



Royal Conservatoire
of Scotland

Equality Outcomes 2025-2029

EQUALITY OUTCOMES 2025- 2029

The Royal Conservatoire of Scotland's Equality Outcomes 2025 - 2029 build on the progress made and the learning we have achieved since the implementation of our original Equality Outcomes in 2013.

Over the years, our Equality Outcomes have demonstrated our optimism and commitment to continue to ensure that arts education is accessible to all, for the benefit of all.

A significant factor that has informed our Equality Outcomes 2025 – 2029 has been the Memorandum of Understanding (MOU) established between the Equality and Human Rights Commission (EHRC) and the Scottish Funding Council (SFC). The SFC and EHRC have come together to identify the most persistent inequalities across further and higher education in Scotland and to pave the way for their removal.

The National Equality Outcomes (NEO) target improvements to the retention, representation and success of students and staff with a range of protected characteristics, as well as the procedures, services and support that further and higher education institutions should offer to address any discrimination and disadvantage.

The Royal Conservatoire of Scotland has identified which of the NEOs we are in a position to immediately drive forward and has therefore adopted a number of the NEO targets for the period of 2025 – 2029. We aim to incorporate other relevant targets into future iterations of our institutional Equality Outcomes and intend to review the opportunity to implement more of the NEO targets at the midpoint review in 2027.

It should be noted that the Royal Conservatoire of Scotland is recognised by the Scottish Funding Council as a small specialist institution, and we subsequently do not reap the benefits of having the size of EDI Team enjoyed by larger institutions.

This document provides the following information:

1. Overview of RCS Equality Outcomes 2025 - 2029, together with success measures, strategic links, and how they link to the general equality duty of the Equality Act 2010 and the National Equality Outcomes
2. Action plan for Equality Outcomes 2025 - 2029
3. Review of achievements against Equality Outcomes 2021 – 2025
4. An overview of the National Equality Outcomes for Further and Higher Education Institutions

For more detail about any of the information contained within this document please visit our website or contact our Equality, Diversity & Inclusion Officers, Amadu Khan (a.khan@rcs.ac.uk) or Roz Caplan (r.caplan@rcs.ac.uk)

***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.

OVERVIEW OF EQUALITY OUTCOMES 2025 - 2029						
	Equality Outcome	Evidence	Strategic Link	National Equality Outcome Characteristic(s)	Lead/ Responsible	Success Measures
1.	Enhanced systems, processes and support for staff identifying as disabled to engage consistently with their work, their teams and the Conservatoire.	Formalised systems and processes to encourage and manage declaration of a disability. Training for teams and managers in working with and supporting staff with different needs. Recognition and understanding of reasonable adjustments and reshaping how work is done to maximise engagement and outputs.	RCS Strategic Plan People and Culture Supporting Plan Health, Safety and Wellbeing Supporting Plan	Disability	Director of HR Deputy Director of HR EDI Officers	Enhanced awareness of Disability Discrimination, Reasonable Adjustments, and opportunities to use flexible working to support staff. Increased disclosures of disability. Reduced sickness absence levels due to underlying health condition (where appropriate) – reduced time to return to work following absence. Training delivered and evaluated for impact. Implementation of Wellbeing Champions. Increased confidence of managers to support and manage staff identifying as disabled within their team.
2.	Responding to the Scottish Government's Equally Safe strategy particularly in relation	Active promotion of Equally Safe Strategy. Enhancement of GBV and Consent training to explore	RCS Strategic Plan	Gender Reassignment Race	Director of HR / EDI Officers	Enhanced awareness of Equally Safe Strategy.

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	to prevention, support and response mechanisms.	how gender inequality enables GBV. Ongoing review of support and reporting systems. Review of response to disclosures.	Dignity at Work and Study statement SFC Outcome Agreement Equally Safe Strategy	Religion & Belief Sex Disability And all intersections	Academic Registrar/ Deputy Academic Registrar/ Student Community Conduct Officer	Training delivered and evaluated for impact. GBV Guidelines and resources easily accessible to students and staff. Accurate reporting of GBV. Increased satisfaction amongst those who disclose and use available processes
3.	The safety of students and staff and steps taken to address harassment particularly in relation to disability, race, sexual orientation, trans identity and religion and belief.	Further development and enhancement of training for staff, students, managers and investigating officers and hearing managers. Connectivity with support structures and organisations out-with RCS to develop sense of community and safety across Glasgow.	RCS Strategic Plan People and Culture Supporting Plan Health, Safety and Wellbeing Supporting Plan Dignity at Work and Study Fearless Glasgow	All protected characteristics, but specifically focused on: Disability Gender Reassignment Race Religion and Belief Sexual orientation.	Director of HR / Academic Registrar / EDI Officers Student Community Conduct Officer	Training delivered and evaluated for impact. Resources easily accessible to students and staff. Accurate reporting of harassment cases and outcomes. Demonstrable connectedness to communities and organisations outside RCS

4.	Proportionate representation of staff on Committees and Boards, particularly in relation to race and disability.	Awareness Raising activities to address key issues: - i.e. what is involved in being a board and committee member; change perceptions about who can be a board member / participate on committees etc. Design and deliver free and open access board member training to prepare individuals for potential future applications as a board member.	RCS Strategic Plan RCS BSL Plan SFC Outcome Agreement	Race Disability	Board of Governors CSMT HR Marketing BA Performance External Partners	Awareness raising and training activities delivered in multiple formats and evaluated for outcomes Improved Board of Governor diversity data relating to: • Expressions of interest • Applications • Successful selection

E.O. Ref:	Commitment	Current position	Action required	Lead	Milestones
EO1: Enhanced systems, processes and support for staff identifying as disabled to engage consistently with their work, their teams and the Conservatoire.					
1.1	Formalised systems and processes to encourage and manage declaration of a disability.	Information is available through existing policies.	Review existing policies and procedures. Identify recommendations for improvement. Implement changes and monitor impact.	Director of HR Deputy Director of HR EDI Officers	Year 1 Implementation of revised procedures. Increased data availability through staff responses
1.2	Training for teams and managers in working with and supporting staff with different needs.	Limited structured training delivered beyond standard EDI Induction. Case by case support offered as required. Side-along training with managers.	Design and implement training. Monitor for impact. Review as required. Monitor use / uptake in reasonable adjustments.	Deputy Director of HR EDI Officers	Year 2 Implementation of training Feedback from staff regarding support mechanism Uptake / declaration data
1.3	Recognition and understanding of reasonable adjustments and reshaping how work is done to maximise engagement and outputs.		Develop resources, discussion / focus groups, and debriefs to share knowledge and experiences.	Deputy Director of HR EDI Officers	Year 3 Actions from learning sets. Ongoing discussion.

					Report to the People and Culture Committee
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E.O. Ref:	Commitment	Current position	Action required	Lead	Milestones
EO2: Responding to the Scottish Government's Equally Safe strategy particularly in relation to prevention, support and response mechanisms. This EO supports elements of the NEO relating to sex					
2.1	We will actively promote Equally Safe's vision of <i>"A strong and flourishing Scotland where all individuals are equally safe and respected, and where women and girls live free from all forms of violence, abuse and exploitation — and the attitudes that help perpetuate it."</i>	The vision dovetails with the Conservatoire's ethos that is embedded within our policies (e.g. Safeguarding Policy, incorporating the GBV Guidelines, Dignity at Work & Study Policy) but we do not currently actively promote the Equally Safe Strategy.	We will collaborate with the Students' Union, other institutions, organisations and relevant government departments to ensure/demonstrate that our work is part of the wider, national strategy to address violence against women and girls.	EDI Officers Deputy Registrar Student Community Conduct Officer	Year 1
2.2	We will develop training for staff and students to enhance awareness and understanding of how gender inequality is at the root of violence against women and girls, with the aim of changing behaviour both within and beyond the Conservatoire.	Mandatory Consent training is provided for all new students by Glasgow & Clyde Rape Crisis. This is supplemented by optional workshops delivered by Women's Aid and White Ribbon. In depth training is provided to staff who undertake the role of GBV First Responders, who are a resource for colleagues and students who wish to make a disclosure.	Existing training on GBV and Consent for both staff and students will be supplemented by additional content to explore gender inequality in society and the impact of it on GBV. This may take the form of face-to-face workshops or eLearning modules.	EDI Officers	Year 2

2.3	We will continue to develop and improve our support and reporting mechanisms for anyone who is experiencing or has experienced GBV.	We currently have separate electronic reporting forms for staff and students, which can be submitted either anonymously or providing a name and contact details. Individuals can also report directly to the Student Community Conduct Officer or the HR Department, or via the GBV First Responders.	Undertake desktop research of support and report approaches being used by other HEIs / Conservatoires. Prepare proposals for enhanced provision if appropriate. Consult with SU and Trade Union Representatives on proposed changes and subsequent training Consult with appropriate Committees Implement across institution Ensure appropriate communication across RCS community Review impact on users of provisions	Deputy Registrar Student Community Conduct Officer	Year 2
2.4	We will review our response to disclosures of GBV to ensure that they are undertaken in a timely manner and that the outcomes are appropriate and fed back to those involved in an appropriate way.	We are currently consulting with staff and students on best practice approaches to the GBV reporting and investigations system as well as to review the guidance for staff and tutors in supporting victims/targets of GBV.	Consultations with staff and student reps and bodies Reviewing GBV reporting, investigation and staff support systems.	Director of HR Deputy Registrar Student Union	Year 2

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E.O. Ref:	Commitment	Current position	Action required	Lead	Milestones
EO3: The safety of students and staff and steps taken to address harassment particularly in relation to disability, race, sexual orientation, trans identity and religion and belief. This EO also supports elements of the NEOs relating to disability, gender reassignment, race, religion or belief, sex and sexual orientation.					
3.1	We will review our existing policies and procedures – specifically our Dignity at Work and Study statement and guidelines.	We have existing policies and procedures to deal with inappropriate behaviour and Code of Good Practice and Professionalism for staff. We have a student charter embedded in handbook which outlines expected behaviours for students.	Identify relevant policies for review. Undertake review. Consult with SU and Trade Union Representatives on proposed changes. Consult with appropriate Committees. Implement changes and ensure appropriate communication across RCS community.	Director of HR Senior HR Business Partner EDI Officers Student Union	Year 1
3.2	Develop specific compulsory training for all staff which provides in-depth exploration of the ways harassment, bullying and other associated inappropriate behaviours can manifest in work and learning environment. It will explain the impact both on individuals, cohorts and teams, and will provide tools to address behaviours as they occur and guidance on reporting mechanisms. The training will also	We currently provide generic induction to the Dignity at Work and Study statement and guidelines, and we deliver anti-racism and allyship training, Active bystander training, and trans awareness training as required. The anti-racism and allyship	Undertake desktop research of training being delivered by other HEIs / Conservatoires. Design initial training package Consult with SU and Trade Union Representatives on proposed training Consult with appropriate Committees	Senior HR Business Partner EDI Officers Student Union	Year 1

	identify potential sanctions where misconduct is found to have occurred.	training is compulsory for all new staff.	Implement pilot training and get feedback. Implement across institution Ensure appropriate communication across RCS community Review		
3.3	To develop written guidance for staff and students outlining the purpose and intent of disciplinary action – e.g. to effect a positive change in behaviour, and to manage expectations for the levels of sanctions and recommendations that may be appropriate at different levels, e.g. Misconduct, serious misconduct, and gross misconduct.	Any existing guidance is embedded in the formal policies and procedures.	Undertake desktop research of guidance being used by other HEIs / Conservatoires. Prepare guidance documentation. Consult with SU and Trade Union Representatives on proposed training Consult with appropriate Committees Implement across institution Ensure appropriate communication across RCS community Review	Senior HR Business Partner Director of HR EDI Officers Deputy Registrar	Year 1
3.4	To review Induction Week workshops to identify opportunities to raise awareness and understanding of how harassment, bullying and other associated inappropriate behaviours can manifest in a learning environment.	Students receive a general EDI induction and Race Awareness induction. Consent training is also delivered during Induction week, which is	Undertake desktop research of training being delivered by other HEIs / Conservatoires. Design initial training package	Deputy Registrar Student Welfare Team	Year 2

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	It will explain the impact both on individuals, cohorts and programmes, and will provide tools to address behaviours as they occur and guidance on reporting mechanisms. The workshops will also identify potential sanctions where misconduct is found to have occurred	coordinated by the Students Union. This is non-compulsory.	Consult with SU and Trade Union Representatives on proposed training Consult with appropriate Committees Implement pilot training and get feedback. Implement across institution Ensure appropriate communication across RCS community Review	Conduct Officer EDI Officers Student Union	
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3.5	Develop guidance on the level of information that will be available to academic staff managing the learning environment where conflict has arisen within cohorts and where sanctions have been applied. Understanding what they can have access to and what information they need to be able to support students and any outcomes that require adjustments to the learning environment.	We currently have no documented guidance.	Undertake desktop research of guidance being used by other HEIs / Conservatoires. Prepare guidance documentation. Consult with SU and Trade Union Representatives on proposed training Consult with appropriate Committees Implement across institution Ensure appropriate communication across RCS community	Deputy Registrar Student Community Conduct Officer	Year 2
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3.6	Implement quarterly reporting of anonymised data relating to cases of alleged harassment broken down by staff / student by Directorate, and the nature of the protected characteristic(s). This would include whether the complaint was upheld, partially upheld or not upheld, and whether a disciplinary process was instigated as a result of this outcome.	Annual / bi-annual reporting is undertaken in relation to employee relations processes as part of our mainstreaming report. Annual reporting is submitting to the Board of Governors regarding staff related cases.	Agree data gatherers and format of report. Agree any narrative to accompany the data. Agree how data will be compared quarter to quarter, and year on year.	Deputy Director of HR Student Community Conduct Officer	Year 3
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E.O. Ref:	Commitment	Current position	Action required	Lead	Milestones
EO4: 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. This EO also supports elements of the NEOs relating to disability and race.					
4.1	Review our advertising materials, placements and social media campaigns to ensure diverse audience / recipient of opportunities. Attract potential applicants to website to explore role of Board prior to opportunities being advertised. Create opportunities for individuals to register interest between campaigns to develop connection and / or relationship with RCS.	The provision of a briefing session for Board of Governors relating to the legislative and regulatory requirements, and the ethical, moral, and reputational imperatives for actively promoting diversity in its membership and their role in it.	To identify, review and potentially implement best practice elsewhere and the impact of HE Code of Good Governance. To ensure that effective monitoring provisions are fully implemented for all current and future governors. To ensure that governors receive EDI training.	Secretary to the Board Director of HR	Year 2 Biennial reporting in Mainstreaming Equality Report
4.2	Developing a Future Pool of Potential Board Members Raise awareness of what is involved in being a board member	There has been an ongoing skills and protected characteristics audit to identify potential gaps in board member social identity profiles, expertise and experience.	Clear messaging about what being on a board means for different types of organisations and more specifically for RCS – different messaging formats for different audiences	Board of Governors Secretary to the Board	Year 2

		Discussions at Board meetings about using their intra-personal/individual, social and professional networks of under-represented groups to identify potential members.	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	Director of HR Director of External Relations	
4.3	Change perceptions about who can be a board member	Consultations and discussions on how to use outreach networking to change public perceptions of individual's participation in HE governance is an ongoing matter at Board meetings. Deploying current Board members who have protected characteristics to serve in front-facing roles and or as representatives in public functions/events including our AGMs and graduations.	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		Year 3

			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		
4.4	Enable self-recognition as a potential board member	The above actions apply.	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		Year 3

			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)		
4.5	Offer practical experience and training to prepare for future applications as a board member		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: • different types of boards • different types of members • style of meetings • ways they are conducted • how to understand information that is presented (e.g. finance/budgets, risk, strategic plans)		Year 4

			Widely advertise opportunity to participate in training for free, no joining requirements 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		
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Review of progress against Equality Outcomes 2021 - 2025

The following pages provide details of:

- Our previous Equality Outcome commitments
- The details of the outputs and actions we pledged to undertake to achieve each individual Equality Outcome
- Our achievements in the identified areas
- Where things did not go as planned

There is also a full list of the National Equality Outcomes on the final page.

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Equality Outcome Ref:	Commitment	What we Achieved and What we Learned
EO1: By 2025, 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.		
1.1	We will enact our commitment to Anti-Racism through the ongoing development and implementation of our Institutional Anti Racism Action Plan (ARAP).	Our first Anti-Racism Action Plan was launched in August 2020, with the first quarterly update in December 2020 then in March. At the outset of the development of the Conservatoire's Anti-Racism Action Plan (ARAP) in 2020, it was understood that this would be a tool to ensure an institutional focus and priority for implementing policies, practices and pedagogy that embodied anti-racism and allyship. However, after a review and through the evolution of our Strategic Plan 2023-2030, we took the decision that the institutional Anti-Racism Action Plan should be devolved to individual Schools with the collective responsibility for their implementation driven by the Schools leadership teams. The Schools developed their action plans and these were permanent agenda items for discussion at the Schools Management Team meetings. Actions were progressed, monitored and reported on. This enabled the embedding of an anti-racism ethos, understanding and practice into all aspects of the Conservatoire life and community. Additionally, it helped to engrain and evidence anti-racist practices in all our activities.
	Academic staff will be involved in the development and implementation of their School or Programme ARAP	In consultation with the academic staff, the School of Stage and Screen (SoSaS) and the School of Dance (SoD) will be evolving their ARAPs into a 'Negotiating Difference' Charter. The Charter will outline the schools' values, practices and commitments to embedding a culture of anti-discrimination, dignity and respect for all students and staff. This approach will not only embed anti-racism and allyship practice but also the intersectionality of many protected characteristics, and will support an approach that considers the whole rather than the individual aspects of each protected characteristic. The development of the Charter has involved significant consultation with Heads of Programme, teaching staff and students. It will play a fundamental role in ensuring that the values of both Schools are embedded in behaviours.
	We will continue to develop our Anti-Racism training provision and	During the reporting period we significantly developed the range of training available to staff, both internally delivered and externally.

	provide appropriate programme specific support where required.	Our baseline training for all permanent and fixed term employees, which revolves around the Advance HE Introduction to Race Equality training package, is ongoing. The training was first rolled out in academic year 2023-24, and all new employees are required to complete these as part of their induction programme. In addition, we have designed and delivered various <u>training</u> workshops for our Board of Governors, our staff and our students. The training sessions are bespoke to the RCS and responds to specific needs of pedagogy, practice and professional development: ▪ Our ‘Embedding an Anti-racism Practice’ training is tailored to the specific programme needs of performing and production arts, filmmaking, traditional music, and the Junior Conservatoire. ▪ ‘Anti-racism Governance for Board Members’ has been designed for our Board of Governors. The training explores the legal and regulatory contexts of undertaking their obligations in providing leadership to actively promote anti-racism behaviours, structures and practices within the Conservatoire community. ▪ ‘Diversity Recruitment and Action Planning’ training workshop is aimed at both academic and professional services staff. The training explores the barriers to diversity recruitment, legal aspects of recruiting, including the difference between positive action and discrimination, unconscious bias in the recruitment process, and techniques that drive diversity and inclusivity in recruitment. ▪ ‘Creating ‘Respect’ and an Inclusive Culture’ training is to promote dignity and anti-discriminatory attitudes, behaviours and practices in the workplace. ▪ Our ‘Intercultural Communication Competence’ training provides skills-based intercultural communication competence training for both staff and students. The workshop is aimed at improving staff and students’ cultural competence in their interactions with people from racially and culturally diverse backgrounds.
	Students will undertake anti-racism training at the start of each academic session with expectations of behaviours outlined.	During the first two years of the reporting period, students were required to attend anti-racism and allyship training during Welcome Week. This training was delivered online in large groups. This provided an excellent mechanism for raising awareness and ensuring information was available to students, but it made discussion and creating a more interactive space challenging.

		The Conservatoire then developed and implemented a new core curriculum module - Creative Citizenship, for all students undertaking undergraduate study. The module aims to equip students with the cultural, artistic, political, and educational skills which enable them to be resilient, pro-active, compassionate, and ethical collaborators and peers within the Conservatoire context. It provides an opportunity for students to meet and collaborate with peers from across the Conservatoire, build relationships beyond their programme and awareness of the different priorities, skills, aspirations, and worldviews of peers.
	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.	Our Subject Specialist Librarians have developed our collections to include material around anti-racism and allyship. This includes more general resources such as how to be an antiracist to more specialist material such as books about inclusive teaching and spaces within the specific disciplines. These are highlighted to staff through internal communications, blogs and other knowledge exchange platforms throughout the year.

Equality Outcome Ref:	Commitment	What we Achieved and What we Learned
EO2: Neurodiversity - To develop knowledge and good practice to fully support neurodiverse students and staff within the creative arts.		
2.1	We will undertake research to: ○ review good practice in other educational institutions and organisations; ○ to establish the number of current students and staff who identify as neurodiverse; ○ to gain an in-depth understanding of their needs; and to identify what gaps exist within our current provision	In 2021 the Conservatoire commissioned a PhD student to undertake a piece of research into neurodiversity at the Conservatoire. This culminated in a report titled Neurodiversity in the Conservatoire: a report surveying the experience of neurodivergent students and staff. The report was presented to the Conservatoire Management Team and the Equality, Diversity and Inclusion Forum. The report and subsequent discussions resulted in a list of recommendations and actions to be considered and where possible, taken forward. Based on data in our HR management information system which staff self-populate for personal information such as protected characteristics data, currently, 2.5% of our staff population identify as neurodivergent. This has remained the same since 2023. In practice however, we know there are a number of staff who consider themselves to be neurodivergent and have adjustments in place on that basis; however as they do not have a formal diagnosis they have chosen to not reflect this in their personal data in the system.
2.2	In consultation with relevant stakeholders, we will develop policy and processes to: address the gaps identified through our research; and implement good practice across the Conservatoire	Best Practice Guides and Protocols are still being developed internally. As we discovered when trying to develop training, the subject is so broad and the needs of individuals so varied, that it has been challenging to develop guidance that is specific enough to be useful, but not so specific that it isolates or omits. Instead of focussing on policies and processes, we have developed a range of resources available for staff and students. These range from more generic resources that aim to raise awareness and understanding of what neurodivergence is, through to more specific resources such as Good Autism Practice for Teachers: Embracing Neurodiversity and supporting inclusion; Teaching Strategies for Neurodiversity and Dyslexia in Actor Training: Sensing Shakespeare, and Unmasked: the Ultimate Guide to ADHD, Autism and Neurodivergence.

		We have also established two Networks, namely, Neurodiversity Staff Network and Neurodiversity Student Network. Both neurodivergent and non-neurodivergent staff and students are able to join these networks, but the focus of time and space is given to those who identify as neurodivergent. The networks serve as a space for discussion and generate interventions and positive initiatives to support neurodivergent staff and students.
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	We sought external expertise to inform the development of training at the Conservatoire. This resulted in an informal partnership with the BBC, specifically with the BBC's ENIGMA project Leads. Colleagues from the BBC ENIGMA project joined our annual Learning and Teaching Conference in September 2024 and delivered sessions for staff on 'How to effectively support neurodiverse students, establishing safe learning environments for neurodivergent learners'. Additionally, the BBC ENIGMA project have offered to work with the Conservatoire to build on the learnings of the BBC ENIGMA project and the findings of our own internal research project. This work will be ongoing through academic session 2024-25 with a view to being launched during the Conservatoire's Learning and Teaching Week in September 2025. Our Short Courses department continues to provide training and upskilling opportunities for their core staff and teaching teams on working with neurodivergent students; sessions are planned for later this year (2025). The programme is also planning to deliver Mental Health First Aid training for staff.
2.4	We will promote and celebrate the work of artists who identify as neurodiverse	As part of our annual Equality, Diversity and Inclusion Project Funding Bids process, we have supported neurodivergent artists each year to take forward their projects. In previous years, we had used the available funds to support as many projects as possible with varying levels of funding. During the reporting period, we have changed our approach so that 4 bids would be supported with specific funding levels. In 2024, we supported an EDI CF bid to develop an industry video that specifically targeted working with a crew

		made up entirely of working-class and/or neurodiverse creatives to accelerate their professional development and encourage the growth of a supportive and self-efficient community for disadvantaged filmmakers and artists. A common difficulty for working-class and neurodivergent filmmakers is to find truly professional spaces to network. These spaces are often private functions, or require payment such as the Glasgow Film Festival, or Edinburgh International Film Festival Industry events. These are the spaces where connections are created and neurodiverse people often find these events difficult to navigate. In 2023, we supported a project that explored a range of topics, including neurodiversity. The poetry project focused on themes that had built up the successful bidder's identity from themes of queer identity in a south Asian culture and being "neuro-spicy" in a neurotypical society.
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Equality Outcome Ref:	Commitment	What we Achieved and What we Learned
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.	The RCS will not tolerate GBV in any form and are committed to providing a learning and teaching and work environment which is safe and supportive for everyone. We developed institutional GBV Guidelines (which sit within our Safeguarding Policy). The guidelines provide clear details of what can constitute GBV, our expectations of acceptable conduct, how to report incidents of GBV and sources of support. Reporting GBV: We have put in place different GBV reporting methods for students and staff so that individuals can use whichever method they feel most comfortable with. All reporting can be done either anonymously or named, and is treated with sensitivity, confidentiality and a timeous response. Students can report by completing a Microsoft form which is linked to a secure inbox Report GBV. The inbox is accessed and monitored only by the Student Community Conduct Officer (SCCO) and the Deputy Registrar (DR). Students can ask to speak to a First Responder (FR), or the Student Community Conduct Officer or another trusted member of staff. Staff can also make a report by completing an electronic for via GBV Guidelines or by contacting the HR department. In addition to these approaches for reporting, we have put in place a dedicated team of First Responders who provide a confidential contact point and space for a disclosure to be made and to signpost to

		appropriate support services. They can also act as a companion and attend meetings if the discloser wishes to take the matter further. Support provision - We provide mental health, accommodation, welfare and financial support to individuals who have experienced GBV where these are required. This is to enhance the individual's emotional and mental health, and physical safety and wellbeing. Students and staff who have been impacted by GBV can also get support with temporarily suspending their studies or time off work. Monitoring and Transparency - We will be as transparent as possible about the prevalence of GBV at the Conservatoire. We have committed to reporting anonymised data, specifically relating to types and patterns of GBV, the demographics of reporting and reported individuals, and outcomes where appropriate. This information will be reviewed by the Health, Safety and Wellbeing Committee and the People and Culture Committee. The insights gained will help us to focus targeted prevention and intervention strategies. We will begin publishing GBV reports in the 24/25 academic year.
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.	We are partners with a number of national organisations to share expertise on preventing, tackling and dealing with GBV. We have delivered internal training to raise awareness of the Gender Based Violence Guidelines as part of the Conservatoire's Safeguarding Policy training. We are in the process of designing asynchronous training that can be accessed by our staff and undertaken flexibly at a time that suits them. It will also be available for our extended workforce who work on an ad hoc basis with the Conservatoire, and whose primary work is industry based outside an academic environment.

		We have provided training delivered by Glasgow & Clyde Rape Crisis to a number of members of staff from across the Conservatoire to serve as First Responders. <u>EmilyTest</u> has also delivered the <i>LISTEN workshop</i> to staff who may be the recipients of GBV disclosures. Additionally, we are committed to achieving the <u>Emily Test Charter</u>. Training provision has also been implemented for students; all new students receive Consent Training during their induction. The Student Union has also been active in organising additional training opportunities around informed consent and GBV from Glasgow Women's Aid and workshops facilitated by <u>White Ribbon</u>, the UK's leading charity engaging men and boys to prevent violence against women and girls.
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.	We have introduced the use of intimacy coordinators across programmes that involve productions / performances. We have developed Intimacy Guidelines which form part of our Dignity at Work and Study statement, which are issued to Directors working on productions at the point of contract and discussion and agreement about intimacy scenes form part of the production process. Further work is being done to develop guidance for academic and production team specifically in navigating GBV themes within texts and productions. This will be incorporated into the asynchronous training referenced above.

Equality Outcome Ref:	Commitment	What we Achieved and What we Learned
EO4: Enhancing Board Diversity - To enhance the diversity of our Board of Governors beyond gender		
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.	We have improved our data gathering for members of the Board, which enabled us to understand the profile of our Board of Governors and identify areas where an imbalance needs to be considered. Reflecting on this commitment, we did not anticipate the challenge of being limited to recruiting to the Board when tenures came to an end. Many of the Board still have several years available to continue serving on the Board. Where positions have arisen, recruitment to the Board has been primarily driven by a need to fill a particular gap in skills, knowledge or experience within the Board, which again, has limited the capacity to make significant changes to the overall diversity of the Board. We have begun a programme of training for Board members in relation to various equality, diversity and inclusion themes. This programme will continue on a rolling basis and will be incorporated into induction programmes for new Governors.
4.2	Developing a Future Pool of Potential Board Members Raise awareness of what is involved in being a board member	We continue to work on the various commitments for this equality outcome, and intend to carry it forward into the next Equality Outcomes period. We have developed the information on our website to provide more details of what is involved in being a Board member and to reflect the range of skills, knowledge and experience that the Conservatoire needs and values.

		Our website includes information regarding the roles and responsibilities of the Board, membership and time commitment, how to become a Governor, and biographies of current Governors, as well as resources for Governors.
4.3	Change perceptions about who can be a board member	As expressed above, these commitments are still being developed. However, we have published a matrix of the current Board and their skills, knowledge and attributes. The intention of this is to show the variety and breadth, and also the range of experience in each area – to reflect that not all Governors are experts in all fields. The matrix shows levels from not applicable, used and understanding, experienced, and professional level of experience. We have also published information regarding our committee structure and the remits of each committee, and how Governors can engage with the various committees based on their experience, expertise and / or areas of interest and development. Further work is still to be done on articulating how the Board benefits from the experience, and information about training and induction available to new Board members.
4.4	Enable self-recognition as a potential board member	This commitment has not been achieved and will be carried forward to the next equality outcomes period.
4.5	Offer practical experience and training to prepare for future applications as a board member	This commitment has not been achieved and will be carried forward to the next equality outcomes period.

NATIONAL EQUALITY OUTCOMES

Whilst our current Equality Outcomes map on to some of the NEOs below, we intend to further develop our connectivity to the NEOs at our midpoint review in 2027.

AGE

- The retention outcomes for university students aged 25 and over will improve.
- The success rates for college students aged under 19 will improve.

DISABILITY

- 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.
- Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and antiracist.
- 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.
- Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and nonteaching staff to align with student representation in the sector.

GENDER REASSIGNMENT

- Trans staff and students report feeling safe to be themselves in the tertiary sector

MARRIAGE & CIVIL PARTNERSHIP

- N/A

PREGNANCY & MATERNITY

- N/A

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

antiracist.

- 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
- Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.

RELIGION & BELIEF

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

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.
- Institutions can evidence approaches that prevent and respond to violence, harassment and abuse
- Men (staff and students) know how to access mental health support (recognising intersectionality within that group).
- Institutions will have regard to significant imbalances on courses and take action to address it.

SEXUAL ORIENTATION

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