



Gender Equality Scheme

All comments on this document are welcome and should be addressed to:

**The Convenor of the Reachability Committee
100 Renfrew Street
Glasgow G2 3DB
0141 332 4101**

Contents

- 1 Foreword by the Principal**
- 2 The Gender Equality Duty within the Academy**
- 3 Our Approach**
- 4 Involvement**
- 5 Gathering and Using Information**
- 6 Impact Assessment**
- 7 Reporting & Monitoring**
- 8 Equal Pay Statement (Draft)**
- 9 Action Plan**

Section 1 - Foreword by the Principal

Performance is our purpose at the RSAMD and the nurturing and development of the individual creative potential inherent in each and every one of our students lies at the very heart of our efforts.

The Academy fosters a learning, teaching, research and working culture which supports diversity, inclusion and equity and is thoroughly committed to the promotion of equal opportunities across all its functions and practices including those of learning and teaching, employment, representation, decision making, and procurement and partnerships.

Acutely aware of our responsibilities to promote equality of opportunity for all our students and staff, we welcome the Gender Equality Duty as a positive encouragement to continue our wider efforts to become an institution where difference is acknowledged, respected and celebrated.

John Wallace
Principal

Section 2 – The Gender Equality Duty within the Academy

Equality legislation provides a framework that challenges us to enhance our learning, teaching and working environments and to ensure that our underlying principles and values are embedded in our everyday practices and experienced by all those who study, work or visit the Academy.

This Gender Equality Scheme (GES) forms part of our overall drive to enrich existing practice and ensure that none of our strategies, policies, or practices discriminate against anyone on the grounds of gender, actual or perceived sexual orientation, disability, race, colour, nationality, national or ethnic origin, marital status, age and actual or perceived religious or similar belief. It sets out our specific commitment to gender equality, provides the underlying rationale for our key objectives in this specific area and prioritises our associated key actions for the next three years.

The Action Plan, which forms part of this GES, provides a significant stepping-stone towards our development of a Single Equality Scheme. It sits alongside already existing Action Plans on Race Equality and Disability Equality and builds on the experience and progress made in those separate but related areas.

The Reachability Committee has been responsible since Nov 2002 for the strategic development and monitoring of the Academy's practice and progress in the areas of Equal Opportunity in general and thus also Gender Equality in particular.

Dedicated members of staff with a specific remit in Equality and Widening Participation have been appointed and a designated Equal Opportunities Officer has been charged with the regular and structured provision of staff training within the areas of Equal Opportunities in general and Gender Equality in particular.

Whilst we acknowledge that a lot of work remains to be done in implementing our overarching philosophy and commitment to equality and diversity, it is

important to recognise that this GES is a continuation of the Academy's already existing commitment to promote equality of opportunity for all and to eliminate discrimination on any grounds, including that of gender. As such this GES marks an important and increased commitment to ensure equality of opportunity for all Academy staff and students regardless of their gender and to embed gender equality in all aspects of our teaching, learning and working practices.

The Academy recognises that continued commitment along with sustained investment of staff time and financial resources are crucial contributing factors to the successful break down of existing barriers, the elimination of unlawful discrimination and harassment, and the promotion of true equality amongst a diverse population of staff, students and visitors.

Section 3 - Our Approach

Our approach is informed by an understanding of diversity as an enriching force, which facilitates variety, enhances through difference and embraces complexity. We value the individual qualities of all our staff and students. Accordingly, we are committed to ensuring that the Academy environment fosters individuality, provides equal opportunities to all and advocates a learning, teaching and working culture which is free from discrimination, prejudice and barriers.

Performance is our purpose - artistically and as an educational institution and employer. Performance is action based on practice. Only our everyday practices will challenge and reveal whether our individual and institutional performance in the areas of Equality and Diversity are of the same excellent standard, which we foster in our students' artistic performances. In other words, it is the action plan of this scheme and its implementation and regular reviews, which form the basis and gauge for our gender equality performance.

Section 4 - Involvement

The development of this GES has included initial consultation with staff and students, who play a crucial part in the identification of priority areas. Stakeholders are invited to contribute to the development of the GES through the completion of questionnaires (cf. Appendix).

Recognising the importance of qualitative data, gender-specific staff and student focus groups have been scheduled to meet bi-annually from 2007-08 and will form an integral part of the review process of existing goals set out in the Action Plan. This mirrors our already existing mechanisms of staff and student involvement in other Equal Opportunities areas.

It is our continued aim to ensure meaningful representation, participation and involvement of staff and students at all levels of Academy decision-making and to listen to the voices of our staff and student populations in relation to all our practices. To achieve this aim fully we require to build on existing capacity of individuals, groups and committees.

The Educational Institute of Scotland (EIS) is the recognized Trade Union within the Academy, covering academic and academic subject librarians. The EIS representative is actively encouraged to provide input into this Gender Equality Scheme via the Consultative Forum.

Likewise, the Student Union is seen as having an important role to play in any Equality and Diversity related process and its members are actively encouraged to contribute to this Scheme.

Section 5 – Gathering and Using Information

The RSAMD currently collects a range of quantitative data (staff, students and applicants) relating to diversity in general and gender in particular. The collected data is being used to inform our strategies, policies and operational plans.

Although significant, the current methodology for the collection of quantitative data is not standardised across the Academy. A core objective of this scheme's Action Plan is thus to review the current quantitative data collection system and to develop and implement a meaningful collation system for gender data across the Academy and to embed this into the wider collation of Equal Opportunities data. Once this review process has been completed, a benchmarking exercise with other Performing Arts HEIs will be undertaken.

A variety of qualitative data sources have been identified as available but await utilisation (cf. section on Involvement). The meaningful collation and usage of such information forms a core objective in relation to all diversity and equality issues, including that of gender.

Based on an initial evaluation of existing quantitative data and the conducted staff and student gender survey (cf. Appendix), we have identified the following priority areas and are committed to driving them forward over the next three years:

- Staff, Student & Applicant Statistical Monitoring
- Policies & Procedures (Recruitment Policy (Staff & Students), Audition Policy, Bullying and Harassment Policy, Student Complaints Procedure, Equal Opportunities Policy, Equal Pay Policy)
- Staff & Student Participation, Consultation and Impact Assessment
- Staff Development
- Curriculum
- Student Assessment
- Procurement & Partnerships

These priorities will be aligned with the Academy's Operational Plans, in order to ensure that actions relating to the gender equality agenda form part of our daily practice.

Section 6 – Impact Assessment

We believe that Impact Assessment should concentrate on the systematic analysis of any differential effects caused by current or proposed policies, procedures and practices, and as such it will be a core element in future planning processes.

Within the area of Equality, the Academy already has established systems that allow for shared critical reflection upon existing policies and practices. The Reachability Committee, its five working groups, the Staff Consultative Forum, the Monitoring, Evaluation & Review Groups (MER), the Staff/Student Forum and the Disability Focus Group for staff and students respectively, meet on a regular basis and play an active role in the screening and enhancement of our policies and practices.

We are committed to reviewing the above processes with the aim of maximising their representative validity and their effectiveness within the area of gender in particular and Equal Opportunities in general.

Section 7 – Reporting & Monitoring

The Academy's Reachability Committee is responsible for monitoring progress in all areas of equality and diversity, including gender. A progress summary, including statistical and impact assessment data will be provided annually to through the Academic Board to the Board of Governors.

A three-year review of this Gender Equality Scheme and its Action Plan will take place in June 2010. The aim of this review will be to evaluate the Academy's overall work towards the goals set out in the attached action plan and to assess the original Gender Equality Scheme's continued relevance in relation to its content, structure and priorities.

Section 8 – Equal Pay Statement (Draft)

In terms of pay, the RSAMD will ensure equality of pay and conditions for all staff through appropriate, equitable and transparent structures.

The approach to pay has been:

- To use best practice in the Higher Education sector, using the principles of the national Framework Agreement, such as a single pay spine in harmony with modernised terms and conditions of service, all underlined by the principles of equality and transparency.
- One of engagement with staff through consultation in all aspects of the process.

There has been the provision of policies to underpin the modernisation agenda and allow full implementation of such modernisation with the introduction of relevant policies including the Performance Improvement, Career Review, Job Evaluation and Flexible Working (Family Friendly, Job Share policy).

Every post within the RSAMD has been evaluated using the Hay method of Job Evaluation. The process, together with the subsequent appeals process, has allowed the determination of new staff groupings, which covered both academic and academic support groups.

The introduction of a single pay spine for academic and academic support staff followed the principles of the national Framework Agreement and provided the Academy with ten grades for all staff within the Academy.

Each grade on the grading scale is defined in terms of Hay evaluation and an agreed descriptor has been established for each grade within the structure and each post within the existing structure was matched into an appropriate grade.

RSAMD Gender Equality Scheme

Each grade within the single pay spine has a small number of incremental points allowing some incremental progression to a set maximum. Thereafter, on each grade, there is an additional incremental point which has been deemed to be a 'contribution' point, and which can be accessed by staff only through the meeting of certain criteria. The number of points was limited to offset any possible detriment or indirect discrimination to any gender in terms of length of service.

The Human Resources information system allows us to benchmark equality in the areas of pay and conditions of service. HR have reviewed the position of male and female staff following the implementation of the revised pay and grading structure and is satisfied that there is equality of pay in all grades.

A pay review will be carried out on an annual basis to ensure parity and any areas of concern will be addressed.

The pay review has compared the pay of men and women doing equal work (as defined by grade, evaluated by the job evaluation). It will identify any gaps between full time and part-time pay and eliminate any pay gaps that cannot satisfactorily explained on grounds other than sex.

The Human Resources Department will take positive steps to address any area in which figures show that we are not improving in terms of equality as a priority area.

Section 9 - Gender Equality Action Plan

Part of the Academy's wider Equality and Diversity Agenda, this Gender Equality Action Plan signifies our full commitment to the elimination of unlawful discrimination and harassment on the grounds of gender and to actively promote equality of opportunity between men, women and transgender people.

Although the institutional implementation of this Action Plan is driven and monitored by the Reachability Committee, all RSAMD staff and students have a shared and individual responsibility for implementing this Gender Equality Scheme. The overarching aim of this Action Plan thus has to be the proactive fostering of a learning, teaching and working environment and culture, which is free from barriers, discrimination or harassment and instead celebrates diversity and promotes inclusion and equality for all.

Action Plan 2007 - 2010

| | Objective | Actions | Who | Date |
|---|--|---|--|-------------|
| Data Collection & Monitoring | | | | |
| 1 | Implement meaningful data collection & monitoring processes in the area of equality in general and gender equality in particular | | | 2007-08 |
| 1.1 | | Evaluate student & staff gender data currently available | Head of Research | |
| 1.2 | | Review existing gender data collection systems | Registrar (Students) Director of HR (Staff) | |
| 1.3 | | Devise meaningful and standardised cross-academy gender data collection | Head of Research | |
| 1.4 | | Co-ordinate implementation of revised data collection system throughout Academy | EO Officer | |
| 1.5 | | Establish meaningful benchmarking system in relation to other HEIs | Head of Research | |
| 1.6 | | Co-ordinate collation of gender data across Academy on annual basis | EO Officer | |
| 1.7 | | Provide annual progress report re gender data to Reachability Committee | EO Officer | |
| 1.8 | | Provide annual progress report to Academic Board | Convenor of Reachability | |
| 1.9 | | Ensure Action Points emerging from data are addressed | Convenor of Reachability | |

RSAMD Gender Equality Scheme

| | Objective | Actions | Who | Date |
|--|---|--|--------------------------|-------------|
| Involvement & Impact Assessment | | | | |
| 2 | Implement meaningful impact assessment processes in relation to equality in general and gender equality in particular | | | 2007-08 |
| 2.1 | | Review efficacy of existing involvement & feedback mechanisms | Head of Research | |
| 2.2 | | Devise meaningful involvement & feedback mechanisms | Head of Research | |
| 2.3 | | Co-ordinate implementation of revised involvement & feedback mechanisms | EO Officer | |
| 2.4 | | Co-ordinate collation of qualitative involvement & feedback data on annual basis | EO Officer | |
| 2.5 | | Provide annual report to Reachability Committee | EO Officer | |
| 2.6 | | Provide annual progress report to Academic Board | Convenor of Reachability | |
| 2.7 | | Ensure Action Points emerging from data are addressed | Convenor of Reachability | |

RSAMD Gender Equality Scheme

| | Objective | Actions | Who | Date |
|--|---|---|--|---------|
| Staff & Student Recruitment | | | | |
| 3 | Ensure equity in recruitment and admission of staff & students | | | 2008-09 |
| 3.1 | | Review existing staff and student recruitment policies in relation to gender equality | Registrar (Students) Director of HR (Staff) | |
| 3.2 | | Review existing audition policy and practice in relation to gender equality | Registrar | |
| 3.3 | | Implement reviewed Audition Policy | Directors of SOM, SOD & YouthWorks | |
| 3.4 | | Ensure all staff involved in recruitment and selection activities have received Equality Awareness Training | Director of HR | |
| Staff Development | | | | |
| 4 | Encourage critical reflection and active engagement in the area of equality and encourage the development of inclusive learning, teaching and working practices | | | |
| 4.1 | | Establish need for gender equality training amongst academic & academic-support staff | EO Officer | 2007-08 |

RSAMD Gender Equality Scheme

| | Objective | Actions | Who | Date |
|------------------|---|--|----------------|-------------|
| 4.2 | | Initiate a series of workshops/events relating to diversity & equality issues as a stimulus for staff to engage with this area | EO Officer | 2008-09 |
| 4.3 | | Develop VLE based resource for staff | EO Officer | 2009-10 |
| Equal Pay | | | | |
| 5 | Ensure that equal pay is embedded within all aspects of the Academy | | | |
| 5.1 | | Undertake an equal pay review, following the implementation of a revised pay and grading structure | Director of HR | 2007-08 |
| 5.2 | | Develop strategies for pay and conditions for part-time hourly paid staff | Director of HR | 2007-08 |
| 5.3 | | Undertake an equal pay audit of all staff, following the integration of the above staff into the revised pay and grading structure | Director of HR | 2008-09 |
| 5.4 | | Set up a formal process for monitoring equal pay, identifying any pay anomalies and developing strategies to deal with any anomalies | Director of HR | 2008-09 |
| 5.5 | | Benchmark salaries against salary data for the sector | Director of HR | On-going |
| | Objective | Actions | Who | Date |

| Staff Reward & Recognition | | | | |
|---------------------------------------|---|--|---|---------|
| 6.1 | | Develop criteria for the introduction of "contribution points" on salary scales | | 2007-08 |
| 6.2 | | Implement a process for introduction of "contribution points" on salary scales | | 2008-09 |
| 6.3 | | Develop criteria for specialist chairs for world renowned practitioners | | 2008-09 |
| Curriculum & Assessment | | | | |
| 7 | Embed diversity and equality issues into Academy's Learning & Teaching Strategy | | Convenor of Learning & Teaching Committee | 2007-08 |
| 7.1 | | Generate regular curriculum based activities on equality to engage students with that area | | |
| 7.2 | | Consider promotion of equality issues through PDPs | | |
| 7.3 | | Consider integration of equality issues into Creative Beginnings Module | Director of SOD | |
| 7.4 | | Consider embedding of equality issues into enterprise related modules | Directors of SOD & SOM | |
| 7.5 | | Embed outcome of considerations into curriculum | | |

RSAMD Gender Equality Scheme

| | Objective | Actions | Who | Date |
|--|---|--|--|-------------|
| 7.6 | | Ensure all staff involved in EO related teaching modules have received EO awareness training | Director of HR | |
| 8 | Embed diversity and equality issues into Academy's Quality Enhancement Strategy | | Academy Secretary | ? |
| 9 | Ensure student assessment procedures are free from discrimination | | Director of SOD | ? |
| Development of Policies & Procedure | | | | |
| 10 | Ensure relevant Academy policies & procedures are kept up to date, known to staff and implemented | | Director of HR (Staff) Registrar (Students) | On-going |
| 10.1 | | Raise awareness of Academy's Anti-Bullying & Harassment Policies | | |
| 10.2 | | Develop Acceptable Behaviour Policy | Director of HR | 2007-08 |
| 10.3 | | Implement Acceptable Behaviour Policy | Director of HR | 2008-09 |
| 10.4 | | Raise awareness of Academy's Student Complaints Procedure | Registrar | 2007-08 |

RSAMD Gender Equality Scheme

| | Objective | Actions | Who | Date |
|---------------------------------------|---|---|-------------------------------|-------------|
| Planning | | | | |
| 11 | Embed equality issues into the Academy's strategic planning process | | Convenor of Academy Executive | On-going |
| 11.1 | | Ensure equality issues in general and gender issues in particular are embedded into the appropriate plans | | |
| Procurement & Partnerships | | | | |
| 12 | Ensure equality issues are considered in relation to Procurement & Partnerships | | Convenor of Reachability | On-going |
| 12.1 | | Develop Procurement & Partnership Policy | | 2008-09 |
| 12.2 | | Implement Procurement & Partnership Policy | | 2009-10 |