



Royal Conservatoire
of Scotland

Equality Outcomes 2021-2025 Interim Report 2023

EQUALITY OUTCOMES 2021- 2025

The Royal Conservatoire of Scotland’s Equality Outcomes 2021 - 2025 build on the tremendous progress made and learning we have achieved since the implementation of our original Equality Outcomes in 2013, which were subsequently revised in 2017 and again in 2021.

Our Equality Outcomes demonstrate our optimism and commitment to continue to ensure that arts education is accessible to all, for the benefit of all.

We acknowledge that, due to a number of factors, we have not been able to progress our work on these key areas as speedily as initially intended, and we will be redoubling our efforts to ensure that we achieve our committed goals by the end of the full timescale for this document.

This document provides the following information:

1. An overview of RCS Equality Outcomes 2021 - 2025, together with success measures, strategic links, and how they link to the general equality duty of the Equality Act 2010
2. A Position Statement in relation to the Action plan for each of our Equality Outcomes 2021 - 2025

For more detail about any of the information contained within this document please visit our website or contact our Equality, Diversity & Inclusion Officer, Roz Caplan at r.caplan@rcs.ac.uk

OVERVIEW OF EQUALITY OUTCOMES 2021-2025

(more detail for each Outcome is contained later in this document)

	Equality Outcome	Evidence	Strategic Link	Protected Characteristic(s)	Lead/ Responsible	Success Measures
1.	<p>Anti-Racism</p> <p>Everyone within the Conservatoire community will have a greater understanding of their responsibilities in relation to embedding and applying anti-racism within their practice to positively advance equality, diversity and inclusion.</p> <p style="text-align: right;">*B C</p>	<p>Institutional and Local Action Plans</p> <p>Curriculum/ Programme Reviews</p> <p>Anti-Racism Training – delivered and feedback</p> <p>Staff and student surveys:</p> <ul style="list-style-type: none"> • Dignity Surveys • Satisfaction Surveys • International Student Survey • Library Surveys • Leavers Surveys • Complaints Reporting 	<p>Anti-Racism Action Plan</p> <p>RCS Strategic Plan</p> <p>SFC Outcome Agreement</p>	<p>Race</p> <p>Religion & Belief</p> <p>And all Intersections</p>	<p>Board of Governors CSMT</p> <p>EDI Forum HR, AAS SU</p> <p>All Staff All Students</p>	<p>Anti-Racism embedded throughout curriculum, both in terms of content and how it is being taught</p> <p>Ongoing development of institutional and local Action Plans</p> <p>Feedback from Black Union</p> <p>Improved feedback via relevant surveys</p> <p>Statistical data from Report and Support</p> <p>Ultimately a decrease in complaints relating to racism</p>
2.	<p>Neurodiversity</p> <p>To develop knowledge and good practice to fully support neurodiverse students and staff within the creative arts.</p> <p style="text-align: right;">*A B</p>	<p>Research undertaken to establish numbers of current students and staff, their needs and identify gaps in current support/ provision</p> <p>Policy and procedures developed in consultation with relevant stakeholders</p>	<p>RCS Strategic Plan</p> <p>SFC Outcome Agreement</p>	<p>Disability</p> <p>And all intersections</p>	<p>CSMT</p> <p>EDI Forum HR, AAS, RKE, SU</p>	<p>Implementation of good practice policies and protocols to meet the identified needs of neurodiverse students and staff</p> <p>Positive feedback via relevant surveys</p> <p>Showcasing and promotion of artists who identify as neurodiverse</p>

3.	<p>Gender Based Violence To develop good practice, not only in responding to GBV within the lives of our students and staff, but changing perspectives on how it is responded to within the curriculum</p> <p style="text-align: right;">*A B C</p>	<p>Sign up to the Fearless Glasgow Report & Support collaborative tool</p> <p>Standard GBV training rolled out to all relevant staff</p> <p>RCS specific policy and procedures developed in consultation with relevant stakeholders to address GBV within the curriculum</p> <p>Enhanced training rolled out to all relevant staff</p>	<p>RCS Strategic Plan</p> <p>SFC Outcome Agreement</p> <p>Equally Safe in HE Toolkit</p>	<p>Gender Reassignment Race Religion & Belief Sex</p> <p>And all intersections</p>	<p>Board of Governors CSMT</p> <p>EDI Forum HR, AAS, SU</p>	<p>Accurate reporting of GBV through Report & Support</p> <p>GBV policy and resources easily accessible to students and staff</p> <p>Training (both levels) delivered and evaluated for impact</p> <p>Texts used within curriculum reviewed to ensure GBV is not glorified</p> <p>Performances that include sensitive elements to be supported by Intimacy Choreographer</p>
4.	<p>Enhancing Board Diversity To enhance the diversity of our Board of Governors</p> <p style="text-align: right;">*A B C</p>	<p>Awareness Raising activities to address key issues: - i.e. what is involved in being a board member; change perceptions about who can be a board member etc.</p> <p>Design and deliver free and open access board member training to prepare individuals for potential future applications as a board member.</p>	<p>RCS Strategic Plan</p> <p>RCS BSL Plan</p> <p>SFC Outcome Agreement</p>	<p>All protected characteristics</p>	<p>Board of Governors CSMT</p> <p>HR, Marketing, BA Performance, External Partners</p>	<p>Awareness raising and training activities delivered in multiple formats and evaluated for outcomes</p> <p>Improved Board of Governor diversity data relating to:</p> <ul style="list-style-type: none"> • Expressions of interest • Applications • Successful selection

***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.

E.O. Ref:	Commitment	Action required	2023 Position Statement	Senior Lead	Revised Milestones
EO1: Anti-Racism					
Staff will have greater understanding of their responsibilities in relation to embedding and applying anti-racism within their practice to positively advance diversity and inclusion					
1.1	We will enact our commitment to Anti-Racism through the ongoing development and implementation of our Institutional Anti-Racism Action Plan (ARAP).	We will continue to maintain the energy and impetus behind the ARAP by consistently working with students and staff and providing quarterly online updates to ensure we can be held to account	The ARAP was launched in August 2020, with the first quarterly update in December 2020 and most recent in January 2022 . At this point it was decided to update the institutional action plan less frequently and instead focus on the local action plans that are being implemented at a school and department level, as identified in 1.2. The full document can still be viewed on our website here .	Deputy Principal	Quarterly
1.2	Academic staff will be involved in the development and implementation of their School or Programme ARAP	Quarterly reviews and updates of focussed activity by School or programme	The School of Music and each programme within the School of DDPF ¹ has developed their own ARAP	Directors of School/	Quarterly

¹ Drama, Dance, Production and Film

			to identify specific local actions to progress, which will in turn support the institutional ARAP	Programme Heads	
1.3	We will continue to develop our Anti-Racism training provision and provide appropriate programme specific support where required.	Everyone, including full-time and part-time, external and visiting, has attended, or will be required to undertake the Anti-Racism training as part of a programme of ongoing professional development in pedagogy and creative practice. This also covers staff in professional support roles. The training provided is appropriate to an individual's role within the institution.	In the last 2 years, training on 'Embedding Anti-Racism Practice in Arts Education', 'Active Bystandership', 'An EDI Sensitive Approach to Auditioning', and 'Anti-Racism for Junior Conservatoire' has been delivered to a significant number of academic staff by our EDI staff.	Director of HR	July 2021 for initial roll out to all staff Training is now ongoing
1.4	Board of Governors will undertake anti-racism training with clear details about their role and responsibilities as members of the Board.	We are designing targeted training for Governors which is being programmed in for May 2021 onwards.	This training is currently being prepared and will be offered to the Board of Governors this academic year.	Director of HR	December 2023
1.5	Students will undertake anti-racism training at the start of each academic session with expectations of behaviours outlined.	We will continue with this input, which was initially provided by the Scottish Association of Minority	We introduced mandatory anti-racism training at the start of the 2020/21 academic session. Updated	Academic Registrar	Annually

		Ethnic Educators, but is now facilitated by our EDI Team.	versions of the training, namely, 'Race Awareness Induction' and 'Embedding Anti-Racism Practice in Arts Education' to reflect emerging racist and discriminatory behaviours and actions are delivered on an annual basis to all students.		
1.6	We will continue in our work to ensure that we make significant and sustainable progress towards an anti-racist curriculum at all levels of study across the Conservatoire.	All programmes at all levels are periodically evaluated (production choices, performance repertoire, resource lists, assessment tasks, competitions, exercises, pedagogical methodologies and professional involvement)	We have ongoing consultations with students about their learning, and future direction, which in turn feeds into the strategic discussions regarding Curriculum Development, the Learning and Teaching Strategy, and how we identify and share good practice in 'Decolonisation' across disciplines and levels of study. Through our EDI Creative Fund initiative, we fund students to explore and create artforms that can contribute to the anti-	Deputy Principal Heads of Programme Academic Directors	December 2021 for recognisable and significant change In each programme

			racist and the 'decolonisation' agenda of curriculum development.		
1.7	We will continue in our work to embed the Equality Impact Assessment process across the Conservatoire, to ensure that it identifies any areas of unintended detrimental treatment in any of our policies, procedures or practices.	Our Equality Impact Assessment (EIA) process provides a mechanism for enabling this to happen.	We are relaunching the EIA process with enhanced training for colleagues responsible for policies, systems and processes. We are participating in a working group with representatives from other Scottish universities who are also seeking to launch their EIA provision and are sharing experiences and initiatives to enhance this practice sector wide.	Director of HR	December 2023

E.O. Ref:	Commitment	Action required	2023 Position Statement	Senior Lead	Revised Milestones
<p>EO2: Neurodiversity</p> <p>To develop knowledge and good practice to fully support neurodiverse students and staff within the creative arts.</p>					
2.1	<p>We will undertake research to:</p> <ul style="list-style-type: none"> ○ review good practice in other educational institutions and organisations; ○ to establish the number of current students and staff who identify as neurodivergent; ○ to gain an in-depth understanding of their needs; and ○ to identify what gaps exist within our current provision 	<p>Desk research into good practice into other educational institutions and organisations.</p> <p>Survey of all students and staff to ascertain who identifies as neurodiverse.</p> <p>Individual meetings with respondents to explore and gain understanding of how their experience of being neurodiverse affects them and their work/ study.</p> <p>Identify what needs individuals have and how/ if those needs are being met.</p>	<p>We commissioned a neurodivergent PhD. Student/part time member of staff who has a lived experience of being ND within the RCS, to undertake the research. They undertook desk and qualitative research among neurodivergent staff and students to better understand their experiences, concerns, aspirations and existing good practice relating to supporting and responding to ND. The research outcomes include:</p> <ul style="list-style-type: none"> • together with the EDI Officer, the establishing of ed student and staff ND Networks. • a presentation of research findings to the EDI Forum (among others) within the institution 	<p>Director of HR</p> <p>Academic Registrar</p> <p>Director of Research & Knowledge Exchange</p>	<p>Research phase to be completed by end of 2022 calendar year</p>

			<p>Both the ND Network and dissemination of research findings were extremely well received.</p> <p>There is institutional commitment to supporting the researcher to progress to the next stage of the process with support from the EDI Team.</p>		
2.2	<p>In consultation with relevant stakeholders, we will develop policy and processes to:</p> <ul style="list-style-type: none"> ○ address the gaps identified through our research; and ○ implement good practice across the Conservatoire. 	<p>We will develop an overarching policy statement to make clear what neurodiverse students and staff can expect from the RCS. This will be supported by a range of good practice <i>Protocols and Provisions</i>, which will be compiled and continually developed from the best elements of our existing practice combined with our learning from other organisations.</p>	<p>The policy is under development and will be informed by the research findings and good practice from other organisation in the arts and creative sector (e.g. BBC Scotland, other HEIs) as well as feedback from our students and staff.</p> <p>Further interventions and good practice are being developed and implemented through research and cross-department action. An action plan to instigate the recommendations arising through the initial research phase is in development.</p> <p>Acoustic chairs have been researched, sourced and will soon be</p>	Director of HR	<p>Draft policy statement to be ready for consultation by September 2023</p>

			<p>in place. Neurodiversity Staff and Student networks have been established to support active dialogue, solidarity, and support across the neurodivergent body at RCS.</p> <p>Avenues of training are being researched. Research regarding supporting neurodivergent students in vocational practice in the Conservatoire context is in process.</p> <p>Learning Agreements are in place when requested for students who identify as ND, to ensure that they receive the support and understanding required from the academic staff.</p>		
2.3	We will develop training and development for all students and staff on how to constructively work and collaborate with neurodiverse and neurotypical fellow students and colleagues	<p>We will continue to source external training where we do not currently have the expertise within the Conservatoire.</p> <p>We will continue to grow our internal knowledge base</p>	<p>It is acknowledged that there is a lack of training materials and resources within the UK to meet the developing need.</p> <p>We aim to explore how we can best develop training materials to meet this need.</p>	<p>Director of HR</p> <p>Director of Research & Knowledge Exchange</p>	September 2024

			In the meantime, we continue providing information and sign posting students to training/support/materials that can be accessed elsewhere.		
2.4	We will promote and celebrate the work of artists who identify as neurodiverse	Neurodiverse staff and students will be asked to consider if they wish to promote their work within a neurodiverse showcase.	<p>We aim to work towards staging a ND Showcase to take place during ND Celebration Week 2024/25.</p> <p>Previous EDI Creative Fund Projects centred on neurodiversity have been supported, including ‘3D Thinkers in a 2D World’, a workshop and practical lecture from dyslexic artist Benedict Phillips (2018), and “Trying to Stop a Tidal Wave”, a work about dyslexia and neurodiveristy in the South Asian Community (2020).</p> <p>RCS has partnered with National Theatre and Scotland, National Autistic Society (Scotland) on the Limitless Project – exploring access and engagement for autistic people in theatre and performance. The partnership further partnered with the Scottish Neurodiverse Performance Network to produce</p>	Directors of Schools	March 2024/5

			<p>'Neurostages' – a festival curated by RCS neurodivergent alumni platforming neurodivergent creativity in the performing arts in Scotland. The festival showcased work by many RCS students and alumni.</p>		
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ROYAL CONSERVATOIRE OF SCOTLAND ~ EQUALITY OUTCOMES 2021 – 2025 INTERIM REPORT

E.O. Ref:	Commitment	Action required	2023 Position Statement	Senior Lead	Revised Milestones
EO3: Gender Based Violence					
To develop good practice, not only in responding to GBV within the lives of our students and staff, but changing perspectives on how it is responded to within the curriculum					
3.1	We will develop a GBV policy that not only takes account of all vital generic content and resources but is also specific to the RCS in terms of addressing GBV within curriculum texts and productions.	A policy will be developed, drawing together existing and developing resources from various agencies, in conjunction with key stakeholders, This will lead to an institutional approach to GBV that will: <ul style="list-style-type: none"> o ensure policy and resources are easily accessible to students and staff; o review/ discuss texts used to ensure GBV is not glorified; o ensure use of Intimacy Choreographer whenever appropriate. 	Draft policy being developed to take into account all of the required areas, both generic and specific to the Conservatoire context. We have pledged to the EmilyTest ² GBV Charter, which seeks to ensure that HEIs and colleges have meaningful and robust support services and policies in place to protect everyone within the learning and teaching community.	Director of HR Academic Registrar	Draft policy to be ready for consultation by September 2023
3.2	We will develop and roll out GBV training to ensure that all staff are aware of the policy and the resources and support that exists.	A training package will be developed to provide basic GBV awareness raising for staff. It will ensure that they are aware of support and	GBV First Responders training is being provided by Glasgow & Clyde Rape Crisis (GCRC). EmilyTest ³ is	Director of HR	Aim to have this training ready for launch in

² EmilyTest is a Scottish Government-funded charity in Scotland working to improve gender-based violence prevention, intervention and support in further and higher education.

		resources and how to signpost them to survivors of GBV.	providing a limited number of "Aware & Empowered" sessions for students, which will be supplemented by alternative provision for those unable to attend. Additional training for completion by all staff is currently being explored/ sourced.		advance of AY23/24
3.3	We will develop and roll out enhanced training for all relevant staff on how to specifically deal with the academic and production issues around addressing GBV themes within texts and productions.	Once we have fully developed our policy and have reviewed texts, this enhanced training will be designed to change the perspectives of how GBV should be addressed and responded to within the curriculum. It will also provide greater detail on the role of the Intimacy Coordinator.	We will develop our work in this area in partnership with our Intimacy Coordinator, EmilyTest and GCRC.	Director of HR Director of DDPF	Aim to have this training ready for launch in advance of AY23/24

³ EmilyTest is a Scottish Government-funded charity in Scotland working to improve gender-based violence prevention, intervention and support in further and higher education.

E.O. Ref:	Commitment	Action required	2023 Position Statement	Senior Lead	Revised Milestones
EO4: Enhancing Board Diversity To enhance the diversity of our Board of Governors					
4.1	To extend the diversity of our Board of Governors beyond gender, to embrace all protected characteristics, so that we can effectively reflect the artistic community.	<p>To identify, review and potentially implement best practice elsewhere (i.e. Glasgow School of Art's Board of Governors Equality and Diversity Statement).</p> <p>To ensure that effective monitoring provisions are fully implemented for all current and future governors.</p> <p>To ensure that governors receive EDI training</p>	<p>This is the area of least development, but one where we will focus more activity over the coming 12-24 months.</p> <p>We continue to work with Nurole and Changing the Chemistry, with the ultimate aim of enhancing board diversity, albeit that this doesn't have a significant impact until quite late in the process.</p> <p>EDI Training for governors has begun.</p> <p>Discussions continue to take place within the BSL Working Group around the commitment to have a co-opted board member who is a BSL user, with a majority of BSL user feedback believing that this would be tokenistic.</p>	<p>Academic Registrar & Secretary to the Board</p> <p>Director of HR</p>	Biennial reporting in Mainstreaming Equality Report
4.2	Developing a Future Pool of	<ul style="list-style-type: none"> o Clear messaging about what being on a board means for different types of organisations and more specifically for 	Work in progress	Board of Governors	September 2023

	<p>Potential Board Members Raise awareness of what is involved in being a board member.</p>	<p>RCS – different messaging formats for different audiences;</p> <ul style="list-style-type: none"> ○ The variety of knowledge and expertise that can benefit an organisation through its board; ○ The sub-levels of involvement in other activities beyond the board meetings themselves; ○ How board members benefit from the experience; ○ Information about training and induction. 		<p>Academic Registrar & Secretary to the Board Director of HR Director of External Relations</p>	
4.3	<p>Change perceptions about who can be a board member.</p>	<ul style="list-style-type: none"> ○ Run workshops with students / alumni to identify perceptions / biases and identify ways to challenge them; ○ Share experiences of own processes for applying to become a board member; ○ Run workshops with groups outwith RCS – community feedback; ○ Encourage staff to share information with students as part of informal conversations / learning; ○ Showcase members from RCS and partner institutions covering breadth of diversity; ○ Use different platforms to reach different target audiences. 	To commence	<p>Board of Governors Academic Registrar & Secretary to the Board Director of HR Director of External Relations</p>	December 2023

4.4	Enable self-recognition as a potential board member.	<ul style="list-style-type: none"> ○ Clear communication about the skills, knowledge and life experiences that are valued in board membership; ○ Emphasise the reciprocal nature of board membership; ○ Different types of boards; ○ How to get involved, how to network; ○ Visual references that support the rhetoric – demonstrate the diversity of individuals on boards across organisations through showcasing, include in online publications (e.g. alumni magazines – showcase alumni who are currently on boards, include in Principal’s news etc. what our staff / ex-staff members are doing in terms of board activity) 		<p>Board of Governors</p> <p>Academic Registrar & Secretary to the Board</p> <p>Director of External Relations</p>	December 2023
4.5	Offer practical experience and training to prepare for future applications as a board member.	<ul style="list-style-type: none"> ○ Design and deliver general ‘Board Member Training’ in multiple formats on an open access basis (face to face / online, pre-recorded / live, in BSL format and other formats) which includes information about: <ul style="list-style-type: none"> ▪ different types of boards ▪ different types of members ▪ style of meetings ▪ ways they are conducted 	To commence	<p>Board of Governors</p> <p>Academic Registrar & Secretary to the Board</p> <p>Director of HR</p>	March 2024

		<ul style="list-style-type: none"> ▪ how to understand information that is presented (e.g. finance/budgets, risk, strategic plans) ○ Widely advertise opportunity to participate in training for free, no joining requirements (involve CEMVO in promoting opportunities); ○ Organise informal ‘open evening – come and meet board members’ online to ask questions and get to know them; ○ Work with partner organisations to offer a structured ‘observation and mentoring’ scheme. 		Director of External Relations	
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