Update on the Equality & Diversity Action Plan 2015 to 2018

Deadlines given in the action plan are included in the header in each section (eg ongoing, termly, annually)

Equality and Diversity Initiatives Relating to Staff AND Students

1. **Equality & Diversity Working Group - to meet termly**
   There has been some delay in establishing this working group with staff and student representatives. However, members have now been nominated and confirmed. The working group will be meeting once a term and the first meeting is scheduled to take place during the autumn term 2017.

   The group will also agree a plan for the review of the current Equality and Diversity Scheme and Action Plan, together with a timeline for consultation/publication of a revised Scheme and Action Plan for 2018-2021.

2. **Promoting Good Relations - ongoing**
   As part of the School's *Prevent* preparations (see below) the Senior Management Team approved in March 2016 a *Maintaining good campus relations in higher education policy* covering:
   – Freedom of expression
   – The use of School buildings
   – Prevention of radicalisation and terrorism

   The Working Group will also look at this issue from a community perspective.

3. **Prevent Policy & Implementation Plan**
   Completed to deadline: Prevent has been incorporated into the School's Safeguarding Policy and the School's Safeguarding Lead has arranged for Prevent training to be available to all relevant School staff which was rolled out during the 2016/17 academic year.
   The School's has met all its HEFCE Prevent reporting requirement

4. **The Creative Case for Diversity - ongoing**
   To be considered by the Equality & Diversity working group

5. **Collaboration with wider Partners - ongoing**
   Staff involved in coordinating the School's Equality and Diversity Scheme and Action Plan regularly attend the City of London's *Equality Representatives Meetings* and the *Small and Specialist Institutions' Equality Network Meetings*, facilitated by the Equality Challenge Unit (ECU).

Equality and Diversity Initiatives Relating to STAFF

6. Publishing the School's Staff profile - quarterly
Data has been updated for 2017and will be published on the School's equality duty webpage during the summer term.

7. Monitoring protected characteristics - yearly
The School HR Department is working with Corporate HR to develop reports on the protective characteristics (ie age, gender, disability, religion, sexuality and ethnic).

8. Monitoring Recruitment Statistics - target actions to be agreed by SMT
The School HR Department is working with Corporate HR to develop reports on this information so positive action can be taken to improve underrepresented groups. (ie in respect to widening the pool with regard to advertising). Targets have yet to be agreed by Senior Management Team.

9. Monitoring Staff Development Statistics - yearly reports
The School HR Department is working with the Corporate HR to develop reports to provide this information on the take up training. Academic Progression and Conferment of Title of Professor applications are monitored on a yearly basis by the Staff Development Committee.

10. Mandatory Training - ongoing
All new starters in the School are required to complete the Equality and Diversity training during their probation period. Additionally, a new suite of equality and inclusion e-learning modules are available on City Learning:
Equality in the Workplace
Equality Act 2010
Equality Analysis

Staff members will be encouraged to complete the Equality in the Workplace training. The Equality Act 2010 and Equality Analysis training will be particularly useful for managers who have responsibility for service delivery, as well as policy/strategy officers and business planners. There are also Equality & Inclusion monthly drop-in sessions at the Guildhall.

11. Reasonable Adjustments - ongoing and annual reporting
The School follows advice from the City of London Occupational Health Department and uses the Access to Work Service. Support is provided to members of staff and all cases are actioned. An annual reporting cycle has not yet been developed.

12. Leavers - ongoing
The School HR Department is working with Corporate HR to develop reports to provide information on exit interviews.

Equality and Diversity Initiatives Relating to STUDENTS

13.   Qualitative Monitoring - ongoing
The E&D working group will discuss how best to identify and analyse, from a student's perspective, areas of good practice and those areas requiring improvement in relation to experienced levels of inclusivity and accessibility within the School's culture, environment, teaching practices and learning opportunities. A report has yet to be made to the Academic Board.

14.   Supporting Student Transition to Higher Education - training/support plan for September 2017
The School's learning and disability support staff have identified the distinct needs of transitioning students with certain disabilities (for example those with Autistic Spectrum Disorders, including Asperger's Syndrome). Whilst the School engages with students declaring a disability at an early stage and provides support and advice to help them prepare for their course, for some with certain disabilities current provision has felt inadequate (and this is supported by both anecdotal and research evidence).

E&D working group will explore how the School might develop and introduce additional evidenced based interventions for specific populations/individuals, to increase success of transition and prevent placement breakdown.

15.   Employability - ongoing
To develop guidance and training for student on disclosing and managing a disability in the professional arena – to be discussed by the E&D working group.

16. Bullying & Harassment - Policy due March 2016, awareness by end of summer 2016
Completed to deadline: revised Harassment & Bullying Policy approved March 2016

Student Affairs team currently considering how awareness and training could be delivered to students during the induction period.

17. Mature and Post-graduate Students - September 2016 and Spring 2017
Completed to deadline: Mature and Postgraduate student orientation events were facilitated by Student Affairs in both autumn 2015 and 2016. Prompted by feedback, and with subsequent close collaboration with the Students' Union, this provision has been further developed into a programme of events and supportive mechanisms to support the needs of these student groups at crucial times in the academic calendar and throughout the year.

18. Inclusive Design - due September 2018 for Programme Leaders' Group
E&D working group will consider examples of good practice from equivalent HEI's; to take the key points from the Disabled Students' Sector Leadership Group's recent

guidance '*Inclusive Teaching and Learning in Higher Education as a Route to Excellence*' (2017): and collate/appraise current provision in-house – in order to develop a proposal and action plan for developing more inclusive teaching, learning and assessment practices. Within this is included accessibility in terms of the physical environment, information technology, learning materials/resources and learning opportunities.

19. **Publishing the School's Student Profile - annually to February Board of Governors**
20. **Monitoring of Widening Participation Targets - annually December/January**
21. **Monitoring of applicants by key protected characteristics - annually to the Academic Board**
22. **Monitoring of student success by key protected characteristics - annually to the Academic Board**

Completed to deadline: All student quantitative monitoring in respect of protected characteristics and widening participation targets has been in place for some time and embedded within the annual cycle of business of the Academic Board and the Board of Governors. A summary of the monitoring of applicants and student success is included in the Academic Board's annual report to the Board of Governors and actions arising, where potentially there is a difference in outcome for an applicant/student with a protective characteristic, are highlighted as specific actions in the report and for follow-up in the interim report (also included in the agenda pack for this meeting of the Board of Governors).

Steve Eddy
Head of HR (Barbican & Guildhall School)
June 2017

Interim report on actions from the 2015/16 Academic Board Annual Report (approved by the Academic Board 19 June 2017)

	Action	Assigned	Deadline	Action Taken
1)	to continue to review programme specific assessment criteria and stepped learning outcomes at revalidation	*Programme Leaders*	*Various*	*Stepped LOs to be developed for the BMus revalidation. Application of the overall assessment strategy and criteria under discussion within the revalidation of MA Opera Making and Writing, BMus and Guildhall Artist. Lessons learned from the development of the ArtDip criteria to be taken into consideration.*
2)	to monitor the effectiveness of the School wide assessment strategy and the appropriateness of the School wide template for use across Music programmes	*Music Programme Leaders*	*Over next 2 assessment cycles*	*Regular feedback sessions between staff and students held across departments to ensure assessment remains focussed and relevant through all stages.*
3)	to develop a new Teaching and Learning Strategy and Action Plan in line with the overall Strategic Plan for approval late 2017	*VP & Director of Guildhall Innovation*	*AB 2 Nov. 2017*	*Major themes relevant to learning and teaching under discussion as part of the overarching School strategy development through VPs group and SMT. First discussion at AB planned for Summer 1 meeting, following initial rounds of School Strategy development*
4)	to review the Academic Board plan of work to ensure that all items necessary for the Board of Governors to make the required annual assurance statements are considered and reported	*Academic Registrar*	*AB 3 Feb. 2017*	*Board of Governors to receive update on action plan at July Board Academic Board Annual Report scrutiny group (the terms of reference and membership of which will be discussed at Governance and Effectiveness Committee) to meet at the start of each academic year* *Future Board of Governors papers containing information supporting academic assurances to be clearly labelled*

5)	to review marking, moderation and feedback processes and provide proper induction and guidance for internal and external assessors	*Programme Leaders*	*Summer 2017*	*Music – stronger induction for Chairs to ensure greater vigilance re. technical issues (e.g. pass/fail marks) and guidance for assessors on feedback report writing. Internal assessors required to attend pre-exam meetings. Further practical steps to be discussed in extended HoDs meeting to respond to issues raised by EEs* *Acting – processes regularly discussed at departmental staff meetings. Guidance to internal and external assessors delivered via face-to-face induction supplemented by ongoing support during assessment and feedback processes. Tailor-made written guidance packs produced to support assessors* *TT – regular marking review meetings ensure consistency and validity of the marking process.*
6)	all UG programme leaders to consider the challenges for older age groups in assessment; Head of Music Programmes to look at BMus issues in detail	*Programme Leaders*	*Summer 2017*	*Music – Academic Board considered and approved a detailed report and set of responses from the Head of Music Programmes. Potential issues for further consideration include:* • *likelihood of personal circumstances impacting studies – evidenced by occurrence of extenuating circumstances/intermission in older age group* • *cultural obstacles, both education and linguistic, experienced by EU and overseas students more likely to enrol at 19+ and therefore complete at 23+ years of age* *Acting – discussed at departmental meetings. The Team maintain regular communication with colleagues in Student Affairs to understand and support the range of issues which may be affecting students around their studies. Statistics such as these are sometimes challenging to interpret when working in small*

				cohorts; these statistics may also be influenced by the impact of the age of students entering the MA as opposed to BA acting cohort. The Department places a strong value on maturity in the acting cohort and will continue to monitor it. *TT – n/a outcomes for older students in TT positive*
7)	to monitor the implementation of the recommendations of validation – MA Music Therapy and Doctoral programme	*Head of Research Head of MT*	*over period of validation*	*Programme Teams satisfied all conditions of validation. Recommendations to be monitored and acted on throughout period of validation*
8)	to monitor the implementation of programme action plans	*Academic Board*	*ongoing*	*Academic Board receive updates on pressing actions periodically. Annual report on actions taken and planned developments reported via APERs*
9)	to carefully consider NSS outcomes, particularly with regard to assessment and feedback, and develop a strategy to identify and resolve issues before they are reported in the NSS	*Programme Leaders*	*Jan. 2017*	*Music – extensively discussed at several cross departmental meetings; specific steps to be taken during next assessment cycle* *Acting – annual assessment induction involving Programme Team and whole student body - full and frank consideration of assessment ensures students understand assessment ethos and how it functions within the programmes. Also allows students to voice any concerns or misunderstandings, and for the Programme Team to respond accordingly.* *TT - structured sessions informing students of assessment and course structure added for each year group in the first few weeks of the Autumn Term. Additional assessment overview chart added to course documentation. Absolute limit of 15 working days set for delivery of feedback published in programme handbook – students informed of this and asked to notify Director of TT if feedback not received within deadline*

10)	to ensure WSS outcomes are discussed in detail between staff and students and actions taken are fed back to the student body	*Programme Leaders Operations Board*	*Nov. 2016 to Jan. 2017*	*Ops Board - Student reps invited to attend programme Boards, Academic Board and SSLC. Actions taken fed back to student cohort via reps. You Said We Did poster campaign responding to survey comments compiled during the autumn term. Responses published on the intranet and placed around the School on student notice boards.* *Music – issues from WSS and NSS, particularly regarding assessment and feedback, addressed at local departmental meetings.* *Acting –meetings held throughout academic year, including twice-termly year group meetings, annual assessment induction meeting, termly whole Acting School meetings, ad hoc meetings to respond as appropriate.* *TT - all WSS outcomes discussed in detail with staff and student representatives and actions taken fed back via student reps and at regular whole-programme meetings.*
11)	the School needs to keep its DLHE performance under review and consider whether more resource needs to be put in place to improve its response rate and ensure graduates know how to complete the survey correctly	*Senior Management Team*	*Jan 2017*	*DLHE performance to be considered as part of employability review. New DLHE model outlined by HESA looked to deliver a centralised, 15 month model which would take much of the burden of work away from the School. Measures to raise awareness amongst alumni to be considered*
12)	Library invoices to include a note that failure to settle a library account may result in referral to the Academic Registrar and disciplinary action under the Student Code of Conduct	*Head of Library*	*Completed 27/10/2016*	

13)	all assessors of written academic work to be advised on the proper application of academic misconduct regulations	*Programme Leaders*	*Immediately*	*Music – written guidance developed covering:*
				    • *Writing feedback and relating it assessment criteria*
				    • *Reporting protocols for academic misconduct*
				Acting – Head of Academic Studies (Drama) ensures the School's policy on academic misconduct is well understood and there is a consistency in its application.
				TT - All written academic work assessed by a minimum of two permanent members of staff familiar with the proper application of academic misconduct regulations. All assessment regulations suitably disseminated to the programme team who liaise closely with Drama Admin to ensure any issues are dealt with suitably, supportively and in a timely manner.
				In addition academic misconduct regulations clarified within the Academic Regulatory Framework

14)	BMus programme leader to identify whether there are any factors leading to a drop in applicants with a disability accepting their offer	*BMus Programme Leader*	*Immediately*	*Relevant statistics analysed and HoDs consulted. Due to small figures drawing any statistically significant outcomes (e.g. systematic decline) is difficult.* *14-15: 16 accepted and 9 declined (no reasons included).* *15-16: 10 accepted and 3 declined (reasons: against studying in London and went to RCNM; more hours in BirmCons and London too expensive; really enjoyed process but went to RAM).* *16-17: 10 accepted and 2 declined (both went to RCM, no further detail given).* *17-18: 9 accepted and 3 declined (no reasons given).* *From this and also from my consultation with HoDs there don't seem to be issues that would discourage applicants with disability*

				to accept our offers.
				No obvious issues that that would discourage applicants with disability accepting an offer are apparent
15)	Associate Head of Composition (PG) to consider factors that might attract more female applicants	*Associate Head of Composition*	*Immediately*	*Academic Board considered and approved a detailed report and set of responses from the Associate Head of Composition Measures to be explored include:* • *Recruitment of female composition teaching staff* • *Greater presence of female students / alumni / visiting speakers on online media platforms* • *Increased opportunities to showcase work in public settings* • *Continued engagement with high profile female artists as external speakers and project leaders*

Tom France, Quality Assurance Officer (Programme Development)

June 2017