

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	24 th July 2018	
School or Executive Group Area:	Research & Enterprise	
Department:	Doctoral Studies	
Lead member of staff: e-mail:	Dr Susannah Thompson s.thompson@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Programme: PhD	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
<p>1. Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The PhD programme is a three year full-time / five year part-time postgraduate research programme which runs across all five schools at GSA. Core to the programme identity is an understanding that PGR research at GSA is international, ethical and diverse in terms of both our student body and the projects they undertake. As with sector-wide practices, the SCQF level 12 programme is delivered primarily through one-to-one and small group supervision (comprising the student and supervisory team of up to three supervisors) of a largely self-directed, individual research project. Supervision is supported and complemented by a twelve-week Research Methods training programme, a non-assessed course which introduces all first year PhD students to PhD level study, core research methods, research ethics and other key and generic skills pertinent to PhD study.</p> <p>Undertaking an Equality Impact Assessment at this stage allows for reflection on existing good practice as well as the identification of areas that may require further attention and development. The focus of this process is to mainstream equality into the programme structure and design in order to enhance the pedagogical framework and working practices of Doctoral Studies at GSA.</p> <p>Due consideration has been given to the Public Sector Equality Duty: Equality Act 2010 (PSED) and the attendant impact on groups with protected characteristics in relationship to the statistical evidence provided by Registry, student feedback (via the annual student survey and other feedback mechanisms) and the periodic review process (held in September 2018). In line with the GSA's Guidance on Undertaking an Equality Impact Assessment, this report will focus specifically on:</p> <ul style="list-style-type: none"> • Recruitment: how the programme does / can widen participation in the promotion of good practice for equality and diversity • Programme Design and Delivery: how the programme does / can advance equality and promotion of equality and diversity in relation to the programme structure, content and delivery (focussing primarily on supervisory practices). • Research Training: how the programme does/can meet the needs of a diverse student cohort with regard to core research skills training (Research Degrees Training Programme) and professional practice (PGR Pop-Up training sessions). 		

2.Evidence used to make your assessment:

The evidence used to assess the PhD programme includes:

- Student feedback from a range of sources including the Annual Student Survey (via Survey Monkey), the Annual Research Degrees Report and PGRSSCC / Student Staff Consultative Committee and Student Voice feedback.
- [GSA Equality Monitoring Report 2017-18](#)
- [GSA Equality Benchmark data](#)
- [SFC: Gender Action Plan 2016](#)
- [Scottish Graduate School for Arts and Humanities Codes of Practice](#)
- [Advance HE's Athena SWAN charter and guidance on gender equality in HE](#)
- [UK Council for Graduate Education](#) equalities guidance, including the Black and Minority Ethnic Research Group
- [Vitae](#) principles on Equality and Diversity in postgraduate research

The statistical evidence provided by Registry and collated through the Periodic Review demonstrates the following patterns:

Age

The average age of students on the PhD programme is 38 (the 30-59 category), which is commensurate with national data on postgraduate students (Source: HESA) and aligns with GSA Equality Benchmark data on postgraduate students' age range in the 25-39 category. It is worthy of note and a positive impact that the PhD programme is attracting mature students: 42.6 % of the student cohort are over 40, with 14.7 between 50-59 years of age.

Race / Ethnicity

Programme level data reveals that the PhD programme attracts a diverse cohort in terms of nationality, race and ethnicity. In terms of ethnicity, while the majority of students are white (63.9%), a further 8.2% of students identify as Asian (from a category which includes Indian, Pakistani and 'Other Asian'), 4.9% as Arab, 4.9% as Chinese. A further 6.6% are from other ethnic or mixed backgrounds. An area for development would be to attract more Black and Black British / African students who make up the smallest percentage of our students at 1.6%. In terms of nationality, 34.5% of our PhD students are international students, 9.8% EU and just over half of are (55.7%) are UK.

Gender

65.5% of PhD students at GSA are female and 34.5% are male. No students have identified as third gender or non-binary. This is in line with GSA Equality Benchmark data which indicates that there are more female than male students. The School of Fine Art accounts for around 50% of our total cohort and GSA statistics indicate a similar pattern at UG and PGT in this respect. An action arising from this EIA, however, would be to identify possible reasons for the (albeit minor) gender

imbalance (65.5 to 34.5) which may relate to external funding opportunities and career trajectories for international students. In terms of the targets outlined in the SFC's Gender Action Plan 2016 which aim for the threshold of representation to be no greater than 75%-25% by 2030, the PhD programme is generally performing well in terms of gender balance.

Disability

GSA Equality Benchmark data indicates that 85.8% of postgraduate students are not known to be disabled. This maps almost identically onto PhD level student data: of the current students on the programme, 86.9% have no known (or declared) disability. In the current cohort students have disclosed specific learning difficulties (dyspraxia, dyslexia, ADHD), deafness or have a serious hearing impairment, and long-term medical conditions. The largest issue for PhD students are mental health conditions and these (and related) conditions affect 4.9% of our students.

Religion

The GSA Equality Monitoring report states that 47% of GSA students hold no religious beliefs. At PhD level, this rises slightly to 50.8% who state they have 'no religion'. Apart from the 13.1% who refused to specify their religious beliefs (or lack thereof), the remaining students are a wide range of religious faiths and beliefs of which Christian (Roman Catholic; Church of Scotland; Other Denomination) is the largest proportion at 13.1%, 18% of students are of Muslim, Buddhist, Jewish or Hindu faith with other beliefs making up the remaining 4.9%.

Sexual Orientation

At PhD level, there is greater diversity in terms of sexual orientation than across GSA as a whole, with 68.9% of heterosexual students compared with 73% in overall GSA Equality Monitoring Report figures. On the current programme, students identifying as bisexual, gay and 'other' are all represented. 19.7% refused to provide information.

3. Outline any positive or negative impacts you have identified:

RECRUITMENT

As indicated by the statistics / evidence above, there is a clear indication that the PhD programme has positive impacts for a range of protected characteristic groups, particularly for those students who will benefit from the flexibility and self-directed nature of PhD level study which (across the sector) relies less on contact hours, fixed timetables and directed learning than traditional UG and PGT programmes. The PhD programme is also notable in attracting a high ratio of international students. Data collated for the PGR Periodic Review noted that in 2018-19, our PGR community (c.60 students) included students from over 20 countries, of which 13 were non-EU.

As the data suggests, it is paramount to the identity of the programme (see section 1: international, ethical, diverse) to identify broad target recruitment that reaches beyond the UK and EU. As such, we are continuing to make strategic efforts to eliminate discrimination by continuing to foster good relations with diverse geographical partners. Current PhD students (especially those whose research relates to overseas development) and staff research with international partners are key to this. A positive development for 2019-20 in this regard in relation to race and socio-economic class has been the opportunity for GSA to recruit two PhD students via Official Development Assistance schemes (ODA), recruiting from geographical regions beyond the EU, focussing specifically on those listed as 'least developed' or 'lower income' countries. ODA-funded scholarships are typically predicated on 'change agent' models: empowering individuals to catalyse change in civic and industrial sectors and to transfer their knowledge to others within their organisations, communities, and countries. Two ODA-funded students will commence study in 2019/20.

In addition to attracting new students, a key recruitment area lies with our own PGT students. As such, a focus has been on conversion from PGT to PGR. As part of this, there is an in-built articulation route from the Innovation School's MRes to the PhD programme which has seen a small but steady cohort move from the MRes to the PhD over the last three years. This allows students the opportunity to move from PGT to PGR level incrementally, while developing research-led learning in year one of the MRes. We have also run a number of Masters sessions for PGT students interested in further study as well as running an open evening each semester for interested applicants (in addition to the usual Open Days and GSA-wide recruitment activities). Alongside these efforts, prospective applicants are encouraged to contact Doctoral Studies staff prior to a formal application in order to seek direction and guidance on the application process. We also offer all applicants the opportunity to receive informal feedback on draft proposals prior to a formal application. In doing so, we aim to advance equality in welcoming students from a range of backgrounds and with varied experience.

Positive impact:

The statistics evidence the fact that the flexible nature of PhD study allows groups such as mature students and those with caring responsibilities to undertake research projects. That they can organise their projects largely according to their own timetable (with supervisory guidance and support), helps to advance equality, particularly in relation to age. Student feedback at PGRSSCC and other forums (seminars, discussions, scholarship data) also indicates that many of our mature students return to study after a break of more than five years from HE, and that many are retraining or embarking upon a second career via the PhD.

As discussed above, the statistics are also largely positive with regard to the diversity of the current cohort in relation to race, ethnicity, sexuality, gender and disability, broadly aligning with GSA and sector-wide norms and patterns and outperforming GSA patterns in a number of categories in terms of diversity (sexuality; ethnicity).

Negative impact:

In spite of the congruence between PhD statistics and GSA / sector-wide benchmarks (e.g. Scottish Graduate School for Arts and Humanities; HESA), there is scope for development in terms of attracting and recruiting students from BAME groups, particularly Black / Black British students, who make up less than 2% of the cohort.

In relation to the evidence provided, it should also be noted that at PhD level students are increasingly unlikely to undertake self-funded study, regardless of nationality or resident status. At present, GSA offers only one dedicated internal PhD scholarship, launched in 2019. It is not known whether or not the scholarship will be available again in 2020 or beyond. This is at odds with the range of internal scholarships offered by parallel HEIs within the Scottish Graduate School for Arts and Humanities (our main competitors). Funding is directly related to recruitment and the subsequent demographic of the programme. As such, recruitment is not solely linked to GSA's marketing or competence standards, as E&D policies adhered to by external funders can vary considerably, and many are not UK-based. Notably, for instance, we have a larger number of international students from countries whose governments provide full PhD scholarships which include fees and maintenance. While external /governmental PhD funding is, to a large extent, beyond the control of GSA, there is a sense that some students from lower-income countries or those from lower socio-economic brackets in the UK and EU are disadvantaged in terms of transnational parity of opportunity in terms of available scholarships and the lack of ability (in the absence of scholarships) to self-fund study. Not only does this create barriers to participation, for those who do enrol, paying fees for three years (f/t) is a significant burden and source of stress and anxiety for many self-funded students and one of the key reasons for withdrawal from the programme.

Finally, GSA is out of kilter with the majority of the sector in terms of the minimum period of study for part-time PhDs. In most comparable institutions (e.g. those who are fellow members of SGSAH) part-time study is a clear 'doubling' of the period for full-time study. Typically, a PhD in Scotland takes a minimum of 3 years full-time and 6 years part-time. At GSA, the minimum length for part-time study is 5 years, rather than the standard 6. This could have a negative impact upon a number of groups, particularly disabilities (such as long-term illness), pregnancy, maternity and those with caring responsibilities.

PROGRAMME DESIGN AND DELIVERY

Issues of equality are firmly embedded in the PhD programme in terms of structure, content and delivery to ensure that particular students are not adversely affected upon or discriminated against. A primary aim is that the programme is accessible to the widest body of students possible and that needs are anticipated. The programme utilises a wide range of learning and teaching methods to the benefit of all students, regardless of protected characteristic. This includes making use of the VLE to provide programme guidance and information as well as opportunities for training, funding and employment (including GTA positions, internships and residencies) in a timely and comprehensive manner. The GTA positions are internal to GSA while most internships and residencies are facilitated through our membership of the Scottish Graduate School for Arts and Humanities (see: <https://www.sgsah.ac.uk/current/funding/residencies/>) We use Canvas to ensure our students are aware of these opportunities and to remind them of key deadlines.

It is also important to note that a large number of PhD students' research itself reflects a commitment to equality and diversity issues, with a broad range of PhDs on subjects such as the visual representation of disability, gender, sexuality, race and ethnicity in the arts and humanities. Another well-represented focus amongst our PhD researchers has been around widening access to / participation in design, architecture, urbanism, healthcare etc. on the part of people with disabilities, the elderly, young people, women and other protected characteristic groups. This is a positive impact for GSA as a whole and demonstrates the alignment between staff and student research in these important and timely issues.

Learning and Teaching Methods: PhD Supervision

In addition to the first semester's Research Degrees Training Programme (discussed separately in the next section of this EIA) the central mode of delivery at PhD level is one-to-one or small group supervision. This is in keeping with comparable models of delivery across the sector in the arts, humanities and social sciences. Although contact and learning hours are outlined in the programme handbook (Research Degrees Guidance document), the specific nature of supervision can vary, and supervisors tailor activities to the specific needs of the student and their stage of research. For example, the traditional role of the PhD supervisor relies on a one-to-one 'Socratic' model of teaching by which the 'master' (supervisor) oversees and mentors the student. At GSA, and increasingly across the sector, institutions encourage PhD study which is overseen by small supervisory teams of up to three academic staff with expertise in the field of research undertaken by the student. In this instance, students meet two or three supervisors at most supervision meetings and feedback is delivered jointly. This allows for a non-hierarchical and more discursive model of supervision and ensures students receive consistent (rather than conflicting) advice. The place of teaching can also vary, according to the student's preference and stage. Teaching (supervision) can move between a small seminar room, staff office or student's studio or working space from meeting to meeting, providing a tailored experience for students and their specific needs – the supervision meeting may respond to a written submission, a practice-led work in progress, a presentation and so on. In 2019/20 we will introduce additional supervisor training sessions at GSA and via SGSAH which will include a focus on EDI and wellbeing. SGSAH also offer sessions on these themes at their annual Spring into Methods and Summer School training sessions for students and supervisors.

The PhD programme expects that, to a large extent, students will self-direct their own learning whilst also fostering collaborative strategies for practice and research. The needs and demands of students are anticipated to vary and it is important that the programme's structure and ethos promote respectful concern for the rights and needs of others, alongside recognising that each individual's concerns are inseparable from wider, cultural, intellectual and ethical issues. To reflect this, GSA has made a concerted effort to foster a sense of research community amongst the PhD students and staff researchers, via events such as SKI Tuesdays, which has focussed on research issues such as impact, knowledge exchange, research ethics and so on. While this series is currently on hiatus due to staffing issues in R&E, it is our intention to reconstitute these in the next academic year. Likewise, PhD students are encouraged to join staff research groups such as the new Art Writing Research Group, identifying ways to share research and find common interests.

Where former models of PhD supervision designated supervisors as Primary, Second or Third, revised supervisory models are made up of a Primary Supervisor (who essentially deals with the administrative formalities and has main responsibility for the student) together with up to two further co-supervisors. While the weighting may be different in terms of contact hours between the supervisory team, the increased emphasis on working as a small team also helps to foster a non-hierarchical model of group learning, in which the student's research may inform teaching and vice versa. Where possible and appropriate (i.e. dependent on the size of a cohort working on related themes or topics) supervisors are also encouraged to facilitate small group supervision meetings (for instance, this would typically consist of a group of supervisees whose research is overseen by the same Primary Supervisor). This approach to pedagogical practice aims to foster trust, respect and understanding between students and students and staff, regardless of protected characteristic. In summary, PhD research is largely determined by the project rationale and learning intentions of each student, wherein students identify their own programme of study supported by tailored training and regular supervision.

In addition to their supervisory team, all students have access to and regular contact with their PhD Coordinator. At GSA, there is one PhD Coordinator in each school who acts as a point of contact for students who have questions, concerns or issues they may not wish to raise with their supervisor. Beyond this, students are in regular contact with the Doctoral Studies team in R&E, for further support and advice on all aspects of the programme. As a member of SGSAH, students can also access the diverse, wide-ranging and multitude of training, development and support sessions offered to all PhD students studying at SGSAH HEIs in Scotland, regardless of funding or protected characteristic.

Positive Impact:

Through the model of one-to-one and group supervision, there are numerous points of formative feedback for students. While these opportunities will be to the benefit of the entire cohort they will have particular benefit on those students with specific learning differences (disability), and returners to education after lapse of time (age). Similarly, while specific contact and learning hours are outlined for both student and supervisor, there is a high degree of flexibility around specifically when teaching and supervision takes place (i.e. there is no fixed or mandatory timetable as long as hours are met and meetings are regular), allowing both staff and students to organise their time around other commitments. Again, while this model will be to the benefit of the entire cohort it may have particular benefit to those students with caring responsibilities.

Negative Impact:

Across the sector, one of the challenges of PhD level study is the difficulty for many students in the transition from taught degree programmes (group and class based, around timetables and set assessment points) to research degrees (largely self-directed, no assessments beyond an Annual Progress Review, regular supervision but hugely decreased contact time). While some of these changes can be seen as a positive impact for some students, as noted above (dependent on e.g. learning style, background or age, for example) the flexibility and self-directed / independent nature of many PhD projects in the arts and humanities can also prove challenging for students

who are used to daily contact and instruction on taught degrees, leading to a sense of isolation or anxiety (disability). There is a tension here between the sense that a PhD –the highest degree it is possible to obtain – is by its very nature - challenging for all students. With the increased academic demand and the need to acquire high level research skills, many PhD students can suffer stress and anxiety. It is crucial for GSA to ensure the balance is right in terms of ensuring students experience a challenging, rigorous and stimulating research environment (which might be deemed 'good stress') while minimising the impact of negative effects on wellbeing that the specific structure of the PhD can have on some students.

At GSA, we have attempted to address the potential isolation created by this relative lack of structure on the part of some students (typically international students and students who move straight from UG or PGT programmes to PhD, according to feedback from PGRSSCC and the student survey) through the restructuring of the Research Degrees Training Programme (RDTP) and Research Methods Symposium, as outlined in the following section. In addition, a key aim of the new (2017 onwards) 'PGR Pop Up' series of events was to generate and maintain a sense of community across PhD students at GSA. Canvas also helps to ensure the awareness and visibility of cross-institutional training programmes, research networks and groups within and beyond GSA, promoting equality of opportunity for all students. In addition to Doctoral Studies itself, other GSA departments complement these efforts. Student Support, for example, ensure that support for PhD students is mainstreamed across the student body in terms of provision to services such as counselling. To ensure PhD students are aware of what GSA can provide, in 2018 we introduced a session on Student Support to the annual induction and orientation day. I discuss some of the efforts taken to minimise the potential negative impact of PhD modes of learning and teaching in the following section.

RESEARCH TRAINING

The twelve-week Research Degrees Training Programme (RDTP) delivers core research methods training to all new first year PhD students, culminating in a student-led Research Methods Symposium. The mandatory RDTP is complemented by a regular programme of 'drop-in' research training sessions (PGR Pop-Ups) which are open to ALL PhD students at GSA, regardless of stage of study or school/discipline. This is further enhanced by a robust programme of events and training organised by the SGSAH partnership in conjunction with GSA and other HEIs. Again, these are open to all GSA students and students in partner SGSAH HEIs. These are sometimes initiated, hosted or delivered by GSA academic staff and are open to all SGSAH students, including those at GSA. This helps to foster good relations between staff, students and other HEI staff and students and facilitates access to a diversity of perspectives in training contexts.

The RDTP and PGR Pop-Up sessions foster the positive contribution of others. In seminars and workshops students are required to situate their work in a broad context and to gain an advanced understanding of the critical and disciplinary perspectives of their peers and other contributors to the field of enquiry. Students are invited to present on their work regularly as a key aspect of the programme, demonstrating an equality of opportunity. In RDTP sessions, there is a concerted focus and emphasis on the need to engage with varied and diverse social and cultural perspectives, and this is reflected in the indicative reading list and is particularly reiterated in sessions on research ethics and literature reviews.

The content, course materials and staffing of the RDTP are flexible, allowing for adjustments each year to reflect the new cohort's interests, experiences, backgrounds and intentions. This pedagogical approach aims to ensure individual student needs are met regardless of background or protected characteristic. The PGR Pop-Up series is even more responsive to student requests for training and suggestions are actively encouraged via the student survey and PGRSSCC / Student Voice system. These can be acted upon relatively quickly because of the relatively small number of PhD students and the flexibility of the timetable. Supervisors also regularly suggest additional training sessions based on discussions with their supervisees in supervision meetings

and via the annual Training Needs Assessment process, wherein students work with their supervisory team to identify additional training needs. Where possible, these are delivered at GSA. Where additional training is outside the scope of GSA's resources or expertise, all students, regardless of background or protected characteristic, can make use of the Research Degrees Training Account to out-source training. All students are encouraged to apply for Cohort Development Fund Training and other funding via SGSAH.

The annual Research Methods Symposium is a cross-disciplinary, student-led, collaborative project which fosters a sense of belonging and community between first year PhD students from across GSA who work together as a small team to realise the event. The Symposium is open to all GSA staff and students as well as invited members of the public. The Symposium enhances professional practice by allowing students the opportunity to organise an academic conference, develops transferable skills through the requirement to publicly present work-in-progress at an early stage of the PhD project and encourages the development of a community of practice amongst students, promoting respect and inclusivity regardless of protected characteristic. While most students present a conventional spoken 'conference paper', students are also able to present in alternative formats (e.g. pre-recorded PowerPoint, group presentation, remote presentation via Skype) which has a positive impact on students with disabilities, those with caring responsibilities and so on. For those presenting verbally, students are given an opportunity to deliver a full rehearsal in advance, receive group or one-to-one feedback and are also encouraged to attend PGR Pop Up training on presentation skills, designed to build confidence in those who find public speaking challenging for a variety of reasons, regardless of protected characteristic.

4.Actions you have taken or planned as a result of your findings:

Action	Equality Impact	Person responsible	Time frame
Close consultation with Student Recruitment, Marketing and International Office to enhance existing recruitment strategy, particularly with regard to under-represented groups.	Advance equality and eliminate discrimination regardless of protected characteristic and in particular people from BAME groups in the UK.	Head of Doctoral Studies; PhD Coordinators; RDSC (with colleagues from Marketing and Recruitment)	Underway - Summer 2019.
Review min. period of study for p/t students. Following review, possible proposal of increase of min. period of study from 5 to 6 years.	Advance equality and eliminate discrimination with particular regard to people with disabilities and caring responsibilities.	Head of Doctoral Studies; PhD Coordinators; RDSC	Session 2019-20
Identify additional sources of PhD funding (both internal and external) and consult with colleagues (e.g. Development Office; Scholarships) regarding potential of positive action (dedicated scholarships) to recruit from under-represented groups.	Advance equality and eliminate discrimination.	Head of Doctoral Studies; PhD Coordinators; RDSC (with colleagues from Development and Research & Enterprise)	Session 2019-20
Establish dedicated budget to enhance and develop the existing PGR Pop-Up series, open to all PGR students.	Advance equality Foster good relations Encourage an inclusive, meaningful, cross-school community of practice amongst PGR students	Head of Doctoral Studies; PhD Coordinators; Supervisors; RDSC	Underway – active in session 2019-20
Ensure the pedagogical aims and values of the programme are clearly articulated in any forthcoming revisions to course documentation, with particular emphasis on equality and diversity	Ensure that equality impact is understood by all students and supervisors and emphasise the respectful concern for the rights and needs of others in diversity	Head of Doctoral Studies; PhD Coordinators; RDSC	Session 2019-20

	learning and teaching and research environments.		
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5. Where/when will progress and the outcomes of your actions be reported and reviewed:

All actions will be included in the Annual Research Degree Report (ARDR) action plan in November 2019 and reported upon through the Research Degrees Sub-Committee and the Research and Enterprise Committee during 2019-20 and the Periodic Review progress reports which feed into these committees. All quantitative and qualitative data collated over the academic year will be reported and examined in the ARDR.

6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:

The actions and outcomes of this EIA fully align with GSA's Equality Outcomes 2017-2021 by:

- Ensuring that the programme recruitment model supports GSA's commitment to increase the number of students from under-represented groups, particularly UK BAME groups (EO: 3)
- Ensuring that the programme continues to be responsive to mainstreaming its design and delivery thus promoting ethical good practice as central. This includes a curriculum for RDTP and PGR Pop-Ups which encourage a diversity of perspectives and promotes ethical practice and understanding (EO: 1 and EO: 2)
- Engaging staff and students in programme development in terms of research activity that supports a diversity of perspectives thus enabling students to operate within an international context. (EO: 1 and EO: 2)
- Developing a diverse body of staff to engage in learning and teaching through supervisor training and staff development activity (EO: 5)

The outcome of your assessment:

No action (no potential for negative or positive impact)

Action to remove barriers/mitigate negative impact

Action to promote positive impact

Sign-off, authorisation and publishing

Review Lead

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<i>Position</i>	<i>Head of Doctoral Studies</i>
<i>Signature</i>	
<i>Date</i>	<i>28/08/19</i>

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Name	Colin Kirkpatrick
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Equality Lead (Head of Student Support and Development)

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