

The Glasgow School of Art National Equality Outcome Progress Report April 2024



April 2024

Since the introduction of the Scottish Funding Council's (SFC) and the Equality Human Rights Commission's (EHRC) [National Equality Outcomes](#) (NEOs) in January 2023, work has been done to align them with the current GSA Equality Outcomes 2021-25. The GSA's Equality Outcomes 2021-25 Action Plan is currently under review to ensure the effective and meaningful incorporation of the NEOs. A consultation with staff and students with lived experience is being planned in order to address any gaps in data required for meeting the NEOs. Nevertheless, any benchmark data we currently have access to has been added to the GSA Equality Progress and Mainstreaming Report 2023 and collated below for the 2024 reporting cycle.

1. Age

The retention outcomes for university students aged 25 and over will improve.

In response to this outcome, an extended withdrawals analysis by Age, and additional Age attainment gap figures have been incorporated in the 2021/22 and 22/23 [Student Equality Monitoring Report](#).

The overall GSA retention rates are sector leading and should be celebrated as an area of good practice. See below for data from the past five years.

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%

This has been disaggregated by Age specific withdrawals:

Withdrawals by Age	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
17 and under	6	4.5	<5	-	0	0.0%	<5	-	<5	

18	5	3.8%	9	10.2%	<5	-	11	9.0%	7	5.6%
19-20	21	15.8%	9	10.2%	9	22.5%	36	29.3%	39	31.0%
21	13	9.8%	<5	-	6	15.0%	18	14.7%	17	13.5%
22-24	41	30.8%	27	30.7%	15	37.5%	26	21.2%	20	15.9%
25-39	38	28.6%	33	37.5%	6	15.0%	17	13.8%	35	27.8%
40 and over	9	6.8%	<5	-	<5	-	12	9.8%	6	4.8%
TOTAL:	133	100%	88	100%	40	100%	123	100%	126	100%

32.6% of the 22/23 withdrawals were made by students aged 25 and over, marking an increase of 9.0pp compared to 21/22. Given that in 22/23, students aged 25 and over comprised 23.5% of all GSA students, proportionately more withdrawals were made by students aged 25 and over than those made by students aged 16-24 (6.1% of all students aged 25 and above withdrew, compared to 3.9% of all students aged 16-24, which is an increase of 1.5pp and a decrease of 1.3pp, respectively, compared to 21/22).

Academic Year	Attainment Gap GSA
2022/2023	2.1pp
2021/2022	17.3pp
2020/2021	1.6pp
2019/2020	28.8pp
2018/2019	-11.8pp

The attainment gap is the percentage difference between first and second class, upper degrees awarded to students who are aged 25 and over and first and second-class upper degrees awarded to students who are aged 18-24. A minus (-) percentage indicates that students who are aged 25 and over have received a proportionately higher percentage of first and upper second-class degrees than students who are aged 18-24.

The 22/23 age attainment gap between students aged 18-24 and those aged 25 and over was 2.1 percentage points in favour of the students aged 18-24. This marks a 15.2pp decrease compared to 21/22. These figures will continue to be monitored and reported with positive action identified where required by means of the PMAR Process. Examples of this include;

- Mackintosh School of Architecture (MSA) offer a part-time mode combining full-time study with part-time work within an architectural practice, increasing access for students who are self-reliant in terms of funding and living costs. MSA work closely with GSA Open Studio to deliver portfolio classes to potential applicants from lower socio-economic backgrounds and have consistently met widening participation targets. Provision of 1 year/ 3 semester Masters programme as opposed to a 2-year Masters programme it provides more opportunities to a wider demographic.
- School of Fine Art investigating option of part-time provision of the Master of Fine Art (MFA) course over 3 years
- All students are offered study skills support, access to childcare, discretionary and Short-Term Assistance funds, individualised support from the Technical Services Department and the Learning and Library Resource Department if required. See EO 2 for other relevant strategies.
- Undergraduate Interior Design explores Intergenerational Living as a class project. They investigate the conversion of a city centre commercial unit into multiple occupancy and mixed demographics utilizing Dementia friendly living principles. The programme is building connections with the University of Stirling's Dementia Services Development Centre to provide expertise via a workshop, and with Crown Paints who also provide a CPD workshop on the use of colour and contrast within the interior for Dementia and Care Home environments. A few students have designed Care-related interiors for final-year projects in recent years with one graduate now working in an interior design studio that specialises in Care and Dementia Design.
- Within MSA, increases in living costs added to levels of anxiety and stress experience by students in all years, of which staff were acutely aware. Where possible submissions remained digital, and alternative means of exploring and making were encouraged.

2. Disability

The success and retention rates of college and university students who declare a mental health condition will improve.

In response to this outcome, an attainment gap and withdrawals analysis by Mental Health condition have been incorporated in the 2022/23 [Student Equality Monitoring Report](#).

The overall GSA retention rates are sector leading and should be celebrated as an area of good practice, see section 1 for an overview of retention rates; 96% for 22/23, 94% for those that declared a disability

The highest proportion of disclosed disability in 22/23 was 'Learning difference such as dyslexia, dyspraxia or AD(HD)', comprising 44.3% of all disclosed disability. This was followed by 'Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety' at 27.8% of all disclosed disability that year.

In 2022/23, 15 (11.9%) of all withdrawals were made by students who had disclosed a mental health condition (also comprising 42.9% of all withdrawals made by disabled students in 22/23). These numbers mark the highest proportion of all withdrawals made by students who had disclosed a MH condition over the past five years.

Withdrawals by MH condition	2018/2019	%	2019/2020	%	2020/2021	%	2021/2022	%	2022/2023	%
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All Withdrawals	133	100%	88	100%	40	100%	123	100%	126	100%
Disclosed a MH condition (% of all)	10	7.4%	10	11.4%	<5	-	12	9.8%	15	11.9%
Disclosed Disability Total Withdrawals	33	100%	23	100%	7	100%	37	100%	35	100%
Disclosed a MH condition (% of total)	10	30%	10	43.5%	<5	-	12	32.4%	15	42.9%

The attainment gap between students who disclosed a mental health condition and those who were not known to be disabled for 22/23 is 33.3pp in favour of the latter. This marks a significant increase of 25.1pp compared to 21/22 and a 46.6pp increase compared to 20/21, making 22/23 the year with the largest disability gap between students who disclosed a mental health condition and those who were not known to be disabled over the past five-year period.

The 22/23 attainment gap between students who had disclosed a mental health condition and students who had disclosed any other disabilities sits at 3.6pp in favour of students who had reported any other disability, other than a mental health condition. This marks a 3.9pp increase compared to 21/22 and a 11.9pp increase compared to 20/21. Nevertheless, it is still a 15.3pp lower compared to 19/20.

Academic Year	Attainment Gap MH – not known to be disabled			Attainment Gap MH – all other disabilities		
	GSA	Glasgow City	Scotland	GSA	Glasgow City	Scotland
2022/2023	33.3pp	N/A	N/A	3.6pp	N/A	N/A
2021/2022	8.2pp	-3.6pp	-3.1pp	-0.3pp	2.9pp	-2.6pp
2020/2021	-13.3pp			-8.3pp		
2019/2020	10.3pp			18.9pp		
2018/2019	21.8pp			-4.7pp		

The first attainment gap is the percentage difference between first and second class, upper degrees awarded to students who have disclosed a Mental Health condition and first and second-class upper degrees awarded to students who are not known to be disabled. A minus (-) percentage indicates that students who have disclosed a Mental Health condition have received a proportionately higher percentage of first and upper second-class degrees than students who are not known to be disabled.

The second attainment gap is the percentage difference between first and second class, upper degrees awarded to students who have disclosed a Mental Health condition and first and second-class upper degrees awarded to students who have disclosed any other disability. A minus (-) percentage indicates that

students who have disclosed a Mental Health condition received a proportionately higher percentage of first and upper second-class degrees than students who have disclosed any other disability.

Initiatives to support the *success and retention rates of university students who declare a mental health condition* include:

- Introduction of student mental health modules
- Introduction of wellbeing events and increase in group delivery of mental health support
- 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 Safeguarding Process, Support to Study Policy
- Targeted staff training opportunities e.g. Mental Health 1st Aid
- Implementation of the Personal Tutor Scheme
- Studio teaching includes a range of activities, from paired tutorials, specialist workshops, designed peer learning and varied teaching delivery. This approach recognises that learners have different strengths, and attempts to provide learning models to address this diverse learning needs.
- The evolution of design reviews in MSA, from public tutorial to design forum promoting student engagement, critical thinking and discourse encouraging critical reflection on the part of the students – the shift from review to forum is facilitated both by the structure of the event, students presenting their work in groups followed by group discussion, and the intent to focus on student reflection and learning rather than simply the design output. Specific review models have been used to address student anxiety, allowing students to develop presentation skills, while mitigating negative impacts.
- A schedule of student workshop activity was developed, promoted, and evaluated. This included 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. Each month, the Mental Health Team advertise a list of planned events that can be accessed using the link: [Mental-Health-and-Wellbeing-News](#)
- 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 also have attended numerous sector events, such as the Scottish HE Suicide Postvention launch at the University of Stirling, and the Making Connections Conference: Creating a Collaborative Approach to Student Mental Wellbeing in Glasgow.
- 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 developed a service level agreement with Listen Well Scotland. Students residing at our Forres campus can access the Listening Time4U service which offers a safe space for them to explore their concerns or worries in confidence.

- We have opted not to renew the GSA’s contract with TogetherAll or SilverCloud. These digital strategies were found to be effective during the pandemic but have had little traction since a physical return to campus. Instead, we have developed a relationship with [Papyrus](#), a national charity working towards prevention of young suicide. They have introduced a 24/7 Hopeline for anyone under the age of 35 experiencing thoughts of suicide or for anyone concerned that a young person could be thinking about suicide. This service can be used in crisis scenarios to create safe plans or escalate to other external services if required. Staff can also use it as a de-briefing support.

Further detail of strategies related to disability can be found below in NEO 3

3. Disability

Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.

In 22/23, we launched a Student Support survey, communicated via Canvas notifications, a Student Support newsletter, Board of Studies, Student and Staff Consultative Committees and GSA bulletins. Students were asked how satisfied they were with overall support and reasonable adjustments from both Student Support and the teaching staff in an attempt to develop a baseline and measure of impact. 78 responses were received which we do not feel is representative of the GSA population with new strategies considered in 2024. Results found:

- Over 80% of students knew how to access our counselling and mental health service and learning support with welfare and disability reporting lower figures, 62% and 65% respectively.
- Of the students that engaged with our services, 95% found it really helpful or somewhat helpful
- When asked if students were satisfied with the reasonable adjustments from Student Support, 65% responded yes, 15% were neither satisfied or dissatisfied, 3% dissatisfied and the remaining 18% did not require support.
- Of the 78 respondents, 57% of students were satisfied with the reasonable adjustments provided by teaching staff, 18% were neither satisfied or dissatisfied, 8% dissatisfied and the remaining 17% did not require support.

A pilot student Equality Survey was employed in 2023 to provide some baseline data for our aim to be NEO-compliant. 37 responses were received which we recognise is not representative of the GSA population however data found:

- 71.4% of the surveyed students had sought disability support at the GSA.
- 50% of those rated their experience a 4/5,
- 30% rated it a 5/5,
- 10% rated it a 3/5,
- and the remaining 10% did not specify.

We aim to increase the level of student engagement with student satisfaction levels utilised as baseline with progress monitored next year. For specific mental health and wellbeing development, please refer to NEO 2; *The success and retention rates of college and university students who declare a mental health condition will improve.*

Initiatives to support: *Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course* include:

- Development of an internal record-keeping system (Uniti) within all areas of Student Support supporting consistency of approach, student record-keeping, data collection and statistical evaluation and a more streamlined approach to scheduling and recording appointments. Students can register online and request an appointment with Disability, Welfare, Learning Support or Counselling.
- The [Reasonable Adjustment Policy and Procedure](#) was reviewed, updated and aligned with the revised Code of Assessment in 2022 to optimise student experience and provide consistency of approach.
- Extensions to Deadlines have been formalised and aligned with the Code of Assessment with MSA introducing a pilot 'Submission Window' in place of a fixed assessment deadline for session 23/24.
- The GSA's continued investment in digital platforms and software: specifically, universal and free access to Zoom, Adobe Cloud, Rhino (3D CAD), Planet eStream, lecture capture, Padlet (research and visualisation), Miro (collaborative tool for the paperless classroom) and a suite of assistive technology site licenses including Grammarly, ClaroRead, Audio Notetaker and Mind view has increased access for all and in many cases, reduced the need for individual reasonable adjustments. Students with a disability are prioritised for access to equipment loan via the Digital Inclusion Initiative.
- The Technical Support Department (TSD) have been working directly with students who have disclosed a disability, meeting on a 1-1 basis to offer support. Furthermore, they have arranged quiet workshop times and other bespoke access arrangements in response to the students' individual requirements. For example, strategies to support neurodiversity include the introduction of Quiet Workshop Wednesday and the development of a sensory map of all campus buildings in 2024.
- This supplements the Library initiatives such as a neurodiversity strategy and guide, colour and symbol shelf marking system for neurodivergent library users, the silent reading room, sensory space, the wellbeing snug and the subscription to the RNIB Bookshare.
- Bookable Learning Technology One-to-One slots on Fridays – tailored support for neurodivergent, English as a second language, or students with other requirements who would benefit from individual support, 1-2-1 support available with Assistant Librarian for student and research skills.
- Bookshare for students with a print disability, allowing them to download the full-text of over 700,000 titles in a variety of formats (including audio).
- The new Equality Impact Assessment (EqIA) form for academic delivery developed in January 2023, requires updates on support for students, both pastoral and through signposting to the Student Support and Development department.
- Introduction of Report and Support for students and staff with yearly reporting to identify themes and inform action.

Examples of raising awareness within the curriculum include:

- The Year 1 Route project in Undergraduate Interior Design introduces students to inclusion and accessibility within a public space. Students are required to consider UK building regulations and Disability Discrimination Act (DDA) compliance when using ramps to facilitate the movement of wheelchairs, prams, and ambulant staircases. The aim is that students then embed inclusion and accessibility into their interior design process and build a greater understanding of their design impact on users as they move through the programme. Previous final-year projects have, for example, included the design of an autism-friendly cinema. (The programme has also observed that Year 2 and Year 3 awareness of accessibility has been enhanced by the first-hand experience shared by a student who is a wheelchair user.)
- Power Mount is an automated, self-adjustable wheelchair headrest developed by a Product Design Engineering student in their final major project. It enables users, who are otherwise unable, to achieve their ideal head position themselves. (The design of current headrests requires manual adjustments made by a caregiver and if a user is unable to communicate due to their condition, this can result in them sitting in discomfort) Power Mount was developed to offer four separate automatic adjustments, two rotational and two linear.
- Postgraduate Interior Design and Student Support piloted a project called Visual Glossary. This project aims to explore selected themes visually, make connections to language and reconsider how we think about and describe value in our environment. The themes themselves are intentionally open-ended and for students to create new meanings, associations, and vocabulary in support of neurodiversity.
- ‘*Ways of Seeing Invisible Illness*’ is a collaborative project between Fashion and the Innovation School at GSA, scientists from the Young Academy of Scotland (who specialize in invisible illness), the Biochemical Society and the Physiological Society. This successful interdisciplinary exchange between science, society and design - and focus on complex health challenges (where 80% of health conditions are non-visible) is a new departure for Fashion students at GSA who want to promote and celebrate difference as part of their practice. Participation in this project raised awareness, understanding and generated discussion and information exchange about this unfamiliar territory.
- The Launch of new B.Des in Design for Health and Well-Being and the 21-22 Entire PGT M.Des portfolio explored “Care” as project focus, exhibited in Altyre and M.Des Citizenship outcome has been invited to exhibit as part of London Design Biennale in June 2023.
- Following student feedback, the School of Innovation and Technology have piloted and implemented a Viva Topic Guide in support of students who are neurodiverse.
- The Glasgow School of Art (GSA) is spread-out across many buildings, mostly in the Garnethill area of Glasgow which can be geographically challenging. Most footpaths around campus have steep gradients and there are many hills connecting the buildings. Despite its location, we have tried to make as many GSA buildings accessible as possible and are continuing our efforts to develop accessibility on campus. (Ref 2.1 – 2.4). In support of this agenda, we have increased awareness of accessibility issues for applicants and current students <https://canvas.gsa.ac.uk/courses/2121/pages/supporting-accessibility-on-campus>
- The GSA will work towards achieving the Disability Confident Chartermark.

4. Disability

Disabled staff and students report feeling safe in the tertiary system.

A pilot student Equality Survey was employed in 2023 to provide some baseline data for our aim to be NEO-compliant. 37 responses were received which we recognise is not representative of the GSA population. Student Support have therefore submitted a proposal to the Learning and Teaching Committee requesting the inclusion of an additional question in the institutional Student Experience Survey, implemented Feb 2024:

"I feel safe to be myself at university/college."

For session 23/24, we will be unable to disaggregate this information by intersectionality and therefore intend to increase the number of responses for the pilot Student Support Survey. We are actively investigating options to allow us to track Equality, Diversity and Inclusion (EDI) data within the institutional Student Experience Survey, with a minor amendment required to the survey policy which we anticipate will be in place for Feb 2025. This data will be utilised as a baseline to track progress and inform action.

Key data findings can be found in the table below:

Total number of students	37
Disability	<ul style="list-style-type: none"> • 37.8% of the surveyed students identified as disabled; 64.3% of the surveyed disabled students did not know what Report and Support was; • 35.7% of the surveyed disabled students were familiar with Report and Support and 60.0% of those reported being confident that Report and Support is helpful in reporting and solving issues of bullying, harassment or discrimination of any kind. The other 40.0% were unsure; • 20.0% of the surveyed disabled students who were familiar with Report and Support had actually used it before and rated their experience a 4/5; 71.4% of the surveyed disabled students had sought disability support at the GSA. 50.0% of those rated their experience a 4/5, 30.0% rated it a 5/5, 10.0% rated it a 3/5 and the remaining 10% did not specify; <p>100.0% of the surveyed disabled students reported feeling physically safe and safe to be themselves at the GSA, 92.9% reported feeling safe from bullying and harassment at the GSA, and 85.7% reported feeling safe from stigma and prejudice at the GSA.</p>

In Feb 24 we launched a staff survey incorporating a range of questions related to EDI and wellbeing, this will include asking if staff feel safe. We will use the results to provide baseline data in support of this NEO with common themes identified to enable targeted staff training in academic year 24/25. We will repeat our staff survey to enable effective evaluation of progress made with frequency still to be agreed. Please see NEO 7 for detail of Report and Support and complaints processes and NEO 3 for a summary of support available.

5. Disability

Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.

Staff Disability Statistics for the GSA Workforce

Disability	2022/2023	2021/2022	Difference
No / Not known	90%	92.5%	-2.5%
Disabled	10%	7.5%	2.5%

The Scottish Government will not publish 2022 census data for individual topics until later in 2024 with the first phase covering population and household estimate only. According to the 2011 Scottish census, 22.8% of the whole Scottish population aged 16 and above were disabled, with 8.4% of the economically active Scottish population aged 16 and above being disabled (as well as 7.7% of those who were employees as part of the Scottish economically active population). When it comes to the City of Glasgow, 26.0% of all population aged 16 and above were disabled, with 8.7% of the economically active population aged 16 and above (which comprises 59.5% of the total City of Glasgow population aged 16 and above) being disabled (as well as 8.1% of those who were employees as part of the City of Glasgow economically active population).

The GSA staff data for 2022/23 shows that 10% of the total GSA staff population declared a disability which is a 2.5% increase on the previous year. These figures are higher than both the Scotland-wide and City of Glasgow data on the economically active (and economically active – employees) populations however, still significantly lower than the overall Glasgow and Scotland population statistics (23%-26%).

Throughout 2023, HR have actively encouraged staff to update their personal sensitive information, highlighting the importance of doing so and the impact this could have on other staff and prospective, as well as current students who would like to see themselves represented within GSA’s staff cohort. This is supported by the recognition that the GSA have a range of support mechanisms and assistive technology packages that can support staff (and students). Please NEO 3 for additional detail. In support of this agenda, the GSA will work towards achieving the Disability Confident Chartermark.

As of 1 February 2024, the breakdown of the full Board membership in relation to Disability is as follows:

- 87% - declared no disability
- 4% - declared disability
- 9% - not known.

This is a 6% reduction since February 2023 and not reflective of the current GSA population (21%) or City of Glasgow and Scotland-wide data.

In order to support the School’s equality objectives, the Nominations Committee sub-group agreed that the appointment of an executive search agency with a strong track record in seeking non-executive board members from diverse backgrounds would allow the best possible scope for recruitment to the GSA Board, while also redressing current imbalances, particularly in relation to gender, ethnicity and age. The sub-group subsequently appointed the external recruitment agency Nurole to assist with this exercise, noting that: *‘The agency (Nurole) states that (its) open hiring methodology casts the net wider and results in higher quality, more diverse fields of candidates, and a more inclusive/transparent process.’*

In the subsequent recruitment pack, the School’s commitment to Equality and Diversity was foregrounded in the Person Specification, which stated:

The GSA encourages applications from everyone regardless of age, gender, ethnicity, sexual orientation, belief or disability. As women and those from an ethnic minority background are currently under-represented on the Board, applications from those individuals would be particularly encouraged. All appointments will be made on merit, following a fair and transparent process. In line with the Equality Act 2010, however, the organisation may employ positive action where candidates from underrepresented groups can demonstrate their ability to perform the role equally well.

In 2024, this will be updated to actively encourage applications from members with a disability to increase representation.

Due to the small number of staff within the senior leadership team, we have been unable to present disaggregated data. We recognise that there is a lack of disabled staff across the Senior Leadership Group and through our evolving approaches to attraction and leadership development, will continue to look for opportunities to address this.

6. Gender reassignment

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

In response to the NEOs highlighting Gender reassignment as a persistent inequality, a degree classification, attainment and withdrawals analysis by gender identity has been incorporated into the GSA's [2022/23 Student Equality Monitoring Report](#).

A pilot student feedback survey was employed in 2023 to provide some baseline data for our aim to be NEO-compliant. 37 responses were received which we recognise is not representative of the GSA population. Student Support have therefore submitted a proposal to the Learning and Teaching Committee requesting the inclusion of an additional question in the institutional Student Experience Survey, implemented Feb 2024: *"I feel safe to be myself at university/college."*

For session 23/24, we will be unable to disaggregate this information by intersectionality and therefore intend to increase the number of responses for the pilot Student Support Survey. We are actively investigating options to allow us to track EDI data within the institutional Student Experience Survey, with a minor amendment required to the survey policy which we anticipate will be in place for Feb 2025.

Key data findings can be found in the table below:

Total number of students	37
Gender reassignment	<ul style="list-style-type: none">• 5.4% of surveyed students identified neither as male, nor as female, but as 'other' (which was advised to be used by students who identify as trans or non-binary);• 100.0% of the surveyed students who identified as trans or non-binary reported feeling safe to be themselves at the GSA.

In Feb 24 we launched a staff survey incorporating a range of questions related to EDI and wellbeing, this will include asking if staff feel safe. We will use the results to provide baseline data in support of this NEO with common themes identified to enable targeted staff training in academic year 24/25. We will repeat our staff survey to enable effective evaluation of progress made with frequency still to be agreed. Please see NEO 7 for detail of Report and Support and complaints processes and NEO 3 for a summary of support available.

Additional initiatives include:

- In direct response to student feedback, three counsellors completed Gendered Intelligence Training with a particular focus on Trans awareness
- We increased the number of Gender-neutral toilets on campus (Ref GSA EO 2).
- November 2021 and July 2022, the Scottish Trans Alliance delivered three Trans awareness sessions to a total of 77 members of staff

- Sexual Orientation and Language interactive online workshop delivered to 9 staff members by The Equality Network / Scottish Trans Alliance in 2023
- Preferred pronoun options implemented on Canvas LMS

Examples of raising awareness within the curriculum include:

- In Fashion we have been neutralising the language around our patterns, blocks and toiles. These have traditionally been referred to as women’s wear and men’s wear. Acting on feedback and working with Fashion students, we have been trying to remove any gendered terms from these garments. We have also made changes to our blocks and mannequins to make them size inclusive.
- Of note here is the significant equality work being undertaken by a School of Design PhD candidate whose work explores the promotion and communication of Fashion through the lens of inclusion and diversity specifically that of trans-indigenous communities in Columbia.
- It has become customary for Interior Design students to include gender-neutral and gendered toilet facilities as part of their Design practice and likewise for Fashion students to take account of gender-neutral and gendered clothing considerations as part of their practice.

7. Race

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

A pilot student feedback survey was employed in 2023 to provide some baseline data for our aim to be NEO-compliant. 37 responses were received which we recognise is not representative of the GSA population. Student Support have therefore submitted a proposal to the Learning and Teaching Committee requesting the inclusion of an additional question in the institutional Student Experience Survey, implemented Feb 2024: *“I feel safe to be myself at university/college.”*

For session 23/24, we will be unable to disaggregate this information by intersectionality and therefore intend to increase the number of responses for the pilot Student Support Survey. We are actively investigating options to allow us to track EDI data within the institutional Student Experience Survey, with a minor amendment required to the survey policy which we anticipate will be in place for Feb 2025. Key data findings can be found in the table below:

Total number of students	37
Race	<ul style="list-style-type: none"> • 29.7% of all surveyed students were from minority ethnic backgrounds; 9.1% of the surveyed students from minority ethnic backgrounds reported having experienced harassment or bias because of their Race/Ethnicity or Religion/Belief at the GSA;

	<p>63.6% of the surveyed students from minority ethnic backgrounds did not know what Report and Support was;</p> <ul style="list-style-type: none"> • 36.4% of the surveyed students from minority ethnic backgrounds were familiar with Report and Support and 100.0% of those reported being confident that Report and Support is helpful in reporting and solving issues of bullying, harassment or discrimination of any kind; • 25.0% of the surveyed students from minority ethnic backgrounds who were familiar with Report and Support had actually used it before and rated their experience a 4/5; 90.9% of the surveyed students from minority ethnic backgrounds reported feeling physically safe at the GSA, 100.0% reported feeling safe from bullying and harassment at the GSA, and 81.8% reported feeling safe from stigma and prejudice at the GSA.
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This data will be utilised as a baseline for future interactions of reporting.

In Feb 24 we launched a staff survey incorporating a range of questions related to EDI and wellbeing, this will include asking if staff feel safe and whether the GSA has effective processes and systems in place to report harassment, bullying, discrimination and abuse of any sort. We will use the results to provide baseline data in support of this NEO with common themes identified to enable targeted staff training in academic year 24/25. We will repeat our staff survey to enable effective evaluation of progress made with frequency still to be agreed.

We continue to acknowledge the open letter received in July 2022 and accept that racism still exists within the GSA and that not all students feel represented. Despite a high percentage of Asian students, there are few students and staff of colour and we need to do more to ensure students and staff feel supported and safe.

At the GSA, we believe everyone should have a positive and rewarding experience and are 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 (GBV) 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. Reference 1.6 of the GSA EO 1 for further detail.

The data collected from Report + Support is used to produce anonymised annual reports both internally and as part of a regional initiative. For reporting period 1/9/22-1/9/23, there were:

- 21 reports in total, 4 named staff reports, 17 student reports, 14 named and 3 anonymous with most ticking more than one reporting category.

- Of the 21 reporters, 13 stated no religion or belief, 3 opted not to answer, 1 identified as Jewish, 1 identified as Muslim, 1 as other, with the remaining two unknown and prefer not to say.
- Of the 21 reports received, 3 stated ethnicity or race as a suspected factor. This cannot be converted into a percentage as reporters can opt for more than one suspected factor.

The Student Support survey 22/23 found 4 of the 5 respondents who used Report + Support found it ‘fit for purpose’ and were ‘very satisfied’ in the support they received from staff and the support articles available to them. Further staff training on Report + Support tool will be supported and encouraged through launch of the revised Dignity and Respect at Work and Study policy, Feb 24. Any issues identified via Report + Support will be reflected in the yearly report submitted to the EDI Committee with relevant action when required.

GSA adopted the Scottish Public Services Ombudsman’s (SPSO) Model Complaints Handling Procedure (CHP) in 2013. Under the CHP, GSA defines a complaint to be ‘an expression of dissatisfaction by one or more students and/or members of the public about the GSA’s action, or lack of action, or about the standard of service provided by or on behalf of GSA. The CHP has two stages. Stage 1 is a Frontline Response for issues that are straightforward and simple requiring little or no investigation. Usually resolutions/ responses are provided within five working days and these can include an ‘on-the-spot’ apology, explanation or other action to put the matter right. Stage 2 complaints are usually complex, serious or high risk and require investigation. At this stage contact is made with the complainant to clarify the points of the complaint and conform what outcome is sought. The investigator then has 20 working days to investigate the points raised.

Each complaint is assessed and dealt with at the appropriate level and every complainant is supported through this procedure. Where a complainant is not satisfied with the Stage 2 response, they have the opportunity to refer the matter for an independent external review. The Scottish Public Services Ombudsman (SPSO) will assess whether there is any evidence to investigate the complaint further. The three complaint stages ensure that all complaints, including those that relate to harassment or bias on the grounds of race, are dealt with appropriately, proportionately and offer effective redress. Further information about the CHP can be found on the website ([Complaints \(gsa.ac.uk\)](https://www.gsa.ac.uk/complaints)) and on the student and staff intranet.

For reporting purposes, the Complaints Team uses the National Student Survey (NSS) themes to record complaint themes. At present there are ten broad themes, one of which is ‘Dignity and Respect’ which includes harassment and discrimination. These themes are currently under review as no themes explicitly relate to race, harassment or bias.

SPSO Stage 1 and Stage 2 Complaints

Academic Year	Complaint Theme - Dignity and Respect
Session 22/23	9
Session 21/22	11

In the 2022/23 Session there were 17 Stage One complaints; one related to cultural sensitivity that explicitly referenced race. There were six other Stage One complaints relating to Dignity and Respect (including staff sensitivity, misogyny, GBV and staff misconduct). There were eight Stage Two complaints in 2022/23 and two related to Dignity and Respect. In total there were 9 complaints in 2022/23 that relate to Dignity and Respect which is a reduction of the previous year.

Following the Institutional Liaison Meeting with the Quality Assurance Agency (QAA) in April 2023, it was recommended that the GSA completes an annual Complaints, Appeals and Conduct Report. The report is designed to take a 'long-view' of complaints, appeals and conduct reporting by assessing a five-year period (2015/16-2022/23). From 2023/24 it is proposed to add new categories that align with the NSS themes, but also reflect commonalities in complaint themes so that reporting can be accurate and trends can be accounted for. We are using the data from the past academic sessions to inform what themes need to be included for the future. As it stands the themes listed on the Complaints Register relate to the NSS themes and then have a sub-category. For example, 'Dignity & Respect; Student Residences' or 'Organisation & Management; Other.' In the 2021/22 and 2022/23 session a high number of complaints concerned Dignity and Respect. While retaining Dignity & Respect as a broader theme covering discrimination, bullying and harassment with Student Misconduct and Staff Misconduct added to enable distinction between these areas. It is intended that, by introducing new themes, those that are categorised as 'other' will be limited. As the Complaints, Appeals and Conduct Report will be produced annually, this will provide an opportunity to review the themes and ensure informed action.

Additional initiatives include:

- As part of the induction process, staff are asked to review the suite of HR policies and complete a variety of training modules within two weeks of their start date which includes complaint handling; EDI related training is noted in section 1.4 of the GSA Equality and Mainstreaming Update Report 2024.
- Challenging Racial Bias and Racism in Practice (Webinar) was delivered in June 23 with 10 staff members attending
- Let's talk about race in the workplace, Diversity in Learning and Teaching and Inclusive recruitment were added to the suite of GSA's e-Learning modules in May 2023
- All recommendations made as a result of complaints are logged, and outcomes are reported (anonymously) to the Senior Leadership Group

8. Race

Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.

Student Equality Monitoring race and ethnicity attainment gap data (minority ethnic vs any white backgrounds regardless of domicile) is now broken down by racial groups however, due to the small numbers for some categories, we have had to suppress data which we hope to resolve in future iterations.

22/23 Attainment gap between different ethnicity groups and any white background (regardless of domicile)			
Asian	Black	Mixed or Multiple ethnic groups	Arab + any other ethnic background
14.3pp	Unable to report*	Unable to report*	Unable to report*

* Data has been suppressed in line with HESA rule based on fewer than 22.5 individuals.

The attainment gaps are the percentage difference between first and second class, upper degrees awarded to students from the particular racial group and first and second-class upper degrees awarded to students from any white background. A minus (-) percentage indicates that students from the particular racial group have received a proportionately higher percentage of first and upper second-class degrees than students from any white background.

- ‘Asian’ in the table above combines: ‘Asian – Chinese or Chinese British’, ‘Asian – Indian or Indian British’, ‘Asian – Pakistani or Pakistani British’, ‘Any other Asian Background’
- ‘Black’ in the table above refers to ‘Black – African or African British’
- ‘Mixed or Multiple ethnic groups’ in the table above combines: ‘White or White British and Asian or Asian British’, ‘White or White British and Black African or Black African British’, ‘White or White British and Black Caribbean or Black Caribbean British’, ‘Any other Mixed or Multiple ethnic background’

Ethnicity (UK-domiciled minority ethnic)			Ethnicity (minority ethnic regardless of domicile)	
Academic Year	Attainment Gap GSA	Scotland Average	Academic Year	Attainment Gap GSA
2022/2023	14.5pp	N/A	2022/2023	16.0pp
2021/2022	17.0pp	N/A	2021/2022	19.2pp
2020/2021	11.0pp	7.4%	2020/2021	14.0pp

2019/2020	-8.0pp	6.0%	2019/2020	10.0pp
2018/2019	-9.0pp	0.7%	2018/2019	0.0pp
2017/2018	3.0pp	10.6%	2017/2018	7.0pp

The ethnicity attainment gap between students from minority ethnic backgrounds and students from any white background (regardless of domicile) has increased after a major drop in 18/19 where it sat at 0 percentage points to 10pp in favour of students from any white background in 19/20. This increased by another 4pp in 20/21, by an additional 5.2pp in 21/22, and, finally, decreased by 3.2pp in 22/23 bringing the GSA ethnicity gap regardless of domicile in 22/23 to 16.0pp in favour of students from any white background.

The ethnicity attainment gap between UK-domiciled students from minority ethnic backgrounds and UK-domiciled students from any white background has slightly decreased (14.5pp) after two consecutive increases in 20/21 and 21/22.

Both tables highlight the need for positive action to continue to reduce the attainment gap for all students from a minority background.

A targeted EqIA form was developed in 2023, in support of academic programmes, in preparation for the implementation of the Common Academic Framework (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. Activity included:

- Development through two online short courses from AdvanceHE focused on ‘Liberating the Curriculum for the 21st Century’, and ‘Inclusive and Equitable Assessment and Feedback’. Both courses concluded in March 2023 with participant feedback highly positive.
- 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.
- In line with the GSA’s CAF the PG Cert Learning and Teaching programme has been amended to support greater focus on curricular design reflecting the changing priorities of contemporary art and design higher education and the creative disciplines and industries. Key to these amendments is the prioritisation to exploring curriculum through the lenses of EDI, sustainability and sustainable education, employability and enterprise, and technology enhanced learning and teaching. These themes are also key to GSA’s CAF as clearly set out within the Graduate Attributes to which the programme shall be aligned to support students in demonstrating through their learning and assessment.

- The GSA Archives and Collections are submitting a proposal to consider uncovering GSA’s colonial links, including an application for a SGSAH CDA looking at GSA’s connections with slavery and colonialism.
- GSA’s Annual Learning and Teaching Conference continued to embed EDI 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.
- The *Race, Rights and Sovereignty* series was established as a partnership between the Art School: GSA's Students' Association (GSASA) and GSA Exhibitions. The programme has been developed in order to create opportunities, and forums, to engage with and unpack ideas and issues related to race, rights & sovereignty; particularly in the contexts of creative practice. The series aims to celebrate, challenge, inform and inspire the next generation of artists, designers and architects, empowering them to have a creative voice. An extensive list of past and future events can be accessed [Race, Rights and Sovereignty | Glasgow, Scotland \(racerightssovereignty.com\)](https://racerightssovereignty.com).
- Monday Lecture Series – The School of Fine Art continued its collaboration with GSA Sustainability, and curated and organised a series of Monday Lectures for all School of Fine Art (SoFA) students. These focussed on social justice and served as a focal point for contemporary issues and diverse range of subjects. This year the thought-provoking and engaging lectures were delivered in person offering a dynamic and intellectually stimulating learning experience and contributed to efforts to decolonise the curriculum.
- Black History Month Padlet on canvas was introduced in 2022 as an accessible and inclusive resource for events and activities populated across the Design School

Examples related to diversifying and decolonising the curriculum include:

- Decolonialisation of the curriculum continue within MSA through the review and revision of curriculum content and delivery. The updating of course resources in conjunction with Library Resource List team is part of the CAF revisions to course documentation. In terms of foregrounding the issues of colonisation history, HAUS staff have introduced a student elective titled Architecture, Decolonisation and the Nation.
- MSA have developed institutional teaching and research collaborations with partners from across the globe, including the Graduate School of Architecture at the University of Johannesburg and Rwanda University, enabling staff to share teaching methodologies and curriculum themes with a wider network.
- The EDI Lead in the School of Design developed a School of Design resource as part of Black History Month. This initially consisted of significant black designers associated with each departmental subject area and on ‘black designers who are not household names but should be’. The resource also included Departmental recommendations of BHM-related physical and online events films, TV, podcasts, TED talks etc. For example, the following was delivered to postgraduate F&T students by the Programme Leader: *“Serving Serious Style: Black Designers of the Past and their Contributions - Inspiring black performers and Models of the Past - Everyday black dress styles of the Past”* and Interior Design had a lunchtime event to watch a documentary on

artist Theaster Gates contribution to support a predominantly Black neighbourhood in Southside Chicago. This was supported with reading material and discussion on gentrification and race.

- The industry partner and Visiting Lecturer for 3rd-year undergraduate Fashion is celebrated Jamaican-Scottish Fashion designer Nicholas Daley who explores broader black British diasporic themes through the lenses of community, craftsmanship and culture.
- Our recent Foulis medal winner and Chairs medal winners were both from China suggesting that a diversity of student cohort is being supported through the Design Innovation programme.
- The Student Association are an integral and active part of the university who celebrate the diversity of our community. Each year they host events linked to LGBTQ+, Black History months, International Women’s Day and other cultural festivals. This involves student-led workshops, discussions, speakers, awareness days/events to highlight issues and promote awareness and understanding. This year the GSA funded a programme of events addressing Black History Month and how nurture of a diverse student community, platforming Black and Indigenous people of colour at the GSA and creatives across Scotland.

9. Race

Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards.

The Scottish Government will not publish 2022 census data for individual topics until later in 2024 with the first phase covering population and household estimate only. According to the 2011 Scottish census, 3.6% of the whole Scottish population aged 16 and above came from a minority ethnic background, with 3.5% of the economically active Scottish population aged 16 and above coming from a minority ethnic background (as well as 3.1% of those who were employees as part of the Scottish economically active population). When it comes to the City of Glasgow, 6.6% of all population aged 16 and above came from a minority ethnic background, with 9.3% of the economically active population aged 16 and above (which comprises 59.5% of the total City of Glasgow population aged 16 and above) coming from a minority ethnic background (as well as 8.0% of those who were employees as part of the City of Glasgow economically active population).

In line with the terms of the Scottish Code of Good Higher Education Governance (2023), the Board monitors its own composition. The GSA’s Board of Governors [Equality and Diversity Statement](#) sets out the Board’s approach to its obligations in relation to the Scottish Code of Good Higher Education Governance (2023) and is reviewed by the Board on an annual basis. The Board must also demonstrate leadership in promoting and facilitating equality and diversity, and has a responsibility to ensure that, in its own composition, due and proper account is taken of seeking a balance across all protected characteristics recognised under the Equality Act 2010. The Board’s Equality and Diversity Statement can be found on GSA’s website and is clearly signposted in *The Board of Governors: Description of Roles and Responsibilities*.

GSA’s Board of Governors currently comprises twenty-three members, with sixteen being independent governors. As of 1 February 2024, the breakdown of the full Board Ethnicity membership is as follows:

- 74% - white
- 13% - minority ethnic background
- 13% - not known/prefer not to say

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

In order to support the School’s equality objectives, the Nominations Committee sub-group agreed that the appointment of an executive search agency with a strong track record in seeking non-executive board members from diverse backgrounds would allow the best possible scope for recruitment to the GSA Board, while also redressing current imbalances, particularly in relation to gender, ethnicity and age. The sub-group subsequently appointed the external recruitment agency Nurole to assist with this exercise, noting that: *‘The agency (Nurole) states that (its) open hiring methodology casts the net wider and results in higher quality, more diverse fields of candidates, and a more inclusive/transparent process.’*

In the subsequent recruitment pack, the School’s commitment to Equality and Diversity was foregrounded in the Person Specification, which stated:

The GSA encourages applications from everyone regardless of age, gender, ethnicity, sexual orientation, belief or disability. As women and those from an ethnic minority background are currently under-represented on the Board, applications from those individuals would be particularly encouraged. All appointments will be made on merit, following a fair and transparent process. In line with the Equality Act 2010, however, the organisation may employ positive action where candidates from underrepresented groups can demonstrate their ability to perform the role equally well.

In response to the recruitment exercise, Nurole received 23 applications. The breakdown of Ethnicity of applicants was; 82% - white, 10% - minority ethnic background and 8% - not known/prefer not to say. This resulted in the appointment of three independent governors on 1 December 2023, which positively impacted on the gender breakdown but did not alter ethnicity.

Due to the small number of staff within the senior leadership team, we have been unable to present disaggregated data. We recognise that there is a lack of ethnic diversity across the Senior Leadership Group and through our evolving approaches to attraction and leadership development, will continue to look for opportunities to address this.

10. Race	<i>Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching college staff to align with student representation in the sector.</i>
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The Scottish Government will not publish 2022 census data for individual topics until later in 2024 with the first phase covering population and household estimate only. According to the 2011 Scottish census, 3.6% of the whole Scottish population aged 16 and above came from a minority ethnic background, with 3.5% of the economically active Scottish population aged 16 and above coming from a minority ethnic background (as well as 3.1% of those who were

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

The GSA staff data for 2022/23 shows that 6% of the total GSA staff population identify as minority ethnic. Based on the 2011 census data, these figures are above average compared to the Scotland-wide data on the economically active (and economically active – employees) populations. Nevertheless, the figures are also significantly lower compared to the City of Glasgow data. Figures will be updated once the 2022 Census data is available which we anticipate will increase current gaps in representation.

Ethnicity	2023	21/22	Difference
White	88.2%	87.8%	0.4%
Ethnic Minority groups	6.4%	5.2%	1.2%
Not known	5.4%	7.0%	1.6%

In 2022/23:

- 30.5% of all GSA students in 22/23 were from a minority ethnic background.
- 64.1% of all GSA students were UK-domiciled. 12.3% of all UK-domiciled students were from minority ethnic backgrounds.
- 10.8% of all UK-domiciled UCAS applicants came from a minority ethnic background.
- 12.8% of all UK-domiciled UCAS acceptances were of applicants from minority ethnic backgrounds.
- The attainment gap between UK-domiciled students from a minority ethnic background and UK-domiciled students from any white background in 22/23 sat at 14.5 percentage points in favour of UK-domiciled students from any white background. These figures marked a 2.5 percentage points decrease since 21/22.

See section 3.2 of the GSA Equality Outcomes for additional detail of strategies employed to increase representation including:

- Introduction of a diversity statement specifically encouraging applications from underrepresented areas including minority ethnic
- 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
- Review of the Staff Equality Monitoring Report

Further initiatives in support of diversity include:

- MSA report an increased number of people from diverse ethnic and cultural backgrounds contributing to the students learning through a diverse range of guests supporting students through events. We have developed an inclusive Friday Lecture Series which actively promotes a diverse range of voices, all of which is promoting an inclusive learning and teaching environment.
- The School of Design report a diverse range of guests are employed for reviews to work closely with graduates and professional practice speakers. We continue to identify global connections, and actively build new relationships to diversify the cohort of future years of study.
- The themes of the School of Innovation and Technology project briefs and programme activities follow an agenda of diversity and inclusivity inviting students and applicants from minority groups to feel like they can engage safely with key societal topics. For example, we continue to host the annual Winter School (WS) event which this year was joined by staff and students from KISD (Cologne, Germany), Elisava (Barcelona, Spain) and UCA (Naryn, Kyrgyzstan). The WS theme explicitly addressed the notion of “contemporary indigeneity” in the developed world/Global North. Consequently, WS featured contributions from geographically and culturally disparate authors and speakers, including the internationally renowned John Thackara, indigenous Chilean activist and author Felipe Viveros, and a focus upon the indigenous historical folk practices of Scotland, as these have evolved and been absorbed into contemporary cultural practices.

11. Religion or belief

Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.

In response to the NEOs highlighting Religion and belief as a persistent inequality, a degree classification, attainment and withdrawals analysis by religion and belief has been incorporated into the GSA's [2021/22 and 2022/23 Student Equality Monitoring Reports](#) 2021/22 and 2022/23 Student Equality Monitoring Reports.

A pilot student feedback survey was employed in 2023 to provide some baseline data for our aim to be NEO-compliant. 37 responses were received which we recognise is not representative of the GSA population and will be addressed moving forward.

Key data findings can be found in the table below:

Total number of students	37
Religion or Belief	<ul style="list-style-type: none"> 35.1% of all surveyed students, regardless of religion or belief, reported being confident that Report and Support is helpful in reporting and solving issues of bullying, harassment or discrimination of any kind, 2.7% reported not being confident, 56.8% were unsure, and 5.4% did not specify; 70.3% of all surveyed students were non-Christian (any denomination of Christianity), while 65.4% of those reported having no religion or belief. 100.0% of all surveyed students who were non-Christian reported that they had not experienced harassment or bias because of their Race/Ethnicity or Religion/Belief at the GSA; 65.4% of all surveyed non-Christian students (inclusive of 'no religion') did not know what Report and Support was; 34.6% of all surveyed non-Christian students (inclusive of 'no religion') were familiar with what Report and Support but none of them had used it before. 44.4% of them reported being confident that Report and Support is helpful in reporting and solving issues of bullying, harassment or discrimination of any kind, while the other 55.6% were unsure.

In Feb 24 we launched a staff survey incorporating a range of questions related to EDI and wellbeing, this will include asking if staff feel safe, whether they are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately by the GSA and whether the GSA deal effectively with reports of harassment, bullying, discrimination and abuse of any sort. We will use the results to provide baseline data in support of this NEO with common themes identified to enable targeted staff training in academic year 24/25. We will repeat our staff survey to enable effective evaluation of progress made with frequency still to be agreed.

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

than one reporting category. Of the 21 reporters, thirteen stated no religion, three opted not to answer, one identified as Jewish, one identified as Muslim, one as other, with the remaining two unknown and prefer not to say.

Of the 21 reports, received, 3 stated ethnicity or race as a suspected factor. This cannot be converted into a percentage as reporters can opt for more than one suspected factor.

The pilot Student Support Survey 22/23 (78 respondents) found: 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. Any issues identified via Report and Support will be reflected in the yearly report submitted to the EDI Committee with relevant action when required.

Specific examples in support of religion and/or belief include:

- To celebrate World Hijab Day; in recognition of Muslim students who choose to wear the hijab, The School of Design EDI Lead worked with proud Hijabis from across the School of Design to celebrate and raise awareness of World Hijab Day at GSA. The day included a presentation on inspirational Hijab-wearing Muslims (including models and Olympians) – and generated lively discussion and information exchange.
- Postgraduate Interior Design students are increasingly exploring multifaith spaces as part of their Design practice in the same way Postgraduate Fashion students are considering socio-cultural characteristics of modest and religious belief dressing as part of their practice.
- The School of Innovation and Technology organised an event at the Forres campus to celebrate Chinese New Year with a showing of the Lion Dance in recognition of the year of the dragon and the higher percentage of Chinese students residing in Forres.
- In the School of Design, timetabling and timetabled activities now take account of and support Ramadan.
- Within our Student Partnership Agreement, we have committed to monitoring the diversity of our Student Representatives in order to ensure that our feedback mechanisms and structures are representative of the diversity of our student body. We have set the ambition that the diversity of our student representatives be comparable with the diversity of our student body in order that our student voice roles and structures capture the full spectrum of experiences of all our students. As such we have committed to monitoring the diversity of our student representatives. Due to the ratio of our student representatives to cohort size it is not possible to provide a like for like comparison by population however it is clear within the data set that students with no religion or belief and students whose sexual orientation is heterosexual appear to be under-represented within our student representative pool. This will be considered moving forward.
- In recognition of our large Chinese cohort, the GSA launched a Chinese New Year card celebrating the Year of the Dragon, by graduate Jiyeon Lee (Master of Fine Art, 2023) designed to wish courage, hope, and good fortune to all in 2024.

Please see NEO 7: *Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress* for further information.

12. Sex

Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.

The GSA have well-publicised reporting pathways for those experiencing or wishing to report and form of *violence, harassment or abuse*. We are a member of Fearless Glasgow, formed in November 2019 as a multi-agency, regional partnership to tackle GBV. Membership includes all Glasgow Colleges and Universities with the inclusion of UWS and Ayrshire College. The group has a very wide reach across staff and student communities and through the work of Police Scotland, Glasgow and Clyde Rape Crisis, Glasgow Violence against Women Partnership, and Emily Test. Members of Fearless Glasgow work together on campaigns, share ideas, and work alongside specialist support groups to improve access to help and information across all of their campuses.

One of the key priorities we identified as part of our joint programme of work was the implementation of a Report and Support tool to support data gathering and online and anonymous reporting. 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, GBV 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 (SSD, Equality, HR), visible via QR posters around campus and regularly included in student communication.

The data collected from Report + Support is used to produce anonymised annual reports both internally and as part of a regional initiative. For reporting period 1/9/22-1/9/23, there were 21 reports in total, 4 named staff reports, 17 student reports; 14 named and 3 anonymous with most ticking more than one reporting category. Of the 21 reporters, 19 identified as female, 1 male and 1 non-binary. Of the 21 reports, received, 14 noted their gender as a suspected factor.

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				

GBV has been identified as a common theme and area of concern which will inform action for 2024. It should be noted that over 50% of the reports received related to incidents out with and unrelated to GSA, which enabled us to offer support but not always a formal outcome.

Outcome of Submitted Reports Sept 22- Sept 23

NB in some cases more than one outcome has been recorded

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

Please see NEO 7 for details of the GSA complaints process, overview of statistics, evaluation of report and support and future plans.

13. Sex

Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.

The GSA follow the principles of Equality Safe in Higher Education. The following initiatives have been implemented in support of this agenda:

- A GBV eLearning module for staff; developed by Scottish HE institutions is offered to staff as part of their ongoing development
- The student Tea and Consent Module was replaced by the Marshalls Consent course in Sept 2023 – See section 1.3 of the GSA Equality and Mainstreaming Update Report 2024 for levels of engagement.
- Commitment to the [Equally safe in higher education toolkit](#).
- Development of internal resources; raising awareness of harassment, abuse and GBV, including comprehensive internal and external support sections via the Report & Support platform in addition to the resources developed for the student and staff Intranets.
- The GSA continues to participate in the #erasethegrey campaign developed by Glasgow Caledonian University as part of the 16 Days of International Activism for the Elimination of Violence Against Women Campaigns (annually 25 November – 10 December)
- Furthermore, a proposal to add Sexual Misconduct as a dedicated category to the annual Complaints, Appeals and Conduct Report will support identification of themes allowing targeted action with a clear theory of change.
- 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.
- From 2023/24 it is proposed to add new categories to the GSA Complaints process to align with NSS themes, but also reflect commonalities in complaint themes so that reporting can be accurate and trends can be accounted for. In the 2021/22 and 2022/23 session a high number of complaints concerned Dignity and Respect. While retaining Dignity & Respect as a broader theme covering discrimination, bullying and harassment with Student Misconduct and Staff Misconduct added to enable distinction between these areas to support students and staff, and inform future action.
- In late 2023, the GSA was one of four universities to volunteer to participate in the Scottish Government's [Spiking Pods Initiative](#) which we hope will come to fruition in 2024; initially discussed at Equally Safe in Colleges and University meetings and Spiking government roundtables.

There is active engagement from the GSA in complying with the Prevent Duty; there is a Prevent Single Point of Contact (SPOC) and staff within the institution are aware of who they are and their role within Prevent with Government training being rolled out to relevant staff.

Please see NEO 7 for details of the GSA complaints process, overview of statistics, evaluation of report and support and future plans.

14. Sex

Men (staff and students) know how to access mental health support (recognising intersectionality within that group).

In 22/23, we launched a Student Support survey, communicated via Canvas notifications, a Student Support newsletter, BoS, SSCCs and GSA bulletins. Students were asked how satisfied they were with overall support and reasonable adjustments from both Student Support and the teaching staff in an attempt to develop a baseline and measure of impact. 78 responses were received which we do not feel is representative of the GSA population with new strategies considered in 2024.

Student Support have therefore submitted a proposal to the Learning and Teaching Committee requesting the inclusion of two additional questions in the institutional Student Experience Survey, implemented Feb 2024:

- 1. I am aware of Student Support services and how to access these.*
- 2. When needed, the information and advice offered by Student Support services has been helpful.*

For session 23/24, we will be unable to disaggregate this information by intersectionality and therefore intend to increase the number of responses for the pilot Student Support Survey. We are actively investigating options to allow us to track EDI data within the institutional Student Experience Survey, with a minor amendment required to the survey policy which we anticipate will be in place for Feb 2025. This data will be utilised as a baseline to track progress and inform action.

Results from the 22/23 Student Support Survey found that 82% of students knew how to access our counselling and mental health service. Of those, 24% identified as male, 57% female, 29% prefer not to say.

In the 2023 NSS; In response to being asked how well communicated was information about your university/college's mental wellbeing support services, 74.83% scored positively.

A pilot student Equality Survey was employed in 2023 to provide some baseline data for our aim to be NEO-compliant. 37 responses were received which we recognise is not representative of the GSA population and will be addressed moving forward.

Key data findings can be found in the table below:

Total number of students	37
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Sex	<ul style="list-style-type: none"> • 56.8% of all surveyed students, regardless of their sex, did not know what Report and Support was; • 43.3% of all surveyed students, regardless of their sex, were familiar with Report and Support. 50.0% of those reported being confident that Report and Support is helpful in reporting and solving issues of bullying, harassment or discrimination of any kind, while the other 50.0% were unsure. • 16.2% of all surveyed students identified as male and 83.3% of those reported that they know how to access Mental Health support and resources at the GSA.
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Data is also gathered on students accessing GSA counselling and/or mental health services:

Accessing Counselling			
Year	Male	Female	Other
2019/20	23%	77%	-
2020/21	19%	81%	-
2021/22	24%	76%	-
2022/23	21%	78%	1%

Accessing Mental Health			
Year	Male	Female	Other
2019/20	23%	77%	-
2020/21	19%	81%	-
2021/22	26%	74%	-
2022/23	23%	77%	-

There was a decrease in the percentage of males accessing the GSA counselling service, dropping from 24% in 21/22 to 21% in 22/23 which is not representative of the overall GSA population, 32% in 22/23. This potentially indicates additional barriers for male students, which is in line with sector and national evidence. In response to this data, we added additional messaging targeted at males to the [student intranet](#) and invited Men Matters onto campus to promote services.

In Feb 24 we launched a staff survey incorporating a range of questions related to EDI and wellbeing, this will include asking if staff feel safe and whether they know how to access mental health support. We will be unable to disaggregate this by sex but will use the results to provide some baseline data in support of this NEO with common themes identified to enable targeted staff training in academic year 24/25. We will repeat our staff survey to enable effective evaluation of progress made with frequency still to be agreed.

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.

Please see NEO 2: *The success and retention rates of college and university students who declare a mental health condition will improve for an overview of mental health strategies to support to students.*

15. Sex

Institutions will have regard to significant imbalances on courses and take action to address it.

Baseline data can be found in the [Student Equality Monitoring Report](#) and referenced within The Equality Update and Mainstreaming Report 2024. section 3.6

In 2022/23, 31.6% of all GSA students identified as ‘Male’, 66.5% identified as ‘Female’, 1.3% identified as ‘Other’ and for 0.7% there was no information available or they preferred not to say. These numbers are consistent with previous years and regardless of whether the students are undergraduates or postgraduates. 22/23 marks the second lowest percentage of students who identify as male and highest percentage of students who identify as female at GSA over the past five years, second only to 21/22 (31.6% and 66.5% respectively). When we break this down per School, there are clear differences often linked to the profile of courses available, which within Fine Art and Design, often attract female applicants.

School	Percentage Male	Percentage Female	Percentage Other /Prefer not to say
Architecture	43%	56%	1%
Design	27%	72%	1%
Fine Art	23%	74%	3%
Innovation and Technology	43%	54%	3%

This is a clear area of development for the GSA. Equality 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, ensuring action to address these imbalances.

This has been supplemented by the introduction of an Academic EqIA form developed in 2023 in preparation for the implementation of the CAF. This ensured each programme considered student application, enrolment, retention and attainment data by protected characteristic to identify 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 PMAR Process.

Furthermore, 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. Gender imbalance and potential positive recruitment strategies will be considered as part of this process.

Examples of initiatives in support of gender include:

- To support and encourage more females within Architecture, students and staff within the MSA to be involved in a codesign event 'Redefining Glasgow as a Feminist City' on 8th March 2023, International Women's Day in collaboration with the charity The Glass-House and Missing in Architecture, MiA. The event will draw on our discussions around EDI issues within architecture and focus these through physical outputs and build on the recent motion passed from Green Councillor Holly Bruce, who has proposed Glasgow makes women central to 'all aspects of planning, public realm design, policy development and budgets'. Through co-design and collaborative discussion, we aim to extend this thinking and look at how design can be equal for all.
- The GSA Archives and Collections have prioritised work to *explore and surface stories, narratives, projects and activities that align with GSA's core ambitions in Social Justice and climate actions, digital literacy and collaboration* e.g. surface under-represented groups within A&C holdings, currently focussing on female narratives, feminism in the early 20th century and activism, including an application for a SGSAH Collaborative Doctoral Award (CDA) looking at gender and activism at GSA.

16. Sexual orientation

Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.

In response to the NEOs highlighting sexual orientation as a persistent inequality, a degree classification, attainment and withdrawals analysis by sexual orientation has been incorporated into the GSA's 2021/22 and 2022/23 Student Equality Monitoring Reports.

A pilot student feedback survey was employed in 2023 to provide some baseline data for our aim to be NEO-compliant. 37 responses were received which we recognise is not representative of the GSA population. Student Support have therefore submitted a proposal to the Learning and Teaching Committee requesting the inclusion of an additional question in the institutional Student Experience Survey, implemented Feb 2024: *"I feel safe to be myself at university/college."*

For session 23/24, we will be unable to disaggregate this information by intersectionality and therefore intend to increase the number of responses for the pilot Student Support Survey. We are actively investigating options to allow us to track EDI data within the institutional Student Experience Survey, with a minor amendment required to the survey policy which we anticipate will be in place for Feb 2025.

Key data findings can be found in the table below, this initial data will be used a benchmark alongside the staff survey data implemented in Feb 2024:

Total number of students	37
Sexual orientation	<ul style="list-style-type: none"> • 43.4% of all surveyed students identified as LGB (Lesbian, Gay, Bisexual) or 'Other'. • 100.0% of those reported feeling safe to be themselves at the GSA; 93,8% of all surveyed students who identify as LGB or 'Other' reported feeling physically safe, safe from bullying and harassment and safe from stigma and prejudice at the GSA.

Specific initiatives include:

- In 2021-22 the School of Fine Art (SoFA) delivered Postgraduate electives including *Decolonising Strategies in the Arts and Queer Strategies in the Arts*. The development of SoFA's Research strategy includes the establishing of research networks emerging from staff interests including Queer Materialities and Feminist Histories of the Present. 2021 concluded with the exuberant '*What's the Matter? Queer Materiality and Communities of Making*' research symposium. Newly established SoFA staff research networks include Feminist Histories of the Present and Queer Materialities.
- The SoFA Research Network Queer Materialities also worked towards the book launch and exhibition *Queereal Secretions: Artistic Research as Exquisite Practice*, planned for 2023 in the new Stow Annex Gallery and on a publication, building on the *What's the Matter? Queer Materiality and Communities of Making*, a symposium that took place in June 2022
- Library Booksale funds 2023 utilised to support student societies to help diversify reading collection e.g. taking Queer Society to Good Press and allowing them to select titles for purchase.
- MSA are working with an architectural practice 'New Practice' which is a women and LGBTQ+ led practice on a live project within the City of Glasgow. Members of the practice will be supporting this project in Semester 2, 2023-24 session. This allows for a diversification of voices and the opportunity for students to collaborate on a project with a progressive architectural practice.
- A postgraduate Photography student created a series of engaging portraits entitled 'I Am Just Me'. I Am Just Me aimed to shine a light on marginalised individuals, many of whom had experienced Intolerance and prejudice about their sexual orientation and how they identify.

- Who Needs Therapy? was a final project by a postgraduate illustration student that explored the common experiences of young people in the gay community in contemporary China. The project expressed that homosexuality is still deeply misunderstood in Chinese society and there is a real lack of knowledge and understanding. *Who Needs Therapy?* took as its starting point, the student's own experiences of coming out to his mum, her reaction, and an encounter with a doctor suggesting conversion therapy and that "Homosexuality can be changed if you want it to be".
- An Interior Design undergraduate student designed a speculative LGBTQ+ centre located on Buchanan Street. The prominent site location aimed to provide visibility and access to information, social space, library, and support.
- Within our Student Partnership Agreement, we have committed to monitoring the diversity of our Student Representatives in order to ensure that our feedback mechanisms and structures are representative of the diversity of our student body. We have set the ambition that the diversity of our student representatives be comparable with the diversity of our student body in order that our student voice roles and structures capture the full spectrum of experiences of all our students. As such we have committed to monitoring the diversity of our student representatives. Due to the ratio of our student representatives to cohort size it is not possible to provide a like for like comparison by population however it is clear within the data set that students with no religion or belief and students whose sexual orientation is heterosexual appear to be under-represented within our student representative pool. This will be considered moving forward.