

The Glasgow School of Art Updated Equality Outcome Action Plans 2024

This document provides an update of the Glasgow School of Art’s Equality Outcomes and Mainstreaming action plans, for the period 30 April 2023 – 30 April 2024. The GSA have opted to produce a yearly report therefore an update has been provided for each Equality Outcome including a Red-amber-green (RAG) rating, summarising progress and areas of further development for the remaining year of the reporting cycle.

Action plans can be read in conjunction with the GSA Equality Outcome Progress and Mainstreaming Report 2024 with additional detail available in the [GSA Equality Outcome Progress and Mainstreaming Report 2021 – 2022 and 2022 – 2023](#) and the Scottish Funding Council’s [Tackling persistent inequalities together \(sfc.ac.uk\)](#). National Equality Outcomes (NEOs) will be addressed separately, 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.

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

EO1: Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias are challenged.			
	Action	Measure of Success	Update Feb 2024
1.1	Develop an Equality Diversity and Inclusion Committee supported by an Equality Diversity and Inclusion Officer. Challenge GSA to evidence impact of change and consistency of approach.	Provide advice and recommendations for action with a focus on persistent inequalities such as racism, mental health and wellbeing, gender-based violence (GBV), gender identity etc. Develop and imbed a schedule of staff and student events and initiatives within the GSA academic cycle.	<ul style="list-style-type: none"> Equality Diversity and Inclusion Officer recruited in Oct 2021 EDI group was developed in Nov 2020, the remit and membership revised in Oct 2021 and again in July 2022 All School EDI groups in place July 2022, embedded during 2023 Due to internal re-structures and staff and student turn-over, the EDI Committee’s remit and membership is pending another review in 2024 Cycle of student and staff events took place in 2023

1.2	<p>Utilise institution-wide thematic working groups to address specific areas identified via internal and external research:</p> <ul style="list-style-type: none"> • Mental Health and Wellbeing • Anti-Racism • GBV and all other forms of discrimination 	<p>The work of these groups will feed into the EDI Committee, inform the new GSA strategic plan challenging GSA to evidence impact of change and consistency of approach.</p>	<ul style="list-style-type: none"> • Healthy Working Lives Group developed in 2022 • Anti-Racism Working Group developed in 2022 with commitments agreed in 2023 • Report and Support First Line responders' group in place • Student Mental Health Agreement working group in place • Student Partnership Agreement Group • The GSA staff and student Menospace Group 2023 • Women at the GSA network; for women and non-binary staff 2024 • Further development of working groups required
1.3	<ul style="list-style-type: none"> • Review the student induction process and develop a coordinated approach. • Develop and deliver an additional suite of training for students. 	<ul style="list-style-type: none"> • Consistent suite of induction training for all students cognisant of a blended learning approach. • Participation rates will be measured and reported. • Behaviours and values are embedded. 	<ul style="list-style-type: none"> • Full review of Student induction occurred in 2022 and again in 2023 with implementation of a variety of training opportunities for students; • Consent, Active Bystanders, Suicide Awareness, Union Black and Gender Based Violence: https://canvas.gsa.ac.uk/courses/1845 • Sept 2023 inclusion of Marshalls Sexual Consent course, all courses imbedded in pre-entry and induction and added to Canvas to enable tracking and monitoring. • Baseline developed, participation rates will be measured and reported in 2024
1.4	<ul style="list-style-type: none"> • Complete Staff Learning Needs Analysis. • Develop and deliver an additional suite of training for staff with a focus on: race equality training for all staff and access to Report and Support, GBV, trans awareness and gender identity training. • Survey on completion amended to include questions re confidence, level of increased awareness, fitness of purpose etc. 	<ul style="list-style-type: none"> • Participation rates will be measured and reported. • Behaviours and values are embedded. • Staff and Student feedback will indicate: increased confidence in staff responses and behaviour 	<ul style="list-style-type: none"> • The Staff Learning Needs Analysis was implemented in Jan 2022 with EDI topics dominating the results of the survey • In April 2022 a revised Staff Development Schedule was implemented to begin addressing these needs • 2023 targeted staff development, focus on increasing completion rate of mandatory courses and implementing a refresher schedule. Baseline developed • The staff e-learning catalogue was updated and enhanced to include a large selection of EDI-themed modules.

1.5	Foster an anti-racist culture of understanding at all levels of GSA using the Scottish Race Equality resources.	<ul style="list-style-type: none"> Yearly update on implementation of toolkit. Website openly supports the Anti-Racism declaration. Commission two discovery action research projects to (a) more systematically understand the lived experiences of people of colour at GSA and (b) develop an understanding of what role extractivist and colonial activities played in the development and history of The Glasgow School of Art 	Outstanding – to be reviewed in 2024 in conjunction with SFC NEOs
1.6	<p>Review Dignity and Respect at Work and Study Policy and associated mechanisms, including:</p> <ul style="list-style-type: none"> School-wide campaign to enhance awareness and support implementation. Fund and implement a Report and Support tool to ensure clear reporting routes for all discrimination, GBV, racism and hate crime. 	<ul style="list-style-type: none"> Increase in staff and students who feel supported to report harassment, hate crime and gender-based violence (measured through Report & Support). Yearly reporting - increase in reporting will be viewed as a success initially with emerging themes used to inform actions. 	<ul style="list-style-type: none"> Neutral Assessment in 2022 followed by development of People Strategy in 2023 New Dignity and Respect at Work and Study Policy launched in 2024 Staff survey launched in Feb 2024 related to EDI and wellbeing, baseline data set Report and Support Tool launched by GSA in October 2022. Internal and regional reporting occurred in 2023
1.7	Actively review GSA's progress and successes in EDI with a view to achieving appropriate national charter marks.	<p>Consideration will be given to:</p> <ul style="list-style-type: none"> <u>Race Equality Charter</u> <u>Athena Swan</u> <u>LGBT Charter</u> <u>University Mental Health Charter</u> <u>Emily Test Charter</u> <u>Disability Confident</u> 	<ul style="list-style-type: none"> The GSA have considered a variety of Charter marks and have opted to implement the guidelines but not apply for awarding status due to cost and resource implications Attainment of the Disability Confident Charter to be progressed
1.8	<ul style="list-style-type: none"> Review Health and Wellbeing provision for students and staff. Develop and implement a Support to Study Policy and Procedure. 	<ul style="list-style-type: none"> Action plans are approved and implemented. Implementation of mental health and wellbeing policies and guidance (for students and staff). 	<ul style="list-style-type: none"> A Support to Study Policy was approved and implemented in 2023 Student wellbeing provision is reviewed yearly and resulted in the development of the Student Mental Health Agreement 2022-2024, also evaluated yearly in partnership with the Student Association and NUS

<ul style="list-style-type: none"> Develop a Mental Health and Wellbeing Strategy including a Student Mental Health Agreement and Suicide Safer Plan. Commitment to achieving the NHS Healthy Working Lives. 	<ul style="list-style-type: none"> Continue to explain the benefits to staff of disclosure and build trust in the monitoring process. 	<ul style="list-style-type: none"> Health Working Lives no longer award accreditation however, the principles have been adopted as part of the People Strategy and the working group maintained Improved Employee Assistance Programme in July 24 through Health Assured A Suicide Safer plan will be developed in 2024
--	--	--

EQUALITY OUTCOME 2 PROGRESS 2022-2023

EO2: Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.			
	Actions	Measures of Success	Update Feb 2024
2.1	Review building condition surveys and complete access audits on all current buildings.	Audit completed, action plan developed, communicated and implemented. Progress will be measured and reported.	<ul style="list-style-type: none"> Audit completed in June 2021 Action plan developed in June 2022 with some progress made in 2023
2.2	<ul style="list-style-type: none"> Develop a 10-year Estates Strategy with an Access and Inclusion plan. Adapt buildings and services to meet and anticipate the specific needs of students, staff and stakeholders. 	<ul style="list-style-type: none"> Action Plan of how the School buildings and services will be adapted to meet the diverse needs of students and staff. Progress will be measured and reported. 	<ul style="list-style-type: none"> The overall Estates Strategy was approved at the June 2022 Board of Governors and will be published in 2023 An update of the Estates Strategy was provided to the June 2023 Board of Governors based on a lean use of our Estate. Roll out of this is ongoing.
2.3	<ul style="list-style-type: none"> Produce a Design Policy for an Accessible and Inclusive Campus. 	Consideration of equality demonstrated in all stages of decision making and development of GSA Estate.	<ul style="list-style-type: none"> Design Policy for an Accessible and Inclusive Campus was approved by the Senior Leadership Group in November 2021 and communicated to wider staff in Spring 2022.
2.4	<ul style="list-style-type: none"> Complete an evaluation of current service provision with a focus on EDI. Develop consistent provision in consultation with students and raise awareness of services available. Appropriate access to and signage of accessible and gender-neutral toilets. 	Improved visible and accessible support services with development of quiet spaces, nursing room and a faith and belief space.	<ul style="list-style-type: none"> Audit of current provision completed in June 2021 Ongoing Review and addition of accessible and gender-neutral toilets in the Stow, Reid, Barnes, Haldane and Bourdon buildings was completed

2.5	<ul style="list-style-type: none"> Audit and develop GSA's web presence e.g. website, micro sites and intranets with a focus on accessibility and legislative requirements. Scope and produce and action plan for accessibility and compliance. 	All legislative accessibility requirements are met.	<ul style="list-style-type: none"> Development of phase 0 interim website to resolve existing website accessibility non-compliance with Web Content Accessibility Guidelines version 2.1 AA. Interim site live Dec 2023 Phase I, audit, mapping and compliance from March 2024
2.6	Develop a dedicated section on the Intranet for Equalities.	Clear visible message and resources for students and staff.	<ul style="list-style-type: none"> EDI staff intranet pages developed in 2022, updated in 2023 (Equality (sharepoint.com)) Staff Equality newsletter trialled in 2023
2.7	<ul style="list-style-type: none"> Publish digital accessibility guidance for staff. Provide a digital toolkit of resources and support for staff. Provide training for staff in digital accessibility. 	Results of the pilot – June 2021. Implementation of training and support schedule.	<ul style="list-style-type: none"> Guides, training and resources developed in 2022 by the Library and Learning Technology. Digital Strategy developed 2023 Refresh of the GSA BSL Action Plan in 2024
2.8	Develop a Digital Accessibility and Inclusion Policy.	Policy reviewed, implemented and supported by the Equality Impact Assessment EqIA.	Outstanding - superseded by the Institutional Digital Strategy 2023
2.9	Evaluate Digital Inclusion scheme and implement appropriate recommendations as part of a wider inclusive learning plan.	Long term commitment embedded to Digital Inclusion and inclusive learning based on review and evaluation of current delivery model.	Digital inclusion scheme was implemented in 2021 and sustained in 2022 and 2023 ensuring it meets the continued needs of students. Digital inclusion has been subsumed with the institutional Digital Strategy 2023

EQUALITY OUTCOME 3 PROGRESS 2022-2023

EO3: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body		
Actions	Measures of Success	Update Feb 2024

3.1	<ul style="list-style-type: none"> • Undertake an assessment of GSA’s understanding of racism and the structural barriers that may exist. • Undertake work with local students from minority ethnic backgrounds who have previously engaged in our Widening Participation (WP) activities and then progression onwards. • Develop and implement a Race Equality Action plan making use of the assets created by the Scottish Race Project Steering Group. 	<p>Develop a greater understanding of barriers faced. Implement the Race Equality Action Plan and evaluate yearly.</p>	<ul style="list-style-type: none"> • Outstanding • A discrete group for Widening Participation, targeted activity for Black, Indigenous and people of colour (BIPOC) to support under representation in GSA and Art and Design more generally • Race Equality Working Group formed in Oct 2022 with Action Plan due in 2023, superseded by NEOs. • A revised action plan will be created using the NEOs as a framework
3.2	<p>Staff:</p> <ul style="list-style-type: none"> • Undertake work to identify possible inequalities in recruitment and selection processes. • Develop a GSA recruitment strategy with consideration of diversity, making 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 training - Staff and Student Recruitment and Selection with specific reference to occupational segregation and unconscious bias. Undertake work to identify possible inequalities in recruitment and selection processes. 	<ul style="list-style-type: none"> • 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. • Diversity of staff has increased. 	<ul style="list-style-type: none"> • Recruitment diversity statement developed 2022. 2023 included in all job adverts to specifically attract talent of specific protected characteristics • Unconscious Bias and Insiders and Outsiders staff eLearning implemented 2022 • Arrangements for Visiting Workers have been reviewed to provide enhanced understanding on the demographic/ diversity of these workers 2023 • Review of the Recruitment Policy to sit alongside a Recruitment Charter in 2024 • Staff Ethnicity statistics have remained stagnant at 5.2% identifying as minority ethnic, not representative of current census data (2011) • Board of Governors, 13% identified as minority ethnic, representative of current census data (2011)

3.3	<p>Students:</p> <ul style="list-style-type: none"> Undertake work to identify possible inequalities in recruitment and selection processes. Review Fair Admissions priorities and update based on outcome and evidence base taking account of sector wide commitments. Review student home/RUK recruitment strategies. Develop a GSA recruitment strategy. 	<ul style="list-style-type: none"> Evidence an institutional approach. Collate baseline data, monitored and reported yearly. Increase in the number of enrolled Home Minority ethnic students. 	<ul style="list-style-type: none"> Baseline data can be found: here 2024 Fair Admissions Review and Review of Recruitment underway as prioritised in the Strategic Plan New strategic overviews will be developed with staff throughout the next academic year Increase in the recruitment of UK-domiciled students from minority ethnic backgrounds; 22/23 10.8% of all UK-domiciled UCAS applicants were from minority ethnic backgrounds, as well as 12.9% of all acceptances - demonstrating some progress.
3.4	<p>Implement a career development structure that ensures equality of opportunity for all staff groups, working to identify and systematically support disadvantaged groups.</p>	<p>Collate baseline data, monitored and reported yearly.</p>	<ul style="list-style-type: none"> 2023 Standardisation of Career review process Contribution and Development Review form piloted in 2023 2024 Career Framework is under development across all job families 2024 Revised Career Development Review Process including tracking and monitoring underway 2024 CReATE CPD Framework in place
3.5	<ul style="list-style-type: none"> Develop a GSA Strategy for Inclusive Teaching and Learning and create a framework that supports review of the curriculum including decolonising, anti-racism, mental health, digital inclusion (see 2.9) and EDI. Embed strategy in the programme review and re validation schedule. 	<ul style="list-style-type: none"> Evidence a whole GSA approach. Programme level development reflects increased engagement with diverse histories and perspectives: evidenced in programme and course specifications and reported through Programme Monitoring Annual Review (PMAR). Students report more diversity within the curriculum. 	<ul style="list-style-type: none"> 2022/23 commissioned targeted short courses; L&T focus and delivery (enhancement themes). L&T continue to circulate monthly updates, events and resources on inclusive education; Internal training workshops on programme design with a dedicated Common Academic Framework (CAF) resource site in 2023; L&T Conference 2023 continued to embed equality, diversity and inclusion as a key theme; Inclusive Curriculum Review Toolkit developed in 2023 Common Academic Framework due for completion in 2024 including a full review of

			curriculum with an academic EqIA completed for each course.
3.6	<ul style="list-style-type: none"> Define and implement planned action to address current and potential gender imbalance in undergraduate and postgraduate programmes. Achieve Scottish Funding Council (SFC) target that, by 2030, no discipline in a Scottish higher education institution should have an overall gender imbalance greater than 75:25 (now addressed with NEOs). 	<ul style="list-style-type: none"> Progress reflected in PMAR. Evidence of impact demonstrated. 	<ul style="list-style-type: none"> PMAR to aid reflection and inform action. The PMAR guidance and template were revised to support this process, with EDI considerations imbedded in the review document. 21/22 marked the lowest percentage of students who identify as male and highest percentage of students who identify as female at GSA over the past five years (30.6% and 68.0% respectively), within SFC target: 21/22 overall gender imbalance 68% female: 31% male. Update from 22/23 – a slight increase in numbers of male students can be noted – 31.6% male and 66.5% female in 22/23.
3.7	<ul style="list-style-type: none"> Development of next phase of GSA’s Community Engagement Strategy focused on our immediate neighbourhoods of Garnethill, Blythswood and Broomielaw. Review and refresh GSA’s Exhibitions strategy including our cultural engagement and partnership with cultural and third sector organisations in Glasgow and nationally. 	<ul style="list-style-type: none"> Annual Community Engagement Report highlighting and evidencing GSA’s engagement with diversity of immediate neighbours. Evidence of work by more diverse group of Artists and attracting a diverse audience to exhibitions and events. 	<ul style="list-style-type: none"> Community Engagement Strategy continues to prioritise work with Community Groups in the locality including Central and West Integration Network delivery for refugees and asylum seekers and Chinese Elders Community. Detail of engagement provided in narrative. GSA Exhibition Strategy will be reviewed in 2024 Detail of cultural engagement provided in narrative. Race, Rights and Sovereignty series continues

4. EQUALITY OUTCOME 4 PROGRESS 2022-2023

EQUALITY OUTCOME 4: Improve lifelong outcomes for students by identifying and supporting those groups facing persistent inequality throughout and beyond their student learning journey into positive destinations.

	Actions	Measures of Success	Update Feb 2024
4.1	<p>In line with the persistent inequalities identified in the NEOs, set actions and monitor progress for (Ref 3.3):</p> <ul style="list-style-type: none"> All aspects of the application process. Admissions. Retention. Attainment. 	<ul style="list-style-type: none"> GSA commits to ensuring that students with protected characteristics equal the retention and continuation rates of GSA's average with progress measured yearly. GSA commits to ensuring that students with protected characteristics equal the awarding rates of GSA's average with progress measured yearly. GSA commits to monitoring and reducing the attainment gap between students from overseas and EEA equal to those from Scotland and the rest of the UK. Progress reflected in PMAR, Quality. Quality Enhancement Action Plans (QEAPs) and EqIAs including SMART measures that attempt to mitigate any imbalances identified. 	<ul style="list-style-type: none"> 2021 recruitment of Executive Planning Manager (data) 2022 full student enrolment data set developed and communicated as part of the PMAR process including retention and attainment Evidence of progress in reducing all identified gaps is considered PMAR, QEAPs and EqIAs 2023 data set being developed to include application data to address current gap Implementation of Data Futures impacted on the availability of HESA data and subsequently this data was not available in time for the PMAR process in 2023 therefore reducing the ability to monitor data and set actions to mitigate imbalances identified this year. Retention rates remained high across GSA, 21/22, 96.4% of SIMD20 being retained into 2nd year with sector average of 88.6% 22/23 attainment gaps include: UK-domiciled students from minority ethnic backgrounds vs UK-domiciled students from any white background – 14.5pp in favour of the latter (2.5% reduction 21/22) Students from minority ethnic backgrounds as a whole (regardless of domicile) vs students from any white background as a whole (regardless of domicile) – 16.0pp in favour of the latter (3% reduction 21/22).
4.2	<ul style="list-style-type: none"> Reflect on the evaluation of the Pilot Project, Personal Tutor Scheme. Ensure consistency of approach with clearly defined roles and responsibilities. Implement additional EDI training. 	<ul style="list-style-type: none"> Consistent approach in place. Students feel supported. Staff understand the roles and responsibilities. 	<ul style="list-style-type: none"> Personal Tutor Scheme in place for all students A revised Handbook has been disseminated and resources on the Learning and Teaching Hub Canvas have been update A revised Staff Development Schedule was implemented to begin addressing these needs.

4.3	<ul style="list-style-type: none"> • Positive destinations: • Encourage membership of the Creative Network to support networking and opportunity. • Utilise Graduate outcomes data sets to inform action. • Providing opportunities to develop experience on course. Commitment to maximising employment opportunities for students within GSA. 	<ul style="list-style-type: none"> • Academic framework in place to embed cross competences to support core skills and development. • Collation of positive destinations for graduates. Evidence how the curriculum and professional services have supported achievement of goals. 	<ul style="list-style-type: none"> • 2023 – 2nd stage of Common Academic Framework completed with an EqIA completed for every course • Implementation of Graduate Attributes across all course design • Employment of 8 student consultants and 7 Liberation Reps in 2023, with 4 student consultants and 3 liberation reps in 2024 • Recruitment of student consultant in January 2024 to help co-investigate effective practices for engaging the full diversity of student voices • Established Creative Network utilised • Utilise Graduate outcome data sets – now reported via the Education Committee • Scoping of Employer Engagement Framework in 2024.
4.4	Review of bursaries and scholarships to ensure they are supporting delivery of EDI, recruitment strategy (Ref 3.3).	Bursaries and Scholarships support Equality Outcomes where possible with increased opportunity for all.	<ul style="list-style-type: none"> • Working group set up in 2022 however, due to cost of living crisis and reduced government funding, we have been unable to progress this agenda instead focussing on supplementing discretionary funds for students i.e. food voucher scheme. • 2024 Initiated a Fair Access Review of student recruitment • 2024 Review of Fees and Scholarships

5. EQUALITY OUTCOME 5 PROGRESS 2022-2023

EQUALITY OUTCOME 5: Develop a comprehensive and robust equality and diversity data set which enables us to inform action, assess progress and measure impact			
	Actions	Measures of Success/Impact	Update Feb 2024

5.1	<ul style="list-style-type: none"> GSA Data Strategy - Develop our capacity to collect and analyse qualitative and quantitative data in relation to protected characteristic profiles of students and staff to enable us to inform action, assess progress and measure impact. Develop and communicate comprehensive data sets for all protected characteristics encompassing; application, enrolment, retention, attainment and positive destinations. Data will be used in conjunction with EqIAs, PMAR and QEAPs. Review timing of information available. 	<ul style="list-style-type: none"> GSA Data Strategy is in place. Increased range of evidence that covers all protected characteristics. Data sets used to develop a baseline, monitor progress, evaluate impact and inform action. There is greater understanding of the characteristics and needs of students and staff as a result of improved quantitative and qualitative data collection and resultant analyses. 	<ul style="list-style-type: none"> 2021 recruitment of Executive Planning Manager (data) 2022 full student enrolment data set developed and communicated as part of the PMAR process including retention and attainment. Baseline developed Developed a comprehensive Student Equality Monitoring Report 2023 data set being developed to address current gaps. (ref 4.1) - Data Futures impacted on the availability of HESA data and subsequently this data was not available until Jan 2024 therefore reducing the ability to monitor data and set actions to mitigate during PMARS and QEAPs. The GSA has included a Digital and Data Strategy as part of their strategic planning process.
5.2	<p>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.</p>	<p>Have a clear <i>theory of change</i> in all of our actions, setting quantitative targets where possible with an institutional approach.</p>	<ul style="list-style-type: none"> Baseline data imbedded in existing processes e.g. PMAR, EqIA and QEAP (Ref 4.1) 2022 Implementation of a Periodic Review Schedule for all professional support services. Careers and Enterprise Studio participated in 2022 with Technical Support Services in 2023. Yearly Equality Reporting including student and staff equality monitoring data
5.3	<ul style="list-style-type: none"> GSA will review its current enrolment form and student data collection in line with Advance HE recommendations and in consultation with students and staff. GSA will review staff data collected. 	<ul style="list-style-type: none"> Language and terminology updated on the GSA enrolment form. Equality monitoring data will be more reflective of society i.e. trans and nonbinary data will be collected and reported where possible. The Student and staff equality monitoring report will reflect these changes. Students and staff provide positive feedback re changes. 	<ul style="list-style-type: none"> Enrolment form reviewed in 2021, language and terminology updated in 2022 after consultation with EDI Committee The Student Equality Monitoring Report was updated in 2022/23 to include data required for the SFC NEOs The Staff Equality Monitoring Report will be updated for the 2022/23 data set

5.4	<p>Continue to build on the successful mainstreaming of EqIA process</p> <ul style="list-style-type: none"> Review of current EqIA practice, analysed with themes and good practice identified to inform future development across our areas of work. Deliver further EqIA training. Revisit EqIAs with consideration given to a Blended Learning Approach. 	<ul style="list-style-type: none"> Monitor the number of staff trained and able to apply to practice. EqIAs are reviewed, monitored and analysed with themes and good practice identified to inform future development. 	<ul style="list-style-type: none"> Review of EqIA practice was completed in 2021. Advance HE session delivered in 2021 Implementation of new forms and guidance in 2022 Specific EqIA form for academic programmes developed in 2023 as a requirement of the proposed Common Academic Framework (CAF) Practical training sessions implemented for staff in 2021/22 and 2022/23. Guidance developed and published: Equality and Diversity section on the staff intranet
5.5	<ul style="list-style-type: none"> Develop a range of strategies to enable students and staff to provide feedback on equality. Establish a baseline, identify areas of concern and create actions based on feedback: (in line with the NEOs, please also refer to 1.4, 1.6, 2.10 and 3.2). 	<ul style="list-style-type: none"> Additional questions added to current surveys and feedback mechanisms. Use of Thematic Working Groups and EDI Committee to inform action. Yearly reporting cycle. 	<ul style="list-style-type: none"> Establishment of EDI Committee in 2021 Establishment of EDI School Committees in 2022 Staff Equality Newsletter piloted in 2023 Equality@gsa.ac.uk set up in 2022 Pilot Student Equality Survey in 2023 Planned staff survey in Feb 24 will include specific questions to establish a baseline measure for specific EDI themes to enable identification of actions required
5.6	<ul style="list-style-type: none"> Review PMAR Process. 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. 	<ul style="list-style-type: none"> Impact will be demonstrated in Programme Monitoring PMARs and EqIAs. QEAP will detail actions. 	<ul style="list-style-type: none"> PMAR to aid reflection and inform action. The PMAR guidance and template were revised to support this process, with EDI considerations imbedded in the review document. Student Equality Monitoring Data will be provided as early as possible (Nov each year) to ensure reflection of data and trends can be referenced within Equality Outcome Reporting Data Futures impacted on the availability of HESA data and subsequently this data was not available until Jan 2024 therefore reducing the ability to monitor data and set actions to mitigate during PMARS and QEAPS in 2023. This will be rectified for 2024.