be required to agree new action plans to support progress and evidence impact, ensuring those with lived experience have the opportunity to contribute.

The overarching aims of the GSA's 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."*

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 are challenged.

1.1 Develop an Equality Diversity and Inclusion Committee supported by an Equality Diversity and Inclusion Officer.

The development of the Equality Diversity and Inclusion (EDI) Committee in 2021 marked the first step towards a formalised institutional EDI structure at GSA. Individual EDI groups have now been formed in each School, in addition to the pre-existing Library Inclusivity Group. Additionally, The Mackintosh School of Architecture (MSA) has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals, integrated into the discussions as part of the School Forum.

The purpose of these groups is to bring staff and students together to advance GSA's EDI agenda at a departmental/school level, allowing feedback 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. Due to internal re-structures and staff and student turn-over, the EDI Committee's remit and membership is pending another review in 2024.

In the past year, the EDI Committee have considered and fed back on a range of internal and external-facing reports, activities and resources. Some of these include the 2022 and 2023 Public Sector Equality Duty (PSED) reports, the newly updated GSA Equality Impact Assessment (EqIA) 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 Utilise institution-wide thematic working groups to address specific areas identified via internal and external research

A range of thematic working groups have been set up as noted in the action plan; Healthy Working Lives Group developed in 2022, Anti-Racism short life working group developed in 2022 with commitments agreed in 2023, Report and Support First Line responders' and Student Mental Health Agreement working group are in place.

The Healthy Working Lives Group was maintained and expanded to include each department working towards, in the first instance, an institutional Building Connection Staff Wellbeing Event scheduled for the March 2024 independent study week. An evaluation of this will be included in the next iteration of this report.

A new addition for 2024 is the development of Women at the GSA network for women and non-binary staff, creating spaces and opportunities for women and non-binary people within the organisation to come together to socialise, celebrate our histories and successes at the GSA and foster new opportunities for collaboration and growth. The network is borne out of the understanding that women, and people of all marginalised genders, often thrive in spaces that centre their knowledge and experiences: Women at GSA on Vimeo.

Furthermore, a Menospace group was set up by School of Design staff in 2023 and now includes student membership. The group welcomes other staff (of all genders) who might know or be supporting someone going through Menopause.

There is development required in 2024 to address gaps with the potential of a revised race equality working group required to consider progression of all race related NEOs.

1.3 Develop a coordinated approach to student induction and deliver a suite of training for students.

In 2022/23, the student induction process was reviewed, imbedding a coordinated approach across all Schools. This included providing up to date information and signposting to all Professional Support Services, an Equality section, promotion of 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.

Completion of the Central Welcome & Induction student eLearning courses are non-mandatory, however, new students are encouraged to complete them by the end of semester 1 independent study week. The courses are embedded within Canvas, therefore allowing tracking of student engagement. Table 1 provides student engagement data captured for Academic Session (AS) 2022/23.

Further work was undertaken to continue enhancements to the GSA Central Welcome and Induction digital site for launch in September 2023. This work included the inclusion of Sexual Consent course and rebranding the courses to 'Inclusive Communities Courses for Students'. For this session, GSA Marketing and Communications featured the courses more significantly within inductions focused communications to incoming students and further awareness raising and promotion of the courses was featured in Semester 1 Independent Study week communications. Table 2 provides student engagement data captured for AS 2023/24.

Student eLearning Courses 2022/23	Total Views	Unique viewers
Bystander Intervention Online Training Course	7	6
Understanding Wellbeing	74	34
Gender Based Violence	322	105
Union Black: Britain's Black cultures and steps to anti-racism	6	4

Table 1

Student eLearning Courses 2023/24	Views	Unique viewers
Bystander Intervention Online Training Course	132	51
Understanding Wellbeing	441	104
Gender Based Violence	170	53
Union Black: Britain's Black cultures and steps to anti-racism	61	31
Sexual Consent	770	288

Table 2

We will work with academic teams to encourage integration of modules and continue to capture engagement data for Learning & Teaching (L&T) Committee consideration and reflected in the GSA yearly combined Equality Outcomes and Mainstreaming Progress Report.

1.4 Complete Staff Learning Needs Analysis and develop and deliver an additional suite of EDI training for staff

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. In 2023 we focused on the completion of mandatory e-modules with evidence of progress across all modules. Partnership with the Learning and Development manager has expanded the catalogue of additional EDI-related e-learning courses available to GSA staff to engage with. The full list of modules can be found here: Equality Training and Learning Opportunities.

In 2023, we implemented a refresher schedule for all mandatory courses with a requirement for Equality, Safeguarding and Mental health training to be refreshed every three years. This is the first year of this initiative and baseline data has been included below:

Staff eLearning Module	Mandatory	Completion rate Jan 23	Completion rate Jan 24	3-year Refresher
Equality and Diversity in the Workplace	Yes	78%	85%	35%
Identifying & Responding to Student Mental Health	Yes	74%	81%	60%
Safeguarding	Yes	83%	82%	35%
Complaints Handling	Yes	73%	91%	87%
Insiders and Outsiders: Micro-Behaviours	No	33%	44%	-
Unconscious Bias for Employees	No	27%	47%	-

Neurodiversity at Work	No	35%	48%	-

A range of additional learning resources were added to the suite of GSA's e-Learning modules in May 2023:

- Bullying and Harassment for Managers
- Bullying and Harassment for Staff
- Disability Awareness
- Diversity in Learning and Teaching
- Gender based violence
- Guidance for Managers on having wellbeing conversations
- Inclusive leadership
- Inclusive Managers toolkit
- Inclusive recruitment
- Let's talk about race in the workplace
- Menopause at work

In AS 2022/23, further workshops and online webinars were offered to staff to support and enhance EDI knowledge and awareness including:

- Challenging Racial Bias and Racism in Practice (Webinar) was delivered in June with 10 staff members attending
- Sexual Orientation and Language interactive online workshop was delivered to 9 staff members by The Equality Network / Scottish Trans Alliance
- Mental Health First Aid Training for Staff – one session was delivered in July with a total of 12 staff members attending
- Who Cares Scotland delivered a Corporate Parenting session to our senior leadership forum in Dec 23
- As part of our focus on staff wellbeing we delivered a Menopause/ menstruation initiative, offering a range of resources and learning including menopause awareness, a menopause programme with input from a nutritionist and a gynaecologist; attended by circa 15 staff members, and a screening of a film about Endometriosis which was attended by 25 staff and students.

Furthermore, we introduced an improved Employee Assistance Programme in July 24 through Health Assured. This has a wide range of resources including online portal, app and telephone helpline. Employees can access a wide range of tools and resources including videos, articles, fact sheets, counselling services and online CBT self-help modules.

While our approach to enhancing EDI knowledge and awareness was quite well attended when launched in 22/23, we noticed that the level of engagement tailed off and therefore did not deliver the level of engagement or impact we would like to see at GSA. A more detailed plan for EDI development plan will be formed in Mar 24 including; overcoming unconscious bias training in support of the roll-out of our revised Dignity at Work and Study Policy 24, a schedule of face to face workshops to enhance line manager capability and encourage and role model ethical leadership and Corporate Parenting training in partnership with Who Cares? Scotland).

1.5 Foster an anti-racist culture of understanding at all levels of GSA using the Scottish Race Equality resources.

All measures of success related to this action have still to be progressed. This is partly linked to the redevelopment of the GSA website and the publication of the Scottish Funding Council (SFC)/Equality and Human Rights Commission (EHRC) Tackling Persistent Inequalities, which identified four, race specific NEOs relating to incident reporting, attainment gaps, the diversity of court members and diversity of staff. These will be utilised as a framework to ensure that Anti-Racism work is fully embedded in all institutional strategies with a specific action plan developed in 2024 to support progress and evidence impact, ensuring those with lived experience have the opportunity to contribute. See NEOs Update Report for further detail including specific school initiatives that demonstrate advancement and section 3.1 of this update.

1.6 Review Dignity and Respect at Work and Study Policy and associated mechanisms and invest in a Report and Support tool to ensure clear reporting routes for all discrimination, GBV, racism and hate crime.

In late 2022, a third party was commissioned to carry out a Neutral Assessment to look 'in-depth' at 4 key areas of employee experience at GSA to explore, in a deeper way, feedback from the 2019 Staff Survey and understand whether we have collectively moved forward and are embedding new cultures and behaviours across the GSA that reflect more the kind of art school and workplace we want to be. As a collective we explored 'how we use this feedback' hosting open sessions and targeted departmental meetings to drive change and bring our strategy to life in a way that we can all get involved with, taking ownership and accountability. Leaders and managers, supported by HR, will be engaging directly with their teams to explore the report findings, understand what is important for staff and what actions will have the greatest impact.

In April 2023, we launched the People Strategy, designed to provide a framework for us to work together to develop and deliver people projects across the School that will help us build a great employee experience and embed collaborative, enabling, caring, inclusive, curious and transparent behaviours in how we work together. EDI underpins the strategy and the equality outcomes associated with staff are embedded into the People Strategy and action plan.

The revised Dignity and Respect at Work and Study Policy sets out our commitment to a positive culture for work and study and the guiding principles and responsibilities for all staff and students. The launch in early 2024 will include delivery of workshops across the institution focusing on behaviours and culture. The Grievance Policy was also refreshed to improve clarity of pathways for raising concerns, and the Disciplinary Policy also updated to align with Dignity at Work and Study and Grievance policies.

A staff survey was launched in Feb 24 which includes a range of questions relating to EDI and wellbeing. We will use the results of this to identify and plan our EDI training offer for the Academic year 24/25 to ensure we are focusing on the right things to have the greatest impact. We will repeat our staff survey to enable effective evaluation of progress made – frequency still to be agreed.

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. The GSA worked in partnership with Culture Shift and Fearless Glasgow to launch a Report and Support tool 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. The tool has been imbedded within student induction, is accessible from all relevant pages on the staff and student Intranet sites (Student Support and Development, Equality, HR), visible via posters around campus and regularly included in student communication. Report and Support is also home to information about internal and external support which is available to access in the 'Support' section.

The data collected from Report + Support is used to produce anonymised, annual reports, internally and as part of the Fearless Glasgow regional initiative. For reporting period 1/9/22-1/9/23, there were 21 reports in total, 4 named staff reports, seventeen student reports; 14 named and 3 anonymous with most ticking more than one reporting category.

Reports by Incident type (*NB - Multiple options could be selected in a single report -21 incidences in total for 22/23*)

A hate crime	5	Harassment	12	Domestic Abuse	2
An assault	5	Racism	5	Gender Based Violence	9
Bullying	8	Sexual Harassment	4	Stalking	3
Discrimination	8	Sexual Violence	4	I'm not sure	4
Other	7				

Outcome of submitted reports

Closed as anonymous	4
informal action (based on anonymous report)	1
Informal action (with support)	10

No further action	4
None	3
Referred to formal complaint/grievance or disciplinary (with support)	4
Referred to formal complaint/grievance or disciplinary (without support)	2
Support only (external)	1
Support only (internal)	6

In 22/23, we launched an overarching Student Support survey, communicated via Canvas notifications, a Student Support newsletter, Boards of Study, Student Staff Consultative Committees (SSCCs) and GSA bulletins. 78 responses were received which we do not feel is representative of the GSA population. However, 4 of the 5 respondents who had used Report and Support found it 'fit for purpose' and were 'very satisfied' in the support they received from staff and the support articles. Further staff training on Report and Support tool will be supported and encouraged through launch of Dignity and Respect at Work and Study policy.

1.7 Actively review GSA's progress and successes in EDI with a view to achieving appropriate national charter marks.

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. A Recruitment Strategy will be developed in 2024 setting out actions to improve recruitment outcomes and timelines for attainment of the Disability Confident Charter as a first step.

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.

Student wellbeing activity is reviewed and evaluated yearly as part of our commitment to the in Glasgow School of Art Student Mental Health Agreement in partnership with Students Association and NUS Think Positive. Updates for 2023 include:

- Introduction of student mental health modules in 2023
- Introduction of wellbeing events and increase in group delivery in support of mental health
- Increase in FTE of Mental Health and Wellbeing Advisors; 1 FTE in 2020, now 1.4 FTE
- Participation in Glasgow School of Art Student Mental Health Agreement in partnership with Students Association and NUS Think Positive
- Implementation of the Personal Tutor Scheme
- Implementation of Safeguarding Process and Support to Study Policy in 2023
- Targeted staff training opportunities e.g. Mental Health 1st Aid

Throughout 2022 and 2023, A schedule of student workshop activity was developed, promoted, and evaluated. we delivered a range of student mental health events, allowing opportunity for informal access to internal and external support, participation in wellbeing activities and the opportunity to provide feedback on issues and service provision. Some examples include freshers and induction events, the yearly Halls of residence wellbeing event, and the monthly wellbeing newsletter advertising the range of bookable activity and one-off events such as Therapets or free massage in partnership with City of Glasgow beauty students. The implementation of the Wellbeing Wednesday initiative offering in person drop-in sessions and planned activities such as mindfulness, self-care practices and psychoeducation discussions around wellbeing.

In November 2023, as part of independent study week, we trialled a large-scale student wellbeing event in the Student Association involving a variety of external vendors such as LGBT Youth Scotland, Disability Alliance, Iansyst Assistive Technology, First Bus, Police Scotland, your local GP, Scottish Trans, The Compassionate Distress Response Service, Papyrus Suicide Prevention, Men Matter Scotland and Dyslexia Action.

In addition, we have developed links with local GPs, Community Mental health Teams (CMHT) and mental health inpatient wards when required. To date we have been unable to progress any formal pathways within the NHS however,

informal links and contacts have been nurtured with NHS services, including GP, ESTEEM, inpatient teams and local mental Health NHS contacts such as Glasgow Council of Alcohol. We have engaged 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) and undertaken a service level agreement with ListenWell Scotland to provide a Listening Time4U service for our students in the Forres campus.

We are currently collating our annual staff Equality Statistics 2023. Early data shows that disclosure rates remain similar as in previous years and there is work to be done in 2024 to encourage disclosure. One of the first initiatives is to continue to foster a safe and supportive work environment through the Dignity at Work and Study principles, with impact measured through our Staff Survey launched in February 2024.

In support of staff wellbeing, a review of provision occurred in 2023 resulting in the investment in an improved Employee Assistance Programme in July 24 through Health Assured. This has a wide range of resources including online portal, app and telephone helpline. Employees can access a wide range of tools and resources including videos, articles, fact sheets, counselling services and online CBT self-help modules.

In November 2022, we delivered our first staff wellbeing day including Yoga, Qi Gong, Massage, Mindfulness sessions, Catch up and cake, Wellbeing talks, and Guided walks. On the day 150 wellbeing tote bags were distributed with some lucky staff winning a self-care raffle prize. Sixty nine percent of staff reported a good knowledge of wellbeing strategies with those reporting low levels of knowledge (11%) before the event, stating their knowledge had increased after attendance of the event. Staff appreciated the wellbeing bags with many commenting on info, hand cream, herbal tea, seeds and recipe book as well as the adopt an office plant initiative sponsored by Sustainability. March 2024 will see the delivery of another staff wellbeing event – focussed on building connections and wellbeing activities.

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.

2.1 – 2.4 Review building condition surveys, complete access audits on all current buildings, develop a 10-year Estates Strategy with an access and inclusion plan and produce a Design Policy for an accessible and inclusive campus.

All Estates related outcomes have been achieved as noted in the action plan. Work will now focus on the delivery of actions and outcomes committed to as a result of the building condition surveys, access audits and the Design Policy for an Accessible and Inclusive Campus launched in Spring 2022. Yearly updates will be submitted to the Board of Governors when updating on the overarching 10-year Estates Strategy approved in 2022.

The GSA have supported inclusive design interventions/ improvements in the estate through signage, supportive spaces on campus, physical adaptions, etc. Specific initiatives have included the 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, a sensory room and silent reading room with the introduction of a wellbeing room in the Library. An audit and mapping of all of quiet rooms occurred in 2023 with proposals for development being undertaken in 2024.

The GSA campus is geographically wide spread, encompassing a number of steep inclines, that create accessibility difficulties outside of our control. We have increased awareness of this and continue to work with students to reduce potential barriers.

2.5 Audit and develop GSA's web presence e.g. website, micro sites and intranets with a focus on accessibility and legislative requirements.

The GSA committed to the development of a phase 0 interim website to resolve existing website accessibility non-compliance with Web Content Accessibility Guidelines version 2.1 AA. Phase 0 was completed throughout 2023 and the Interim site went live in December 2023.

Phase 1 of the website planning includes 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. Phase 1 is in progress at present.

2.6 Develop a dedicated section on the Intranet for Equalities.

In 2023, we developed an [Equality and Diversity section on the staff intranet](#) which hosts information relating to the Equality Act 2010, the Public Sector Equality Duty, the NEOs, as well as resources on protected characteristics, relevant GSA policies, a diversity calendar, events, training opportunities and much more. The next stage is the development of a student facing resource.

2.7 Publish digital accessibility guidance for staff, provide a digital toolkit of resources and support for staff including training for staff in digital accessibility.

As noted in the action plan, a toolkit of guides, training and resources were developed to support staff. During 2022/23 in-depth research was carried out carried out into methods for making pdf files for resource lists accessible with screen reader software. We are currently testing specialist software and continue to develop a sustainable and practical method for the accessibility tagging of resource list digitized items. We also work closely with our colleagues in Blended Learning to ensure that the web-based Library systems meet current accessibility standards and are WCAG compliant.

GSA's 'Digital Strategy 2022-27' was approved by the Board of Governors in June 2023, co-created by a working group with representatives from across the GSA. The initial phase of the Digital Strategy is designed to deliver strong digital foundations that facilitate growth in the digital space across all GSA disciplines with outputs closely aligned to GSA's Strategic Plan 2022-27. During the period, June to August 2023, we focused on the design, procurement and implementation of approved initiatives to maximise delivery for the start of Academic Year 23/24:

- The major upgrade to the Audio-Visual technology in the Reid Auditorium and Principal Seminar Room 1 was implemented in September 2023.
- The Wireless Network was upgraded
- The Wired Network upgrade continues.

We also invested £209k in upgrading student facing machines and providing staff with mobile devices for flexible working. We updated all staff and student facing PC's, iMacs and laptops with new operating systems, software images and security patches in time for the start of the new Academic Year. The Digital Strategy will continue to develop and be an enabler to other institutional strategies, in particular the Education and People strategies. The next two phases of the Digital Strategy will focus on 'Working Smarter' and 'Digital Pedagogy'.

2.8 Develop a Digital Accessibility and Inclusion Policy

This has been superseded by the creation of an Institutional Digital Strategy in 2023, see section 2.7 for further detail.

2.9 Evaluate the Digital Inclusion scheme
Since the 2020 Digital Inclusion investment of £320K, the GSA have supported 538 requests for IT equipment with priority given to disability, care experienced/estranged and socio-economic factors in support of equality and inclusion.

Academic Year	Digital Inclusion	Short Term Loan	Student Support	Total
2022/23	124	208	18	350
2021/22	71	113	4	188
Total	195	321	22	538

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

3.1 Undertake an assessment of GSA's understanding of racism and the structural barriers that may exist including work with local students from minority ethnic backgrounds who have previously engaged in our Widening Participation (WP) activities. Develop and implement a Race Equality Action plan making use of the assets created by the Scottish Race Project Steering Group.

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*"

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.*"

The GSA have yet to undertake an assessment of GSA's understanding of racism and the structural barriers that may exist. A Race Equality Working Group was formed in Oct 2022 with action plans due 2023. This was superseded by the publication of the NEOs which will be utilised as a framework moving forward. The GSA have adopted the four, race specific NEOs relating to incident reporting, attainment gaps, the diversity of court members and diversity of staff. These will be utilised as a framework to ensure that Anti-Racism work is fully embedded in all institutional strategies with a specific action plan developed in 2024 to support progress and evidence impact, ensuring those with lived experience have the opportunity to contribute. See NEOs for further detail including specific school initiatives that demonstrate advancement.

Widening participation have been increasing the number of young Black or young People of Colour taking part in the programme. There were 49 in 2021/22 and 81 this year, marking a 65% increase. Looking at participant diversity through an intersectional lens reveals that the majority of young people meet more than one eligibility criteria and may face numerous barriers to accessing Higher Education. It is also important to note that the current eligibility criteria do not take account of other oppressed intersectional identities that affect many participants including disability, gender identity and expression, gender reassignment, social class, sexuality, or English as a second language.

Diversity of Widening Participation activity 2022-23

	Number	% of total participants	Met more than 1 eligibility criteria
SIMD20	159	48%	36%
SIMD40	91	27%	32%
Care experienced	19	6%	74%
Young carer	29	9%	65%
Estranged	8	2%	78%
Refugee or seeking asylum in the UK	16	5%	81%
Black or Person of Colour	81	24%	76%

3.2 Staff: Undertake work to identify possible inequalities in recruitment and selection processes, develop a recruitment statement encouraging diversity, capture data on Visiting Lecturers, implement staff training on fair admissions and unconscious bias and develop a GSA recruitment strategy with consideration of diversity.

The numbers of staff members from minority ethnic backgrounds previously increased year on year (3.9% 2014 to nearly 6.0% 2018 dropping slightly to 5% in 2019). This year (22/23) ethnicity disclosed by 6% of GSA colleagues is split across the following groups Asian/ Asian British; Black/ Africa/ Caribbean/ Black British; Mixed/ Multiple ethnic groups, any other background or other ethnic group. GSA will remain committed to improving the representation of people from minority ethnic groups across GSA. This is reflected in the Equality Outcome 5 2021-25 and throughout the People Strategy.

Work to identify possible inequalities in staff recruitment is underway. We are currently undertaking a review of the Recruitment Policy to sit alongside a Recruitment Charter that sets out the approach to recruitment and confirms our commitment to diversifying our workforce, and to support our aim of attracting the best, diverse talent and an excellent candidate experience. Current progress includes the introduction of a diversity statement on all recruitment:

"We recognise we do not have the diversity of staff that we want and we particularly welcome and encourage applications from candidates who identify as being from a Minority Ethnic background, who are underrepresented at The Glasgow School of Art."

Arrangements for Visiting Workers have been reviewed to provide enhanced understanding on the demographic/ diversity of these workers. 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.

In 2024 a full review of the staff equality monitoring Report will occur; we will review equality categories to ensure that these are current, aligned to best practice and enable us to benchmark with other datasets, for example 2022 census. This will ensure we can track the progress of NEO's such as: Monitor whether the GSA staff and Board members who have declared a disability or racial diversity are proportionately representative of the Glasgow City travel to work population who have declared a disability (as outlined in the 2022 Census).

See 1.4 for an overview of staff training provided in 22/23. Additional unconscious bias training will be promoted to support roll-out of our revised Dignity at Work and Study Policy, Feb 24. A schedule of face to face workshops will also be delivered to enhance line manager capability and encourage and role model ethical leadership at GSA.

3.3 Undertake work to identify possible inequalities in the student recruitment and selection processes. Review Fair Admissions priorities, student home/RUK recruitment strategies culminating in the development of a GSA recruitment strategy.

In 22/23 10.8% of all UK-domiciled UCAS applicants were from minority ethnic backgrounds, which is consistent with previous years. Nevertheless, 22/23 marks the highest number of undergraduate acceptances of UK-domiciled applicants from minority ethnic backgrounds over the past five years – 12.9% of all undergraduate acceptances, demonstrating some progress. Baseline data can be found: here

2024 will see the delivery of a Fair Admissions Review. A fair access review of student recruitment is underway as prioritised in the Strategic Plan with new strategic overviews developed with staff throughout the next academic year. 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.

3.4 Implement a career development structure that ensures equality of opportunity for all staff groups, working to identify and systematically support disadvantaged groups.

In line with our Strategic Plan 2022-2027, our Education Strategy 2023-2027 and our People Strategy 2023, we are committed to the development and support of staff as a key priority to be successful in their roles, offering a wide range of opportunities to support and continually enhance practice, and to recognise successes and achievements. Key to delivering on this this commitment is the reintroduction of accredited provision for our amended PG Cert Programme and a new CReATE Continuing Professional Development (CPD) Framework. Through this reintroduction we aim to cultivate and recognise the achievements of staff in learning and teaching excellence and to provide meaningful opportunities by which staff can identify and engage with appropriate CPD opportunities in learning and teaching aligned to the new professional standards framework. At the core of accreditation is the embedding of inclusive practices in learning, teaching and assessment.

Career Development Reviews have been standardised across the institutions with review windows in place each academic term. These are tracked and monitored by HR with Heads of Schools/ Departments, Line Managers given a full detailed breakdown of status by department and followed up directly with individual teams to encourage greater engagement. A new Contribution and Development Review form has been piloted in late 2023 with a Career Framework under development across all job families.

3.5 Develop a GSA Strategy for Inclusive Teaching and Learning and create a framework that supports review of the curriculum

GSA's Education Strategy sets out our educational ambitions for the enhancement, development and innovation of our educational provision and the wider student experience from 2023/24 to 2026/2027. Within the strategy we have established five strategic objectives which set our enhancement journey over the next four years:

1. deliver an extraordinary student experience.
2. transform our models of creative education to meet the needs of students and challenges of our time.
3. support all students to achieve their potential and make positive contributions.
4. work in ambitious, creative partnership with students.
5. strengthen and enhance practice

We will support all students to achieve their potential and make positive contributions by:

"*Ensuring our admissions, pedagogies and curricula are inclusive and intercultural; decolonising our curriculum and strengthening our commitment to anti-racism and social justice.*"

"*Embedding graduate attributes throughout our curriculum and in the delivery of academic services to support our students to realise positive graduate outcomes and destinations.*"

Objectives will be delivered through a series of 12 workstreams which consolidate our current enhancement priories, respond to the evolving priories and challenges facing creative higher education and set our ambitions for the future. A draft four-year implementation plan was presented to Education Committee in Spring 2023, with further development work undertaken in the Summer and Winter of 2023 to finalise the plan and establish year 1 action.
Workstreams will cover; Student Experience, Courseware Review, Student Communication Strategy, Resourcing the Curriculum; Compassionate Pedagogies, Inclusivity and Belonging, A Common Academic Framework (CAF), Portfolio Review, Employability and Enterprise, Review of Fair Admissions, Student Partnership Agreement, Create CPD Framework, Assessment and Feedback and Quality Assurance.

We are in the final stages of the development of a CAF with stage one and two completed in 22/23. The CAF was developed to address strategic priorities relating to GSA's academic provision. It provides a framework for curriculum design, describing common principles, characteristics, structures, and vocabulary in Undergraduate and Taught Postgraduate programmes. The framework has also been developed to align with the revised Code of Assessment and to ensure that GSA programmes' structures, through their distribution of formative and summative assessment points, provide safe, flexible and fair assessment of student learning. GSA CAF compliant programmes and courses are scheduled to launch in AS 2024/25.

We are responding to feedback from students and staff that tells us programme and course structure and organisation is not always consistent or clear and the impacts of this leads to differences in quality of student and staff experience. We are:

- Mapping existing programme and course structure to gain a fuller understand of current practice
- Gathering feedback from students and staff
- Benchmarking against other education providers
- Developing a proposed GSA CAF
- Developing and enhancing structure and organisation of programmes and courses will lead to better organisation and greater consistency of experience for students and staff.

It was recognised that implementing the CAF is a substantial and complex undertaking for schools and programme teams. A range of resources, drop in sessions and approval meetings were instigated, supported by the Head of Programme Development, L&T and the Quality team. Internal training workshops have also been offered on programme design, intended learning outcomes, assessment, and constructive alignment. Alongside these live events and workshops a dedicated CAF site has been provided on our VLE Canvas identifying useful resources, guides, and support materials to aid with curriculum review.

A specific EqIA form was developed in 2023, in support of academic programmes, in preparation for the implementation of the CAF. This ensured each programme considered student application, enrolment, retention and attainment data by protected characteristic to identity and inform action. Each was also asked to consider recruitment processes, student

induction, learning and teaching approaches, assessment and feedback methods, curriculum diversity and decolonisation, learning resources, support for students and relevant staff development. This was supported with information and training sessions throughout 2022, 23 and 2024. Programme leads will be required to reflect and revise EqIAs as part of the Programme Monitoring Annual Review (PMAR) Process.

Measures of success will include National Student Survey (NSS) and Student Experience Survey (SES). The NSS provides an opportunity for final year, undergraduate students to give their honest feedback about what it has been like to study on their course. In 2023, 339,383 students from across the UK responded to the National Student Survey (NSS), representing a response rate of 71%. Within Glasgow School of Art, a total of 404 students were eligible to participate in the survey, of which 315 responded, a response rate of 78%. The Scottish sector wide response rate was 71%. Within Scotland, the survey is made up of 27 questions, with 24 questions split across 7 themes with additional questions on the Students' Union, mental wellbeing support services and overall satisfaction. The 2023 Overall Satisfaction level increased from 65.7% to 73.3%, up almost 9% on 2022, and up 20% on 2021.

Question Group	2023 (%)
Teaching on my course	85.59
Learning Opportunities	78.07
Assessment and feedback	82.80
Academic support	86.35
Organisation and Management	65.18
Learning resources	82.38
Student Voice	67.74
Mental well-being services	74.83
Overall satisfaction	73.31

GSA's Annual L&T Conference continued to embed equality, diversity and inclusion as a key theme for sharing practice and promoting innovation in curriculum aligned to our Strategic Plan and Education Strategy. The theme for the 2022/23 conference explored 'Creative Curriculum: Supporting Creative Practice and Practitioners for the 21st Century' with sub themes exploring: Co-creating the creative curriculum; Inclusive curriculum, learning and teaching; Innovations in creative curriculum; and Developing and supporting students' creative graduate attributes.

We have been working to address both the decolonisation and diversity agendas that are important to our student body. Part of this work involves us addressing the small amount of materials in our collections that contain harmful or insensitive descriptions and depictions of people based on race, gender, disability, sexuality or another protected characteristic. We worked with consultant Carissa Chew to write and publish our Statement of Harmful Materials, which outlines our approach to these materials and how students can enter into dialogue with us. The Statement is published on our website and is links directly to the catalogue records of materials we have identified as problematic. This is but one strand of a significant piece of work to place diversity and inclusion at the heart of our collections.

3.6 Define and implement planned action to address current and potential gender imbalance in undergraduate and postgraduate programmes.

This action has been superseded by the NEO Equality: *Sex: Institutions will have regard to significant imbalances on courses and take action to address it.* Further detail can be found under section 15 of the GSA NEO Update 2024.

Monitoring statistics will be considered as part of the PMAR process, supporting departments to consider the profile of students in relation to protected characteristics allowing us to take a targeted approach when Identifying significant gender imbalances on undergraduate and postgraduate GSA courses and ensuring action to address these imbalances. Further detail can be found in the Student Equality Monitoring Report 22/23

3.7 Development of next phase of GSA's Community Engagement Strategy and review and refresh GSA's Exhibitions Strategy

The GSA Exhibition Strategy will be reviewed in 2024. During our inaugural year of opening the Window on Heritage in the Reid, we have taken the approach of co-curating exhibitions with local communities, staff and students. So far, we have put on 5 pop-up exhibitions and welcomed 2,186 visitors to the space. We co-produced exhibitions with Garnethill

Multicultural Centre and with a group of seniors from Open Studio, and we are now working with, amongst others, the Maryhill Integration Network, planning a co-curated exhibition for later this year. Analysis of a visitor survey deployed at two of our pop-up exhibitions concluded that one third of our visitors came from the postcodes ranked in the bottom half of the Scottish Index of Multiple Deprivation 2020.

An *Audience Development and Engagement Plan* has been developed by Archives & Collections which identifies our new primary target audience as "those that have been traditionally under-represented within our visitor demographic. They are a key target in our mission to both embed ourselves in the hearts and minds of the people of Glasgow, and in diversifying the range of audiences that feel welcomed and represented to access, use, and enjoy our collections. We have defined our primary target audiences as: school children, families, young people (18-24) and local people and community groups."

We are due to begin a "Collaborative/Community Cataloguing" project to improve inclusivity and accuracy of descriptions by engaging with creators/communities who create/d and/or use/d the collections and who are therefore better placed than us to describe them.

Cultural engagement and partnership with cultural and third sector organisations have included:

- Guided tours with Garnethill Multicultural Centre Elderly Art Group. GSA supported the GMC Elderly Art Group through their exhibition with GSA Archives and Collections, showcasing their printed textiles.
- Guided tours with *Central and West Integration Network*
- Garnetbank Primary School Creative Residency selected theme of 'Celebrating Culture, Diversity and Language'. Outputs of the residency were open to development with a key output contributing to the school's June festival celebrating Garnetbank and the range of cultures and languages that make up the school. Each student in the school had the opportunity to be involved and experience creative learning through movement.
- Supported Garnetbank Primary School's Christmas Festive Fair by donating textile material to created products to sell and put out an open call for fashion and textile students to help the students create the items. Three GSA students were involved in supporting the collaboration
- Film project: interviewing residents and representatives in Garnethill to document civic pride in the area including local organisations; FROGGS, Wing Hong Centre, CWIN, Maryhill Integration Network, GMC and more
- *Central and West Integration Network, Children's School holiday programme for local* families in the asylum system

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.

4.1 Set actions and monitor progress for (Ref 3.3): all aspects of the application process, admissions, retention and attainment.

The GSA retention rates remain an area of success with further detail by protected characteristic in the Student Equality Monitoring Report 22/23 and the NEO Update Report 2024.

Academic Year	Student Enrolment	No of Withdrawals	Percentage of Withdrawals	Retention Rate
2018/2019	2289	133	6%	94%
2019/2020	2420	88	4%	96%
2020/2021	2357	40	2%	98%
2021/2022	2440	123	5%	95%
2022/2023	2842	126	4%	96%

Widening Participation 2022-23 retention rates also remain high with 96.4% of SIMD20 being retained into 2nd year, this was up slightly from 2021-22 when this stood at 94.2%. Overall GSA retention into second year of all Scottish domiciled students was only slightly higher at 96.7% highlighting that SIMD20 are performing as well as other Scottish students. With a sector average of 88.6%, GSA was the best performing institution in this area.

We have seen a slight reduction in applications and admissions from those over 25 years old however, the attainment gap has reduced significantly and although retention rates have dropped slightly, they are still at 94%. Further detail on retention by age and specific initiatives can be found under section 1 of the GSA NEO Update 2024

	Age (25 and over)			
	Applications	Admissions	Retention	Attainment gap
2019/2020	10.1%	15.2%	94.4%	28.8pp
2020/2021	9.8%	13.3%	98.4%	1.6pp
2021/2022	9.0%	13.8%	95.4%	17.3pp
2022/2023	**8.1%**	**12.9%**	**93.9%**	**2.1pp**

We have seen an increase in both applications and admissions for those with a declared disability. Retention has remained high with a 3pp increase in the attainment gap. Further detail and specific initiatives can be found under section 3 of the GSA NEO Update 2024; *Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.*

	Disability – declared disability			
	Applications	Admissions	Retention	Attainment gap
2019/2020	14.6%	15.6%	95.1%	5.0pp
2020/2021	15.2%	17.4%	98.7%	-1.0pp
2021/2022	15.5%	19.1%	93.3%	3.2pp
2022/2023	**19.0%**	**19.4%**	**94.1%**	**6.1pp**

When we disaggregate disability and compare with declared mental health condition, applications and admissions remain high however, retention and attainment have dropped slightly. Please see the 22/23 Student Equality Monitoring Report and section 2 of the GSA NEO Update 2024; *The success and retention rates of college and university students who declare a mental health condition will improve.*

	Disability – declared Mental Health condition (as % of all declared disability)			
	Applications	Admissions	Retention	Attainment gap
2019/2020	30.1%	28.6%	93.5%	18.9pp
2020/2021	30.6%	31.8%	98.8%	-8.3pp
2021/2022	26.8%	19.2%	92.6%	-0.3pp
2022/2023	**30.0%**	**27.6%**	**91.2%**	**3.6pp**

UCAS does not record this data and therefore we have been unable to record application or admissions statistics. Retention remains at over 90% with attainment in favour of this protected characteristic. Further detail and specific initiatives can be found under section 6 of the GSA NEO Update 2024; *Trans staff and students report feeling safe to be themselves in the tertiary system.*

	Gender identity / Trans			
	Applications	Admissions	Retention	Attainment gap

2019/2020	N/A	N/A	95.8%	-2.4pp
2020/2021	N/A	N/A	96.0%	-2.0pp
2021/2022	N/A	N/A	90.6%	14.7pp
2022/2023	**N/A**	**N/A**	**92.5%**	**-5.1pp**

UCAS only records race in UK domiciled therefore we have been unable to record application or admissions statistics. Retention rates are particularly high; 97% however, we still have a significant attainment gap; 16pp, albeit a reduction on the previous year. Further detail and specific initiatives can be found under section 6 of the GSA NEO Update 2024; *Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.*

	Race/ Ethnicity regardless of domicile – all minority ethnic		
	Applications	**Admissions**	**Retention**	**Attainment gap**
2019/2020	N/A	N/A	96.9%	10.0pp
2020/2021	N/A	N/A	98.7%	14.0pp
2021/2022	N/A	N/A	96.8%	19.2pp
2022/2023	**N/A**	**N/A**	**97.4%**	**16.0pp**

A similar attainment gap; 14.5pp in favour of uk domiciled minority ethnic as opposed uk domiciled any white, albeit a reduction on the previous year Further detail and specific initiatives can be found under section 6 of the GSA NEO Update 2024; *Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.*

	Race/ Ethnicity UK domiciled – UK domiciled minority ethnic background		
	Applications	**Admissions**	**Retention**	**Attainment gap**
2019/2020	10.2%	12.5%	N/A	-8.0pp
2020/2021	10.6%	10.9%	N/A	11.0pp
2021/2022	10.9%	11.2%	N/A	17.0pp
2022/2023	**10.8%**	**13.1%**	**94.2%**	**14.5pp**

UCAS does not record this data and therefore we have been unable to record application or admissions statistics. Retention remains high with a significant reduction in the attainment gap, now only 9.5 pp in favour of no religion. Detail of specific initiatives can be found under section 11 of the GSA NEO Update 2024; Religion and Belief: *Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.*

	Religion and Belief		
	Applications	**Admissions**	**Retention**	**Attainment gap**
2019/2020	N/A	N/A	96.5%	13.0pp
2020/2021	N/A	N/A	98.1%	4.5pp
2021/2022	N/A	N/A	92.7%	34.7pp
2022/2023	**N/A**	**N/A**	**94.4%**	**9.5pp**

We have seen a steady decline in application and admission of males, however the retention rate is high and attainment was in favour of those enrolled. Further detail can be found under section 15 of the GSA NEO Update 2024; *Institutions will have regard to significant imbalances on courses and take action to address it.*

	Sex - Male			
	Applications	**Admissions**	**Retention**	**Attainment gap**
2019/2020	28.1%	34.4%	96.5%	-9.0pp
2020/2021	28.0%	33.7%	98.3%	-11.0pp
2021/2022	25.9%	28.2%	96.0%	3.4pp
2022/2023	**25.3%**	**27.6%**	**96.0%**	**-2.7pp**

We retain a high percentage of female applicants and admissions, retention is high however, attainment is slightly in favour of the female cohort. The School of Fine Art and the School of Design tend to attract a higher percentage of female students which GSA need to consider moving forward.

	Sex - Female			
	Applications	**Admissions**	**Retention**	**Attainment gap**
2019/2020	71.9%	65.7%	96.3%	-9.0pp
2020/2021	72.0%	66.3%	58.8%	-11.0pp
2021/2022	74.1%	71.9%	94.6%	3.4pp
2022/2023	**74.7%**	**72.4%**	**95.3%**	**-2.7pp**

UCAS does not record this data and therefore we have been unable to record application or admissions statistics. Retention remains high and the attainment gap has been consistently in favour of any other sexual orientation other than heterosexual. Further detail of can be found under section 15 of the GSA NEO Update 2024; *Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college*

	Sexual orientation			
	Applications	**Admissions**	**Retention**	**Attainment gap**
2019/2020	N/A	N/A	97.5%	-1.9pp
2020/2021	N/A	N/A	97.9%	-7.2pp
2021/2022	N/A	N/A	92.2%	-4.8pp
2022/2023	**N/A**	**N/A**	**95.4%**	**-9.8pp**

Attainment Gap Scotland + RUK vs. Overseas + EEA

Academic Year	**Attainment Gap GSA**
2022/2023	**6.0pp**
2021/2022	0.3pp
2020/2021	22.4pp
2019/2020	17.1pp
2018/2019	13.8pp

| 2017/2018 | 16.8pp |

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.

4.2 Implement a personal tutor scheme across of all Schools

The GSA Personal Tutor Scheme in now place for all students. A revised handbook has been disseminated and resources on the Learning and Teaching Hub Canvas have been updated. A staff development schedule was implemented to begin addressing the needs of academic staff including roles, responsibilities and boundaries, identifying and responding to student mental health, awareness raising sessions on how to use Report and Support etc. See section 1.4 for further detail.

4.3 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 and a commitment to maximising employment opportunities for students within GSA.

The Glasgow School of Art is committed to providing the highest quality learning experience to support students' creative, academic, intellectual and personal development. Through our curriculum and engagement in our community, students have the opportunity to develop creative and academic knowledge and skills and personal skills and attributes. These equip students for creative lives, to successfully gain employment and self-employment, and to enable them to make positive contributions to culture, community and society. As part of the development of the CAF graduate attributes were identified with programme aims, aligning these and SCQF in support of enhancing discipline-specific clarity and consistency of approach.

The most recent Higher Education Statistics Agency (HESA) Graduate Outcomes (GO) survey data relate to the destinations of the cohort who graduated in 2020/21, as captured 15 months after leaving. These results were published in May 2023. Graduate outcome data sets are now reported via the Education Committee.

47% of 2020/21 GSA graduates completed or partially completed the survey, which is 4 percentage points lower than last year (2019/20 graduates). 89% of GSA's 2020/21 graduates (who completed the survey) were in some form of employment or further study 15 months after graduation, which is one percentage point lower than the UK average and two percentage points below the Scottish average, as well as two percentage points below GSA's 2019/20 graduates at the same point.

Of the GSA graduates working in the UK, 73% were in high skilled jobs (SOC levels 1-3), a decrease of 3 percentage points compared to last year, and below the Scottish average of 79%. The GO 2020/21 data also show that 6% of GSA's 2020/2021 graduates reported as being unemployed, 1% higher than the UK and Scottish HEI average of 5%.

72% of graduates were in positive destinations as defined for GSA's own institutional metrics (those in high-skilled jobs or further study, in all countries). By the same measure, GSA outperformed all of the comparator specialist art and design institutions against which we benchmark ourselves, except the Royal College of Art.
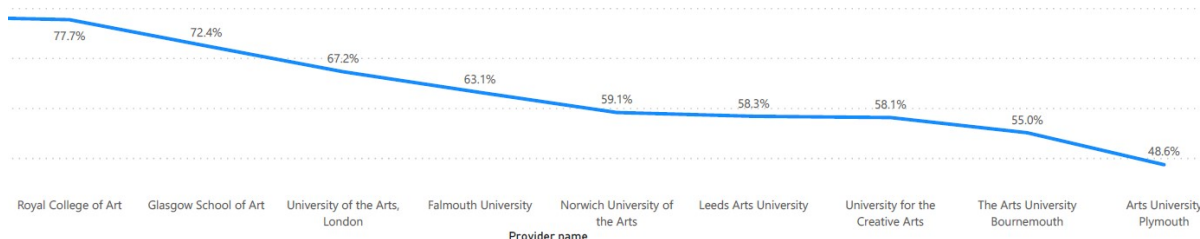
We have maximised student employment opportunities through the development of student consultants and liberation representatives e.g. Jan 24, recruitment of a student consultant to help co-investigate effective practices for engaging the full diversity of student voices. Some internal departments have been successful in targeted part time recruitment of current students, for example part time Studio Assistants and Library Desktop Assistants. In addition, the GSA remunerate for a number of creative initiatives such as the GSA Christmas card, GSA newly launched New Year card, the design of internal marketing e.g. Health and Safety competition, and each year a student is chosen to design and create the staff teaching awards.

The GSA have an established 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. Creating links for ideas to develop, accomplishments to be recognised and creative endeavours to grow is at the centre of our Creative Network initiative. This network is routinely utilised for access to industry experts to support learning, teaching and assessment, to support and raise awareness of success, and promote opportunities in support of student outcomes. For example, the Postgraduate Interior implemented a graduate panel discussion bringing together a group of alumni from MDes Interior Design to share their reflections on their master's experience and provide insight into a range of potential trajectories that are possible in the post-master context.

4.4 Review of bursaries and scholarships

The GSA Scholarships are funded via donations, endowment legacies and tuition fee income which provides a significant portion of the funding. The GSA Development department is committed to raising external funds for the GSA Scholarship Programme and GSA Access Grants. Fundraising for GSA Access Grants encourages small, regular donations however, since the launch of the Mackintosh appeal in 2014 the level of donations for scholarships has not been maintained.

A working group was set up in 2023 however, due to the current financial climate, it has been difficult to progress this agenda with 22/23 showing a reduction in funds. A Review of Fees and Scholarships has been planned for 2024.

Scholarship Funds Awarded

TOTAL COMMITTED SPEND	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
Undergraduate	£359,500	£383,500	£285,000	£224,500	£280,000	£283,500
Postgraduate	£328,300	£376,434	£408,885	£340,040	£121,560	£70,500
GSA Access Grants	£44,000	£45,550	£62,500	£58,000	£40,500	£40,500
Thomas and Margaret Roddan	£5,500	£7,150	£7,500	£3,000	£3,000	£12,000
TOTAL	**£737,300**	**£812,584**	**£763,885**	**625,540**	**£445,060**	**£406,500**
NUMBER OF NEW AWARDEES						
Undergraduate	35	35	31	20	27	24
Postgraduate	36	43	38	38	26	24
GSA Access Grants	9	14	29	20	20	16
Thomas and Margaret Roddan	6	10	6	1	2	6
Total	**86**	**102**	**104**	**79**	**75**	**70**

In response to the cost-of-living crisis facing many students the GSA introduced an emergency food voucher scheme for 2022/23. The emergency food vouchers initiative has proven to be a timely and effective resource in extending immediate support to students experiencing acute financial hardships. It is evident that this form of support will continue to be required by the GSA student population as increases to student income are not keeping pace with the rises in student's costs.

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

5.1 Data Strategy

Over the past three years, the GSA have invested in our capacity to collect and analyse qualitative and quantitative data, particularly in relation to the protected characteristic profiles of students and staff. We have developed a comprehensive Student Equality Monitoring Report published yearly as part of our Equality Progress and utilised to inform this report and develop baseline data for the NEOs. Programme Statistics extracted from GSA's HESA return are issued every year as part of the PMAR. Each Programme Leader and all student facing departments consider the equality data as part of this process, to inform action, assess progress and measure impact. A range of guidance and exemplars have been developed to support staff with supplementary training planned for 2024.

The introduction of HESA Data Futures in 2023 meant that 2022/23 equality data set was not available in time for the GSA Programme Monitoring exercise this year, hence the orange RAG rating. The impact of HESA Data Futures on the production of end of cycle datasets isn't specific to GSA but across the HEI Sector. This will be addressed for session 24/25 with consideration of equality data as part of the PMAR ensuring a clear *theory of change* in all of our actions in support of the NEOs.

A full review of the staff Equality Monitoring Report will occur in 2024; we will review equality categories to ensure that these are current, aligned to best practice and enable us to benchmark with other datasets, for example 2022 census. This will ensure we can track the progress of NEO's such as: Monitor if the GSA staff and Board members who have declared a disability or racial diversity are proportionately representative of the Glasgow City travel to work population who have declared a disability (as outlined in the 2022 Census).

A new EqIA form and corresponding guidance were developed in 2022. Both the form and guidance are available on the newly developed Equality and Diversity section on the staff intranet which also hosts information relating to the Equality Act 2010 and the Public Sector Equality Duty, as well as resources on protected characteristics, relevant GSA policies, a diversity calendar, events and training opportunities. The Archives and Collections' department have undertaken EqIAs for all Policies (Access Policy, Loan for Exhibition Policy, Collection Development Policy, Collection Care & Conservation Policy and Documentation Policy) resulting in significant changes, for example accepting loan requests from smaller organisations; accepting different forms of ID in order not to exclude users; updating the Collections Development Policy to develop a collection which reflects the diversity of GSA past and present; published our accessibility guidelines online https://gsaarchives.net/accessibility/

A specific EqIA form was developed in 2023, in support of academic programmes, in preparation for the implementation of the CAF. This ensured each programme considered student application, enrolment, retention and attainment data by protected characteristic to identity and inform action. Each was also asked to consider recruitment processes, student induction, learning and teaching approaches, assessment and feedback methods, curriculum diversity and decolonisation, learning resources, support for students and relevant staff development. Programme leads will be required to reflect and revise EqIAs as part of the PMAR Process.
EqIA information and training sessions on both EqIA forms have been running regularly for the past year and a half (both on a scheduled and an ad hoc basis) and will continue to be offered to any staff members who require them.

Conclusion

Significant progress has been made in the past three years as demonstrated by the yearly update reports. We recognise the lack of progress in certain areas such as race equality and staff diversity and hope to work together to continue to make positive change to the GSA student, staff, alumni and visitors.

A review will occur in 2024, in advance of the next four-year reporting cycle in 2025 – 2029. All NEOs have been adopted however, student and staff consultation will be required to agree new action plans to support progress and evidence impact, ensuring those with lived experience have the opportunity to contribute.