

**THE GLASGOW
SCHOOL OF ART**

**Delivering our British Sign Language (BSL) Plan
2018-2024**

Introduction

The Glasgow School of Art is a specialist institution for the visual creative disciplines. Internationally recognised, we value diversity in our students, staff, though, outlook and those we engage with, recognising that creativity thrives through diversity not homogenisation.

Across all that we do, equality, diversity and participation are embedded in line with our approach to mainstreaming equality. Our approach to delivering our Plan, in response to the BSL (Scotland) Act, reflects this approach. It follows the BSL National Plan, published 24 October 2017, which was developed through extensive engagement with Deaf and Deafblind BSL users and those who work with them and GSA will contribute to national progress report in 2020.

Our Plan is in two parts. Part 1 outlines the overarching principles as to how we will approach the development, operationalisation and delivery of our plan including the timeframe for consultation, approval and adoption. Part 2 provides an initial framework of the areas we will focus on in addressing the ambitions and spirit of the BSL (Scotland) Act. In some cases these actions will be explicit but in many cases they will be embedded in our existing activities and are already being delivered in many cases. This approach is appropriate to the size of the GSA, our embedded approach to equality and how we currently meet the individual needs of students and visitors.

We have published our BSL Plan in draft format. It is available in both print format (PDF) and BSL version at www.gsa.ac.uk/BSLPlan for consultation. Our current Lead Officer for our BSL Plan is Director of Strategy and Marketing (s.parsons@gsa.ac.uk)

Executive Summary

The ambition of The Glasgow School of Art is global leadership in creative education and research.

Our students bring their creativity and ambition, which we nurture through our technically-supported, critically-informed, studio-based teaching. In all of our work, we stay connected to the contemporary, through our research, international outlook and our commitment to creative practice. The weaving of the ambitions of our students, learning through studio and connections to the contemporary, lies at the heart of The Glasgow School of Art's approach to creative education, underpinned by our shared values of disruption, diversity, responsibility, place and collaboration.

Our focus on supporting the individual and collective educational experience of our students, supporting the creativity and potential of our staff and engaging with the diversity

of the communities of which we are part of, demonstrates this and underpins our actions, linked to the shared ambitions of the British Sign Language National Plan 2017-2023, that relate to what we do and where we can contribute:

- Information and services
- School education
- Post-school education
- Health, Mental Health and Wellbeing
- Culture and the Arts
- Democracy

Part 1 - Our overarching principles

Our response to the ambitions of the British Sign Language National Plan 2017-2023 forms part of our wider approach to ensuring that the GSA is an open and accessible institution in which to study, work, visit and engage with.

Our small size but large public engagement requires us to approach our BSL plan:

- In a proportionate in consideration of what we can do, the time frame in which we can achieve it and how we can resource it
- Taking a cross-School approach ensuring that we are all actively engaged in the development of our BSL plan, its actions and delivery
- Utilising the expertise and experience of our students and staff
- considering where our actions and ambitions are already being delivered or should be being actioned and delivered through existing activity
- builds on our existing approaches to mainstreaming equality and commitments to being a diverse institution in all that we do
- Ensuring that all parts of our community who use BSL benefit from the actions we take

Our Approach

We have identified (shown in Part 2) the areas we will consider when developing our BSL Plan through a working group who will draft, consult and finalise the GSA's BSL's Plan with leads, budgets and timelines during the autumn 2018 with Executive Group approval in February 2019 and final Board approval in March 2019.

The Plan is not static and many actions for our BSL community are already in operation:

- Individual requirements of students
- Use of BSL Interpreters at key on-campus student recruitment events and through notification of specific needs at point of booking
- Induction loops in our main lecture theatres and reception

While initially our BSL plan is stand-alone, we aim to incorporate it within Equality Outcomes which covers 2017-2021 with a review point during 2019. Equally, our expectation is that through our Equality Outcomes and Equality Impact Assessments, the needs of deaf and deaf-blind students, staff and visitors are taken into consideration and the use of and promotion of BSL is being incorporated and monitored as required.

Part 2: Framework of Our Plan

We have identified the areas we will focus on in our Plan addressing the ambitions and spirit of the BSL (Scotland) Act. As we finalise these actions, assign leadership and budgets to them, we will consult with our communities and incorporate their contributions.

<p>Scottish Public Services: Across GSA, information and services will be accessible to BSL users - GSA will recognise and plan for the needs of BSL users to ensure they can access information and service in the context of us as a small, specialist institution for the visual creative disciplines. Where appropriate and reflecting proportionality, the needs of BSL users will be mainstreamed or addressed through individual adjustments.</p>	
Ambition	Actions we are considering:
<p>1. Improve the quality of the information we hold by identifying gaps in data and measurement to establish clear baselines from which to measure our progress</p>	<p>Reviewing data captured/held on student records system and application systems to ensure it provides us with the baseline of information needed to allow GSA to understand the needs of students and inform our plans and actions and whether requirements should be mainstreamed or individually addressed</p>
<p>2. Improve our information for applicants on what BSL users (and students with other disabilities and individual learning requirements) can access to support their application to and learning at GSA</p>	<p>Review and update information held in print, digital and video/audio format to ensure it adheres to best practice and is accessible</p> <p>Continue to ensure there is BSL interpretation at primary GSA on-campus recruitment events and consider alternative video content covering other on-campus activity</p> <p>Explore how we could:</p> <ul style="list-style-type: none"> • provide our application guides in an accessible format • produce information guides (linked to action below) that covers the range of assistance and adjustments that can be made • Improve existing and identify new ways to support students through the application, interview and enrolment process
<p>3. Improve our information for students on what BSL users (and students with other disabilities and</p>	<p>Consider redesigning our Individual Requirement Forms using a user-experience approach to ensure they are accessible and digitally enabled</p> <p>Produce information guides (linked to action above) that covers the range of assistance and adjustments that can be</p>

<p>individual learning requirements) can access to support their learning at GSA</p>	<p>made</p> <p>Update information to students on the range of external services available to students including the Scottish Government’s nationally funded BSL online interpreting video relay services called ‘contactSCOTLAND-BSL’</p>
<p>4. Support our staff to engage with and promote BSL</p>	<p>Consider:</p> <ul style="list-style-type: none"> • the potential for BSL training to be identified through annual Career Review and Development • whether any new or re-appointment posts require to have embed BSL skills as essential or desirable • BSL Awareness Training could be included within annual staff development programme
<p><i>School Education: Children and young people who use BSL will get the support they need at all stages of their learning, so they can reach their full potential.</i> Within our student recruitment activity and our Open Studio provision we will ensure that D/deaf or Deafblind children and young people are offered the right information and support to access activities and learning at the GSA.</p>	
<p>5. Improve our information for applicants on what BSL users (and students with other disabilities and individual learning requirements) can access to support their application to and learning at GSA</p>	<p>See actions in 1 above.</p> <p>Ensure this information covers both degree and non-degree provision</p>
<p>6. Improve our information for students on what BSL users (and students with other disabilities and individual learning requirements) can access to support their learning at GSA</p>	<p>See actions in 3 above</p>
<p>7. Consider what BSL users (and students with other disabilities and ILR) require to access and achieve within Open Studio</p>	<p>Review how we identify and address the needs of students with BSL and other learning needs within Open Studio</p> <p>Make adjustments based on a robust evidence base to ensure our Open Studio provision is accessible</p>
<p>8. Ensure students who</p>	<p>Incorporate BSL awareness training within the Enterprise</p>

<p>are engaged in working in Schools and Communities as part of their programme of study undertake BSL awareness training if working with Children</p>	<p>Studio professional practice offer and embed it within courses which have been identified as engaging with schools and communities</p>
<p>9. Enhance how we support students through application and enrolment</p>	<p>See actions in 2 above</p>
<p>10. Support applicants through the transition between the school and college or GSA</p>	<p>Continue to develop our programme of Summer Schools taking cognisance of where we can mainstream activity to support BSL and other students transitioning to GSA</p>
<p>11. Continue to improve access to information within the GSA Campus for all students, staff and visitors</p>	<ul style="list-style-type: none"> • Ensure our new Intranet is accessible to D/deaf or Deafblind students and staff • Improve the content of the GSA A-Z to ensure it includes specific reference to services for D/deaf or Deafblind and other student with protected characteristics • Consider the needs of D/deaf or Deafblind staff, students and visitors and the needs of other protected characteristic groups when implementing signage and other information across campus • Consider the needs of D/deaf or Deafblind staff, students and visitors and the needs of other protected characteristic groups when developing the Estates Strategy • Consider where appropriate key campus information needs to be provided in alternative formats including BSL • Ensure our Health and Safety information for staff, students and visitors is accessible for BSL users Fire Marshall training to include how to alert BSL users to fire evacuation and consider how we ensure building fire evacuation information is available in accessible format for BSL users

Post-School Education: BSL users will be able to maximise their potential at school and will be supported to transition to post-school education and receive the support they need to do well. The GSA fundamentally believes that diversity drives creativity and we are committed to ensuring that we deliver the highest quality of student experience through a focus on the collective and individual educational experience of our students ensuring our

students are actively engaged in their learning.

Ambition	Actions
<p>12. Improve our information for students on what BSL users (and students with other disabilities and individual learning requirements) can access to support their learning at GSA</p>	<p>See actions in 2 above</p> <p>Work with the Student Engagement Team within the GSA Students Association to support them in the development of their approach and services for BSL users</p>
<p>13. Improve our information for applicants on what BSL users (and students with other disabilities and individual learning requirements) can access to support their application to and learning at GSA</p>	<p>see actions in points 2 and 5 above</p> <p>Consider whether Technical Services Workshops and H&S inductions need to be available on-line in BSL format</p>
<p>14. Enhance how we support students through application and enrolment</p>	<p>see actions in points 2 and 5 above</p>
<p>15. Support applicants through the transition between the school and college or GSA</p>	<p>See actions in point 10 above</p>
<p>16. Continue to improve access to information within the GSA Campus for all students, staff and visitors</p>	<p>See actions in point 11 above</p>
<p>17. Include BSL awareness training as one of the core offers within the annual GSA Staff Development Programme</p>	<p>See actions in point 4 above</p>

Training, Work and Social Security: BSL users will be supported to develop the skills they need to become valued members of the workforce. We are committed diversity in our staff and student body, to delivering a sector-leading programme of professional practice underpinned with a GSA-wide Enterprise Framework through our Enterprise Studio provision and accessible for all students and to supporting the creativity and potential of our staff.

Ambition	Actions
<p>18. Ensure our Enterprise Studio provision is available to all students and takes account of the individual learning requirements of specific students to ensure they can realise their potential</p>	<p>See actions in point 8 above.</p> <p>Embed an approach to incorporating individual learning requirements within the offer of Enterprise Studio</p> <p>Ensure information guides, tool-kits and other Enterprise Studio materials are available in accessible formats</p> <p>Ensure the Careers Officer is aware of the UK Government 'Access to Work' scheme (and other Governmental and third-sector opportunities) for students that use BSL and can benefit from the support it provides as they transition from art school to their creative careers</p> <p>Ensure the services of the Careers Officer are available to students who use BSL</p>
<p>19. Encourages BSL users to apply for jobs at the GSA</p>	<p>Review the accessibility of our staff recruitment information and make adjustments which promote GSA as an employer for BSL users and make accessible the person specifications and application procedure</p>
<p>20. Support our staff who use BSL to fully contribute to GSA's ambition of global leadership in creative education</p>	<p>see actions in point 4 above</p> <p>Review how staff who use BSL can be supported</p>
<p>Health (including social care), Mental Health and Wellbeing: BSL users will have access to the information and services they need to live active, healthy lives, and to make informed choices at every stage of their lives. Our courses are designed to support the creative development of students in their chosen subject. Learning and the change this implies cannot happen without support and student support is integral to the activities of every academic department alongside a specialist support services that complement and underpins that core provision ensuring students can be active, healthy and make informed choices throughout their studies. We will</p>	
Ambition	Actions
<p>21. Ensure all student can access support appropriate to their needs throughout their studies</p>	<p>Continue to review and make appropriate enhancements to our Student Support services reflecting the needs of students</p> <p>see actions in point 3 above</p>

<p>22. Ensure the health, mental health and well-being of all staff is a priority</p>	<p>Continue to review and make appropriate enhancements to our services to staff reflecting their needs</p> <p>see actions in point 3 above</p>
<p><i>Culture and the Arts: BSL users will have full access to the cultural life of Scotland and an equal opportunity to enjoy, contribute and share</i> Our museums, galleries and collections are recognised as being of national significance and are an important part of the creative and cultural life of Glasgow. We are committed to ensuring our cultural engagement is diverse in its offer and in its audience, reflecting the diversity in our student and staff body and the wider community of Glasgow and Scotland</p>	
<p>Ambition</p>	<p>Actions</p>
<p>23. Ensure our exhibitions, cultural engagement, archives and collections and access to our heritage is accessible to BSL users</p>	<p>Review our current offer and how we support visitors who use BSL and implement a programme to improve engagement, use and understanding of the GSA’s rich cultural offer including use of interpreters and digital tools</p>
<p><i>Democracy: BSL users will be fully involved in democratic and public life in Scotland</i> The GSA is a creative community bounded together by a shared visual language. We are an active part of the communities we are part of and a significant part of Scotland’s educational, creative, cultural and civic life.</p>	
<p>Ambition</p>	<p>Actions</p>
<p>24. Support our staff, students and Governors who use BSL to fully contribute to GSA’s ambition of global leadership in creative education</p>	<p>Ensure the needs to BSL users are considered in our committees and structures to ensure they can take an active and full part</p> <p>Ensure that the needs to BSL users are considered in our recruitment of Governors and in Governor meetings and committees</p>
<p>25. Ensure that when we implement our statutory duties, for example complaints and good governance, we recognise the specific needs of BSL users</p>	<p>Review our current compliance with statutory duties to ensure that BSL users can access information and engage as required</p>

Commenting on our Draft BSL Plan

We have published our BSL Plan in draft format.

Our Plan covers the period to 2024 but is not considered to be a static document. Rather it is a dynamic approach which will change through consultation following its publication in draft form, through how the actions we have detailed change behaviours, cultures and actions and the further development of the BSL (Scotland) Act and guidance from Scottish Ministers over the period of the Plan. It will also respond to address areas identified through Equality Impact Assessments on an ongoing basis.

We will finalise it during the Academic Year 2018/19. It is available in both print format (PDF) and BSL version at www.gsa.ac.uk/BSLPlan and you can comment on our Plan by email at GSABSLPlan@gsa.ac.uk or in writing to:

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