

Interim Review of  
Equality Outcomes 2017  
– 2021



Royal Conservatoire  
*of* Scotland

April 2019

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## Introduction

This document provides details of our interim progress against the Equality Outcomes that we committed to in 2017.

It identifies:

- what actions we have taken:
- what achievements we have made: and
- what has yet to be done.

It highlights some areas of work that are no longer strategic priorities for the Conservatoire and will therefore not continue to be monitored within this document, although work, monitoring and evaluation will continue.

It also identifies some new issues that are emerging which we will monitor and measure to evaluate if work is required in these areas, and which will subsequently be included within our new Equality Outcomes in 2021.

**Note:** Please note that due to institutional restructures, some changes have been made to the original document to reflect where responsibilities now lie within the current structure, so the version of the detailed action plan contained within this document may differ slightly to the one published in April 2017.

OVERVIEW OF EQUALITY OUTCOMES 2017 - 2021						
	Equality Outcome	Evidence	Strategic Link	Protected Characteristic(s)	Lead	Success Measure
1.	Our learning, teaching and administration environment is supportive in relation to all students and staff.  <b>*AC</b>	Disabled Student Survey International Student Survey Student Leaver Survey Library User Survey AV Support Survey Staff Survey Programme Reviews Complaints Reporting	Strategic Plan 2015-2020  SFC Outcome Agreement	Age, Disability, Gender, Race, Pregnancy & Maternity, Religion & Belief, Sexual Orientation, Trans Status	Board of Governors CSMT E&D Forum HR, AAS SU All Staff All Students	Increase in diversity of RCS community Improved approval rating in surveys Increase engagement in E&D initiatives Decrease in E&D related complaints E&D embedded throughout curriculum
2.	An increased diversity of students and staff involved in learning and teaching at the Conservatoire.  <b>*B</b>	Enrolment and matriculation data for students. Appointment data for staff Equality & Diversity Annual Monitoring Report	Strategic Plan 2015-2020 SFC Outcome Agreement Gender Action Plan	Race Gender Disability Trans Status Age	Stud. Recruitment Teams, LL&WA Fair Access Committee Recruitment Group Marketing, HR	Increased number of BAME students and staff Increased no of female students in traditionally male subjects/ vice versa Increased number of Trans staff and students due to positive and supportive environment
3.	All of our policies, systems and processes for students and staff are inclusive, accessible and transparent, demonstrating the benefit of reflecting on previous performance and feedback to the enhancement of our practice.  <b>*ABC</b>	Student Attitude Surveys Staff Survey Equality & Diversity Annual Monitoring Report Annual Dialogue Discussions Focus Groups with Staff and Students on annual basis	Strategic Plan 2015-2020 SFC Outcome Agreement EO1	Age, Disability, Gender, Race, Pregnancy & Maternity, Religion & Belief, Sexual Orientation, Trans Status	AAS HR Policy Owners E&DF E&DO	Equality Impact Assessments completed for all policies and processes Decrease in number of related complaints Increase in diversity of RCS community Improved approval rating in surveys

4.	A comprehensive set of student and staff equality and diversity data that gives us a more detailed picture of our Conservatoire community and enables us to undertake more informed analysis of under-representation. *A	Equality & Diversity Annual Monitoring Report  HESA statistics	Strategic Plan 2015-2020  SFC Outcome Agreement	Age, Disability, Gender, Race, Religion & Belief, Sexual Orientation, Trans Status	Human Resources Academic Admin & Support (AAS) Statistical Analyst Information Services E&DO	Improved equality and diversity statistics. Enhanced reporting to E&D Forum.
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**\*The General Equality Duty**

**A:** Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

**B:** Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.

**C:** Foster good relations between people who share a protected characteristic and those who do not.

# Review of interim progress against Equality Outcomes 2017-2021 during 2017 - 2019

The following pages provide details of:

- Our Equality Outcome commitments for this period
- Our achievements in the identified areas
- Our key learning during this period
- Where things did not go as planned
- Where we have modified our Equality Outcomes
- Areas of potential development

Equality Outcome Ref:	Commitment	What we Achieved and What we Learned 2017-2019
<b>EO1: Our learning, teaching and administration environment is supportive in relation to all students and staff</b>		
<b>Key Learning Point: It became apparent that however worthy this Equality Outcome commitment was, it was too broad to be realistically monitored and achieved within the given timescale. For this reason, we have refined our scope and focus with the aim of ensuring that our commitments can more readily be achieved, whilst still being challenging.</b>		
1.1	We will develop our institutional knowledge and awareness relating to ethnic diversity and engaging communities.	<p>We piloted training from Radiant and Brighter on both <i>Ethnic Diversity &amp; Equality</i> and <i>Cross Cultural Communication</i>. Both programmes received very positive feedback (but evaluations did not elicit data relating to any measurable changes in behaviour following training).</p> <p>We commissioned targeted Race Equality workshops for our Learning &amp; Teaching Conference in September 2017 and brought back the visiting academic to run sessions with key staff groups during 2018, with more programmed for 2019.</p> <p>We have engaged with the Race Equality Training programme led by AdvanceHE with a view to implementing elements of it over the coming academic session.</p> <p>A key outcome of all training to date has been to highlight the need for more targeted awareness raising and development in this area to address issues around whiteness, race and perceived power in the classroom and beyond.</p> <p>We are active members of the Scottish Race Equality Network, whose Terms of Reference are:</p> <ol style="list-style-type: none"> <li>1. To enable member institutions to better meet the duties of the 2010 Equality Act in relation to race equality.</li> <li>2. To provide a safe space to explore race equality in the Scottish context, with the aim of reducing the differentials in outcomes for BME staff and students.</li> <li>3. To advocate for, and explore ways of creating a priority and pervasive approach to race equality within the sector, with the challenges of:</li> </ol>

		<ul style="list-style-type: none"> <li>a. Advancing the profile of and commitment to race equality across further and higher education</li> <li>b. Gaining institutional support for race equality work and leveraging institutional activity beyond legislative requirements</li> <li>c. Lobbying statutory and sectoral bodies with the aim of improving the representation, progression and success of BME staff and students</li> </ul> <p>4. To become an authoritative voice and information exchange on race equality within the sector including the creation and sharing of good practice, research and ideas within Scotland and the UK, to include collaboration and liaison with the Higher Education Race Action Group (HERAG) and other relevant stakeholders and networks.</p>
1.2	We will develop the capability and confidence of our staff to effectively promote positive attitudes within students from an early age and to challenge inappropriate language and behaviour in a positive way within the learning environment.	We have agreed with <a href="#">Radiant &amp; Brighter</a> to jointly produce a training package in 2021 to deal with inappropriate language and behaviour by all age groups within the learning environment.
1.3	We will improve the level of staff and student knowledge and awareness relating to disability and mental health issues We will develop a community of support for staff in front facing roles to deal confidently with all types of diversity.	<p><i>Birds of Paradise</i> have delivered a series of Disability Equality Training workshops for us, reaching a large number of key frontline staff and have had a measurable impact on their understanding and awareness of disability issues, as well as staff confidence in dealing proactively with students, colleagues and visitors.</p> <p>We will continue to run these programmes on a biannual basis.</p> <p>We continue to train staff and some students as Mental Health First Aiders and are looking to develop our capacity to provide this training in-house in the coming year. This will assist our</p>



		development towards the <a href="#">Healthy Working Lives</a> Silver Award, thereby enhancing further our positive working and learning environment.
1.4	We will educate staff and students on trans issues and provide a positive and supportive space for anyone who identifies as trans or non-binary	<p>Our <i>Trans Policy and Procedure</i> was published in November 2018 and we will be running workshops for staff and students in spring 2019 to ensure that all members of our learning and teaching community can understand and help to support both the concepts and practical implementation of the policy.</p> <p>We are active members of the <a href="#">TransEDU Community of Practice</a>, which brings together staff from colleges and universities across Scotland to share expertise, develop practice, and gain peer support in advancing trans equality in their institutions.</p>
1.5	We will achieve Silver Award in the Healthy Working Lives programme, run by NHS Scotland	<p>We achieved the Bronze Award and will be working towards the Silver Award in the 2019/20 academic year.</p> <p>We have been limited in the progress we are able to make towards the Silver Award due to one of the criteria, which is that we must have a plan in place and be delivering Mentally Healthy Workplace Line Manager Training to our own line managers. There are very limited places to attend the Train the Trainer training for this, and therefore until we are allocated a place, we will not be able to meet this particular requirement. We are on the waiting list.</p>
1.6	We will provide a sample range of Mindfulness activities to promote health and wellbeing	<p>Both staff and students have been provided with access to a range of Mindfulness activities, including yoga, mindfulness and wellbeing workshops.</p> <p>We will continue to provide activities at key stress points throughout the year (i.e. exam periods, Mental health week) as attendance statistics and feedback show that this is more effective than ongoing programmes or blocks of sessions throughout the academic year.</p> <p>The Wellbeing Forum has also arranged a wide range of workshop and information sessions throughout the last two academic years, covering issues such as: cancer, epilepsy, heart health, smoking cessation, sedentary working lives, stress awareness and coeliac awareness.</p>

1.7	We will become a recognised <i>Dementia Friendly</i> organisation	<a href="#"><i>Dementia Friends Scotland</i></a> has run a successful workshop for Community Music students. We remain committed to liaising with <i>Dementia Friends Scotland</i> to run workshops for key frontline staff to ensure we are a welcoming venue to all visitors. We have extended our milestone for implementing the workshops to April 2020.
1.8	We will forge partnerships with local Students Unions to provide a broader range of support to our students with protected characteristics	In addition to our partnership with Glasgow Clyde College's LGBTQ Society, we have forged strong links with the POC (People of Colour Society) at Glasgow School of Art. We have collaborated on women's events with University of Strathclyde and are seeking to establish a wheelchair basketball event with Glasgow Caledonian University. Anecdotal evidence suggests that students feel the benefit from being both members of a small, institution whilst being able to access the benefits of student societies and organisations at our larger neighbouring institutions.
1.9	We will provide students with critical information and advice relating to sexual health	Unfortunately we have not yet been able to fulfil our ambition to host a Sexual Health Symposium, and consideration will be given as to whether this will be a priority for the SU in the coming two years.  We continue to make information and resources accessible to students and will be marking Sexual Health Week 2019 which falls during Fresher's Week. As last year, we will be inviting sexual health charities (e.g. Terence Higgins Trust) to our Fresher's Fair and will not be requiring payment for their stall, as is standard with other participants.

Equality Outcome Ref:	Commitment	What we Achieved and What we Learned 2017 -19
<b>EO2: An increased diversity of students and staff involved in learning and teaching at the Conservatoire</b>		
<b>Key Learning Point: As with Equality Outcome 1, we recognise that the overarching statement for this Equality Outcome is very broad. However, our individual actions were focused and specific, enabling them to be effectively monitored and evaluated through the interim review period.</b>		
2.1	We will take action to address the gender imbalance on identified programmes (whilst recognising and respecting that some people experience gender differently, for example, people who identify as transgender or non-binary).	<p>We developed a <a href="#">Gender Action Plan</a>, in which it was identified that in terms of 'subject' (as defined by SFC using JACS), the only subject offered by the Conservatoire that exhibited a 'severe gender imbalance' (i.e. greater than 75% of one gender) was "Training Teachers", which represents our part-time Masters in Education. This programme had a gender breakdown of 81% women and 19% men in a total of 79 students. It was stated that the reasons for the imbalance in that single subject would be considered as part of the annual programme monitoring process.</p> <p>Research into this has establish how we might redress the balance more favourably. From this analysis it is possible to see that the issue is compounded by the following:</p> <ol style="list-style-type: none"> <li>1. The disproportionate number of females to males studying a Creative Arts subject at UG level (68:33)</li> <li>2. The disproportionate number of females to males studying education at PG level (72:28)</li> <li>3. The disproportionate number of females to males studying part-time on a taught PG programme (61:39)</li> <li>4. The disproportionate number of females studying on our programmes with a dance specialism (94:4)</li> </ol>

		<p>The proportions of female to male on our programmes reflect application statistics to the programmes and as such it seems that we will need to engage in more targeted marketing and recruitment processes, if we are to redress the balance. We have been engaged recently in some more intensive recruitment drives aiming to reach a much wider range of applicants. We will monitor this for intake 2019 and will review the potential ways in which we can make the programmes more attractive to male applicants as part of our programme review process, now underway.</p> <p>In the 2018/19 academic year, Dance has been identified as having a 'severe gender imbalance', with a current gender breakdown of 83% women and 17% men, from a total of 52 students. This programme did not previously have a gender imbalance, and the impact of a very small cohort numbers can skew the 'story' that the raw data and percentages tell.</p> <p>Other areas exist where we wish to address the significant male majority, such as in Conducting, are within the School of Music. To this end, we hosted a Royal Philharmonic Society's weekend workshop for aspiring women conductors in February 2019 and made funding available to cover the costs for the 4 internal applicants who attended. The impact of such support will take time to measure but we will track the progress of these students, as we do all of our students, to identify the benefits to them of their engagement in this initiative.</p> <p>Composition was another area within the School of Music which had a significant male majority but this has shifted over the last two years, both in the number of women staff and working in the discipline, alongside more women and non-binary students.</p>
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2.2	We will actively participate in Advance HE's (formerly Equality Challenge Unit) Athena SWAN Charter	<p>We have decided to await the outcome of the Athena Swan consultation process before undertaking more work in this area. The current Athena Swan template for applications does not allow for contextualising narrative for institutions like ours that are small, specialist and primarily responsive to student needs in terms of staffing (rather than, say, to building Research centres/teams).</p> <p>We have also fed back to Athena Swan that there is a crowded interface between Athena Swan and all the other imperatives and it would be appreciated if there was some form of recognition that data gathered for one purpose could be used for another. There could be further linkage of those imperatives in order to make the process of application for awards easier without affecting the standard.</p>
2.2.1	We will facilitate the development of a more equal workplace for staff by working to eliminate gender based occupational segregation.	<p>We have consulted with <a href="#">Close the Gap</a> on best practice and will continue to do so.</p> <p>We are continuing to work with <a href="#">Family Friendly Scotland</a> to identify any areas where we could enhance our working practices.</p> <p>We are launching our new Conservatoire Colleague Coaching Scheme in Spring 2019 which we believe may appeal especially to female colleagues, although it is available to all staff.</p>
2.3	We will extend our range of summer school dance provision over the next 2 years to encourage more engagement from our local BAME communities	<p>We had considered running some targeted summer schools in both Classical Indian dance and Classical Chinese dance, but further research identified that there would not be the uptake for these programmes. We have a significant number of young Chinese dance students who attend RAD Ballet classes and we are hoping that these will transfer into applications to other programmes.</p>

2.4	By 2020 we will have increased the proportion of Transitions students from a BAME background	<p>In January 2017 the BAME composition of the Transitions cohort stood at 9%. This dropped slightly to 8% in January 2018 but rose significantly to 16% in January 2019 and 18% in April 2019.</p> <p>Our <a href="#">Fair Access Plan</a> 2017 – 2021 provides full details of our commitments in this area</p>
2.5	By 2020 we will have increased the proportion of Transitions students from a care experienced background	<p>In January 2017 the care experienced composition of the Transitions cohort stood at 2%. This rose to 4% in January 2018 and jumped considerably to 14% in January 2019.</p>
2.6	We will develop our partnership work to ensure that we are effectively engaging with our diverse local and national communities	<p>As part of the Equality Challenge Unit's <i>Attracting Diversity</i> project legacy, we have been working with our Research Department to conduct some important field research with St Albert's Primary in Pollokshields, Glasgow. The school has an ethnically and socially diverse demographic. The project delivery will largely be conducted by BAME artists and our own BAME students. This research takes into account our previous research which highlighted the need to widen our outreach approach and start earlier in order to better engage with Glasgow's BAME communities in regards performing arts (and specifically, Drama).</p> <p>Our plan to implement a pilot project with Glasgow schools to engage and develop talent within our local ethnically diverse communities has been replaced with the St Albert's School project. We are working directly with St Alberts and if this is a successful model, this could be rolled out to other similar schools dependent on staffing and budget.</p>

		<p>We are also working with Open Door to increase the diversity of applicants for BA Acting and BA Production programmes. This is the first year of working with Open Door as an official drama school participant so data is limited until all offers have been distributed.</p> <p>We have 1 Production applicant from this year's Open Door cohort and 36 BA Acting applicants. Aside from this, people who were involved with Open Door last year (prior to our official involvement) have also applied – we have 7 BA Acting applicants. They will all fall within the eligibility criteria of Open Door, which includes having a household income of less than £25k, and less than £30k should they be from London.</p>
2.7	We will continue to seek and foster partnerships with arts organisations who work with groups with protected characteristics and individuals/ groups who face additional barriers	We continue to progress this work through our partnership with <a href="#">Focus West</a> and other key arts organisations. During this period we have worked with: <a href="#">Scottish Youth Theatre</a> , <a href="#">National Theatre for Scotland</a> , <a href="#">Scottish Ballet</a> , <a href="#">MCR Pathways</a> , <a href="#">Scottish Dance Theatre</a> , <a href="#">Sistema (Big Noise)</a> and the <a href="#">Youth Community Support Agency</a> .
2.8	We will extend our use of technology to widen access to our music programmes	Technology is being maximised to enable one to one music teaching for a small number of Junior Conservatoire students in remote and rural areas. In addition to the work done as part of the Junior Conservatoire, we have created an exciting learning resource pack, accessible via our portal, for schools and communities to learn how to make films on their mobile phones. We also have created some videos, also available on our portal, for people living in Aberdeenshire, and across Scotland through our <i>Widening Access to the Creative Industries</i> programmes, to understand more about the creative industries.
2.9	We will extend our Third Age programming to provide more opportunities for people over 55 to engage in the arts	The Third Age Theatre class is now well established, participating in the <i>Luminate</i> Festival in 2017 and planning to do so again in the future.

		We believe that the impact of this class is enhanced social interaction and giving a voice to older people in society, and we intend to review the impact within the next two years.
2.10	We will develop an open access Community Choir, which will require no previous experience.	Attempts were made to develop this but this was discontinued due to a lack of demand. It highlights the need to gather evidence to support making commitment to action.
2.11	We will seek additional funding to establish more bursaries to enable a broader range of participants who face barriers to engaging with the arts to benefit from Lifelong Learning activities.	Our Agnes Allen and James McAvoy bursaries are ongoing and continue to be oversubscribed. We are working with our Fundraising Team to increase funds to make activities as accessible as possible and reduce financial barriers, for example in the provision of wrap around childcare for summer courses without costs being transferred to parents/ carers.
2.12	We will develop and support student led activities to promote widening access, promoting “real models” rather than “role models”	<p>All SU diversity related activities are led by a person with the appropriate protected characteristic, thereby developing and modelling leadership skills. This is clearly defined during relevant celebratory events, such as Black History Month when we had a Women of Colour Panel, LGBTQ History Month with a Panel Discussion with representatives from SQIFF and Vogue, amongst others. Women’s History Month 2019 kicked off with a Women in Leadership workshop for any students who self-identify as women, to debunk the myth that women do not have good leadership skills. The workshop was run by the NUS Scotland Women’s Officer. This approach is continued beyond these practices.</p> <p>The SU and the Liberation Officers support activities and events to promote diversity within the arts both within and beyond the Conservatoire.</p>



Equality Outcome Ref:	Commitment	What we Achieved and What we Learned 2017 -19
<p><b>EO3: All of our policies, systems and processes for students and staff are inclusive, accessible and transparent, demonstrating the benefit of reflecting on previous performance and feedback to the enhancement of our practice</b></p>		
<p><b>Key learning point: We have become more aware of the need to make all of our policies accessible to people with differing needs and aim to review and revise written documents in as simple and clear a format as possible and appropriate.</b></p>		
3.1	<p>We will review our Equality Impact Assessment (EIA) process and ensure that it is fit for purpose</p>	<p>We reviewed and updated our EIA process and piloted it on our 2018 Outcome Agreement for the Scottish Funding Council. We will be rolling out training and support to all policy owners in 2019 to ensure that all of our policies and practices are appropriately assessed for any impact on a protected group.</p>
3.2	<p>We will ensure that we make events, performances and information accessible to our d/Deaf students (and audiences where applicable)</p>	<p>We published our <a href="#">BSL Plan</a> in October 2018 which lays out our detailed plans for how we will continue to enhance access to information, our events and performances to BSL users. Our BSL Plan contains details of our commitments to extend this access up to 2024, and is regularly reviewed and updated by a Working Group comprising staff, students and external representatives, including BSL users within all of these categories.</p> <p>We also aim to further develop the creative integration of d/Deaf performers in productions, providing employment opportunities for graduates. We have committed an extra financial resource to supporting this, and other work specifically identified within our BSL Plan.</p>

3.3	We will develop the Inclusive Education module of our M.Ed. for Arts Pathway 5 for dance professionals, to ensure that learners at all levels have the appropriate support.	This module was delivered for all students on the MEd Pathway 5. The module will be progressed through the May exam board. It was delivered by a colleague who has considerable expertise in inclusive education having previously led Strathclyde University's MEd in Inclusive Education. This colleague has been contracted to join the MEd delivery team for the rest of the academic year.
3.4	We will improve how we administrate and market our Lifelong Learning (LLL) courses to ensure that they are more accessible	<p>The LLL prospectus format was improved in 2018 with clearer listings - all important course information (dates, prices, etc.) in black ink on white background.</p> <p>We do not accept applications in BSL, but we offer 1:1 support to D/deaf students to complete application forms. Some of our staff have basic BSL skills but if we need increased support we organise interpreters to attend a "booking in" meeting with potential students.</p> <p>The new online booking and customer management system has been implemented; it is still in development for some functionality, but is fit for purpose for LLL. It is a much improved system which is more user friendly and gives students a degree of control over their bookings (they set up an account with us which they can access and amend information).</p>
3.5	Where possible, we will mainstream individuals with specific learning needs into mainstream Lifelong Learning classes rather than accommodate them in separate programmes.	All applicants to Lifelong Learning courses are asked to provide details of their access and additional support needs, explaining that <i>"In order that we can create a safe and enjoyable educational experience, it is important that we are aware of any requirements or support needs students may have. This will help us prepare and plan our work with you as well as support your participation in classes"</i> .

<p>3.6</p>	<p>The Students Union will review its committee structure to ensure that it is as inclusive and accessible as it possibly can be.</p>	<p>The SU has made a concerted effort to ensure the Student Council is diverse, and the constitution has been edited to this effect. Role descriptors for the Liberation Officers have been developed and published. The SU committed to encouraging more BSL users onto the Student Council and is now proud that over 10% of members of the Council are BSL users.</p>
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Equality Outcome Ref:	Commitment	What we Achieved 2017 -19
<p><b>EO4: We have a comprehensive set of student and staff equality and diversity data that gives us a precise picture of our Conservatoire community and enable us to undertake accurate analysis of under-representation</b></p>		
<p><b>Key learning point: The content of this Equality Outcome largely replicated our Equal Pay Review Action Plan and was therefore unnecessary duplication. We have therefore decided to remove the duplication and report on these activities only in the Equal Pay related specific documents from now on.</b></p>		
4.1	Develop our staff monitoring data to enable us to analyse all access to training and development opportunities	We are in the process of implementing this; we have purchased the learning and development module for I-Trent and are identifying the most effective method of capturing the necessary data to ensure we can use this information meaningfully for reporting purposes.
4.2	Increase our understanding about access to flexible working at all levels within the institution to assess whether it is impacting upon the career development of any staff (this can include part time hours and full time hours worked on a flexible pattern)	We undertook a staff survey in May 2018 to gather data on gendered experiences around access to training, development and flexible working. 70% of respondents identified as female. Whilst the majority of staff were aware of how to access training, there was a clear need to make all staff aware of internal processes to request development opportunities. This will be largely addressed within our new Professional Updating Scheme which is to be launched shortly. The majority of staff were also aware of their rights to request flexible working but a lesser number were aware that this could be unrelated to family or caring responsibilities, and we are considering how best to promote this.
4.3	Reduce the overall gender pay gap within the Conservatoire	The actions and subsequent updates for this are contained within our <a href="#">Equal Pay Review</a> . All further references to equal pay and

		occupational segregation will be referenced there to avoid duplication.
4.4	Investigate and address the increasing gender pay gap for part time staff	As at 4.3
4.5	Investigate and address the pay gap relating to BAME staff	As at 4.3
4.6	Review the allocation of hours to hourly paid staff to ensure there is no gender bias	As at 4.3
4.7	Explore the areas where there is evidence of occupational segregation to review what action can be taken to address the situation	As at 4.3
4.8	Introduce a new system to track all pre-HE students to enable better monitoring of protected characteristics and socio-economic backgrounds	Work is ongoing in this area. Whilst it will not be possible to implement a system that combines both pre-HE and senior schools, enhanced monitoring is enabling better tracking of students than previously and this will continue to be enhanced.
4.9	The HR Department has become aware of a potential issue around age within the staff body in terms of team dynamics and relationships	We will monitor this area to assess whether age is a protected characteristic around which we will need to build an action in our next round of Equality Outcomes in 2021.

The following pages contain our full Equality Outcomes 2017 - 2021 document

- originally published in April 2017 -

*for reference purposes*

Equality Outcome Ref:	Commitment	Position as at 2017	Action required	Who	Deadline
<b>EO1: Our learning, teaching and administration environment is supportive in relation to all students and staff</b>					
1.1	We will develop our institutional knowledge and awareness relating to ethnic diversity and engaging communities.	We are piloting a full day induction session for new staff focussing on ethnic diversity and equality. This will be run by Radiant & Brighter.	Training to be evaluated, with a view to including in our mandatory programme for all new staff. Alternative provision to be considered for existing staff during Learning & Teaching Week in September 2017. We will also review the potential for delivery to incoming students.	HR <sup>1</sup>  AAS <sup>2</sup>	January 2018
1.2	We will develop the capability and confidence of our staff to effectively promote positive attitudes within students from an early age and to challenge inappropriate language and behaviour in a positive way within the learning environment.	Staff do challenge but can find it difficult to find the right approach which does not lead to disengagement	We will work with Radiant & Brighter to develop a meaningful training tool which can be used in and with classes and teachers to promote positive attitudes and challenge with confidence.	HR	June 2021

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<sup>1</sup> Human Resources

<sup>2</sup> Academic & Administrative Support

1.3	<p>We will improve the level of staff and student knowledge and awareness relating to disability and mental health issues.</p> <p>We will develop a community of support for staff in front facing roles to deal confidently with all types of diversity</p>	<p>All members of staff were invited to attend disability awareness training and this will be reintroduced.</p> <p>All audition panel members received equality and disability awareness training</p>	<p>Appropriate focussed disability awareness training to be identified for staff and students (e.g. autism awareness)</p>	<p>HR</p> <p>E&amp;DO<sup>3</sup> CDA<sup>4</sup></p>	<p>Sept. 2018</p>
1.4	<p>We will educate staff and students on trans issues and provide a positive and supportive space for anyone who identifies as trans or non-binary</p>	<p>We are participating in the Trans-Edu project.</p> <p>We have SU LGBTQIA+ representatives</p>	<p>We will work with leaders in the field of trans arts to educate both staff and students, and to ensure that due consideration is given to trans issues from an employment perspective and as both educators and creative artists</p>	<p>E&amp;DO SU<sup>5</sup></p>	<p>July 2018</p>
1.5	<p>We will achieve Silver Award in the Healthy Working Lives programme, run by NHS Scotland</p>	<p>We have achieved the Bronze award through a number of activities, including information</p>	<p>We will continue our work in this area by maintaining our existing work and developing further our support for staff and students in terms of</p>	<p>HR</p>	<p>Dec. 2018</p>

<sup>3</sup> Equality & Diversity Officer

<sup>4</sup> Counsellor & Disability Advisor

<sup>5</sup> Students Union



		campaigns and interactive activities.	health promotion, healthy eating, mental health, wellbeing and stress management. We will run 2 Wellbeing Days, initially for staff, during 2017/18.		
1.6	We will provide a sample range of Mindfulness activities to promote health and wellbeing	We will provide taster block sessions for staff and students	Pending feedback on the taster sessions, we will introduce ongoing provision	HR	June 2019
1.7	We will become a recognised Dementia Friendly organisation	Dementia Friends Scotland has run a successful workshop for Community Music students	Key frontline staff will attend dementia awareness workshops There is the potential for BMus2 students to be offered dementia awareness workshops as part of their Music in Society 2 module	E&DO  CMC <sup>6</sup>	July 2019  TBC
1.8	We will forge partnerships with local Students Unions to provide a broader range of support to our students with protected characteristics	We have established a partnership with Glasgow Clyde College's LGBT Society	Explore opportunities to develop further partnerships with student societies from other colleges and HEIs	SU	Dec. 2017
1.9	We will provide students with critical information and advice relating to sexual health	In discussion with Umbrella Lane, Rape Crisis Glasgow and Terence Higgins Trust	Sexual Health Symposium to be organised and hosted by RCS SU, bringing together	SU	TBC

<sup>6</sup> Community Music Coordinator

			students from around Scotland		
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Equality Outcome Ref:	Commitment	Position as at 2017	Action required	Who	Deadline
<b>EO2: An increased diversity of students and staff involved in learning and teaching at the Conservatoire</b>					
2.1	We will take action to address the gender imbalance on identified programmes.	This is an area that was focused on in our original Equality Outcomes and continues to be a key priority for us.	We will develop and implement a Gender Action Plan in line with SFC requirements	SR <sup>7</sup> HR	September 2018
2.2	We will actively participate in the ECU's Athena Swan Charter	We will achieve the Athena Swan bronze level award	Establish a self-assessment team and commence audit in accordance with the Athena Swan guidelines	HR CSMT <sup>8</sup>	April 2019
2.3	We will extend our range of summer school dance provision over the next 2 years to encourage more engagement from our local BAME communities	We will source and deliver training that embraces Chinese traditional dance and Indian traditional dance.		Modern Ballet/ Lifelong Learning/ Junior Con (DDPF)	July 2019
2.4	By 2020 we will have increased the proportion of Transitions students from a BAME background	In the academic year 2016/17, 9.6% of the Transitions student body identified as BAME	We aim to increase the number of BAME to approx. 12% of total Transitions student body	Widening Access	September 2020
2.5	By 2020 we will have increased the proportion of Transitions students from a care experienced background	In the academic year 2016/17, 4.3% of the Transitions student body identified as having a care experience. Please refer to our Fair Access Plan for detailed information	We aim to increase the number of care experienced to approx. 5% of total Transitions student body	Widening Access	September 2020

<sup>7</sup> Student Recruitment

<sup>8</sup> Conservatoire Senior Management Team

		relating to our commitment to care experienced students.			
2.6	We will develop our partnership work to ensure that we are effectively engaging with our diverse local and national communities		<p>We will work in partnership with BEMIS (Scotland) to develop an engagement programme to reach grassroots arts communities and schools with high BAME representation.</p> <p>We will set up a rolling programme of engagement events with the Young Vic Theatre, London (rUK<sup>9</sup>)</p> <p>We will implement a pilot project with Glasgow schools to engage and develop talent within our local, ethnically diverse communities</p>	SR	AY 2018/19
				SR/WA <sup>10</sup> /BA Acting	AY 2018/19
2.7	We will continue to seek and foster partnerships with arts organisations who work with groups with protected characteristics and individuals/ groups who face additional barriers		We will aim to progress this work through our partnership with Focus West and other key arts organisations including Scottish Youth Theatre, National Theatre for Scotland and Scottish Ballet.	Widening Access	Ongoing but will report on progress April 2018

<sup>9</sup> Rest of the UK

<sup>10</sup> Widening Access

2.8	We will extend our use of technology to widen access to our music programmes	All staff in the Brass Department have been trained in video conferencing and have engaged in a range of projects both in the UK and abroad, including the Cayman Islands and the Cleveland Institute of Music.	We will enhance and maximise use of our video conferencing facilities to enable live streaming of masterclasses and workshops to students in less accessible locations; potentially this could be extended throughout the School of Music.	SoM <sup>11</sup> Junior Con.	2018
		We are running online/blended music sessions in the Junior Conservatoire.	We will extend the Junior Con programmes to the Outer Hebrides in partnership with the education department (E-Sgoil) as part of its 'virtual school' development.	Junior Con.	2018
			Develop online provision as part of our regional arts centre development in Fraserburgh in partnership with Aberdeenshire Council.	Junior Con.	TBC
2.9	We will extend our Third Age programming to provide more opportunities	We currently offer weekly drama classes	We will extend our provision to dance and potentially filmmaking. We will liaise with	Lifelong Learning	Sept. 2018

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<sup>11</sup> School of Music

	for people over 55 to engage in the arts		the <i>Luminate</i> Festival to promote our provision.		
2.10	We will develop an open access Community Choir, which will require no previous experience		The choir will explore a wide range of musical genres, including musical theatre and world music.	Lifelong Learning	Sept. 2018
2.11	We will seek additional funding to establish more bursaries to enable a broader range of participants who face barriers to engaging with the arts to benefit from Lifelong Learning activities		Additional funding to be sought from private funders and donors	Lifelong Learning/ Junior Con.	June 2019
2.12	We will develop and support student led activities to promote widening access, promoting “real models” rather than “role models”		Students with a PC to deliver relevant workshops within their own communities to promote RCS in an economic way, whilst challenging their own privilege	SU/ FAM <sup>12</sup>	2018

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<sup>12</sup> Fair Access Manager

RCS ~ EQUALITY OUTCOMES 2017-2021

Equality Outcome Ref:	Commitment	Position as at 2017	Action required	Who	Deadline
<b>EO3: All of our policies, systems and processes for students and staff are inclusive, accessible and transparent, demonstrating the benefit of reflecting on previous performance and feedback to the enhancement of our practice</b>					
3.1	We will review our Equality Impact Assessment process and ensure that it is fit for purpose	Research has been undertaken into approaches to EIA by other HEIs, to enable a refined process to be implemented and relaunched	Refined process to be designed and agreed. Training to be designed and delivered to all policy owners. Review mechanism to be established and embedded.	E&DO	July 2018
3.2	We will ensure that we make event, performances and information accessible to our d/Deaf students (and audiences were applicable)	We have increased from 3 to 10 the number of interpreted performances each year. Many departments are now automatically making their work accessible.	All parts of the RCS to have mainstreamed accessibility for d/Deaf students into their practice	ALL	July 2018
3.3	We will develop the Inclusive Education module of our M.Ed. for Arts Pathway 5 for dance professionals, to ensure that learners at all levels have the appropriate support.	Innovative Pathway has now been approved and accredited by General Teaching Council Scotland	Recruit students for 2017/18 intake	Academic Innovation	September 2018
3.4	We will improve how we administrate and market our Lifelong Learning courses to ensure that they are more accessible.		Prospectus to be made more accessible in terms of layout, font	Lifelong Learning/ Marketing	September 2018

			etc. Applications to be accepted in BSL and other formats. New pre-HE tracking system to be finalised and implemented.		
3.5	Where possible we will mainstream individuals with specific learning needs into mainstream Lifelong Learning classes rather than accommodate them in separate programmes.		Explore opportunities to incorporate classes, via staff training and awareness, additional workshop support etc.	Lifelong Learning	September 2018
3.6	The Students Union will review its committee structure to ensure that it is as inclusive and accessible as it possibly can be	We have begun the process of review of Students' Union committee structure and creating clear job profiles for liberation officers.	Undertake review of Students' Union Officer roles; build equality and diversity into new Strategic Plan	SU	December 2017



Equality Outcome Ref:	Commitment	Position as at 2017	Action required	Who	Deadline
<b>EO4: We have a comprehensive set of student and staff equality and diversity data that gives us a precise picture of our Conservatoire community and enable us to undertake accurate analysis of under-representation</b>					
4.1	Develop our staff monitoring data to enable us to analyse all access to training and development opportunities	We currently monitor most stages of the employment relationship and record most training activities, but this does not always happen if arranged locally	We will introduce a mechanism to ensure that all attendance at training events is captured and recorded	HR	Sept. 2018
4.2	Increase our understanding about access to flexible working at all levels within the institution to assess whether it is impacting upon the career development of any staff (this can include part time hours and full time hours worked on a flexible pattern)	We have staff working flexibly at all levels but recognise that there may be requests that are dealt with locally without being recorded	We will introduce a mechanism to ensure that all requests and agreements for flexible working are captured and recorded	HR	July 2017
4.3	Reduce the overall gender pay gap within the Conservatoire	We currently have a gender pay gap of 12.6%	Identify policies and practices to redress the balance Ensure female staff are aware of the opportunities available to them	HR	July 2018

4.4	Investigate and address the increasing pay gap for part time staff	The current pay gap for part time staff is 15.2%	Implement policies to address the pay gap	HR	April 2019
4.5	Investigate and address the pay gap relating to BAME staff	We currently have a race pay gap of 19.6%	Identify policies and practices to redress the balance	HR	July 2018
4.6	Review the allocation of hours to hourly paid staff to ensure that there is no gender bias	We currently have a gender pay gap of 26%, based purely on the number of hours worked by hourly paid staff	Ensure that there is no gender bias in allocation of hours	HR	July 2019
4.7	Explore the areas where there is evidence of occupational segregation to review what action can be taken to address the situation.	We have identified occupational segregation in the following areas: <ul style="list-style-type: none"> <li>o HR</li> <li>o Library</li> <li>o Administration</li> <li>o IT</li> <li>o Client Services</li> </ul>	Review of applicant data in first instance.  Review of recruitment process, including where and how vacancies are advertised.	HR	July 2018
4.8	Introduce a new system to track all pre-HE students to enable a better monitoring of protected characteristics and socio-economic backgrounds.	Our current systems are not adequate and need to be updated	We will be implementing the “Ensemble” system to track all PCs of learners from Pre-HE into UG study	Lifelong Learning/ Junior Con.	April 2018