

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	17.07.15	
School / Department:	School of Design BA(HONS) FASHION DESIGN / BA(HONS) TEXTILE DESIGN	
Lead member of staff:	Head of Department Jimmy Stephen-Cran	
Location of impact assessment documentation (contact or web link):	j.stephen-cran@gsa.ac.uk	
Area of decision making / Title of policy, procedure or relevant practice:	Curriculum Design and Delivery	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	X
	Revised/Updated:	<input type="checkbox"/>
<p>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The purpose of this equality impact assessment is to identify areas of existing good practice and identify areas that require further attention and to ensure that the three needs of the Public Sector Equality Duty (PSED); eliminating unlawful discrimination, advancing equality and fostering good relations are being met and equality is being considered in all aspects of the programme design and delivery.</p> <p>As part of the process we assessed the programme in terms of curriculum design and delivery, assessment and feedback and student engagement. Under each of these headings we responded to a range of reflective questions while considering the PSED. A range of examples of good practice and areas requiring further attention has been identified. We will assess the effectiveness of any actions through Programme Monitoring and Annual Review (PMAR) and through a range of student feedback mechanisms.</p>		
<p>Evidence used to make your assessment:</p> <p>For the purposes of this assessment statistics relating to this programme's 4-year cohort for the academic session 2013/14 are set in the context of an analysis of GSA's student body over a period of 3 academic years. It is recognised that, at programme level, a longitudinal approach to analysis of statistics need to be implemented in order to identify meaningful equality trends.</p> <p>AGE</p> <p>i) Textiles pathway In 2013/14 59.5% of the cohort were aged 24 or under. This is above the Institutional representation of this age group of 51% but significantly under that for the School of Design at 90.3%.</p> <p>ii) Fashion Pathway By contrast, in this pathway 91.5% of the cohort were aged 24 or under, significantly exceeding the Institutional representation of this age group but on a par with representation at School of Design level.</p>		

Further analysis of statistics for previous years needs to be undertaken for both pathways to identify whether the levels of representation on both has been consistent historically alongside qualitative research to examine the reasons why Textile Design might be more attractive for older students and Fashion for younger students.

RACE/ETHNICITY

- i) Textile pathway
In 2013/14 12% of the cohort were from a BAME background, compared with 26% in GSA's student body as a whole. However, when compared with the School of Design overall where BAME representation is 6.2% in 2013/14, this is very encouraging. It is not possible to disaggregate UK domiciled students from international.
- ii) Fashion pathway
In 2013/14 27.7% of the cohort were from a BAME background. This exceeds the representation at institutional level and is more than 4 times the representation of BAME students in the School of Design as a whole. However, as above, it is not possible to disaggregate UK domiciled students from international.

Although BAME representation at institutional level has increased by 8.5% over the last 3 years, UK domicile BAME representation has only increased by 1.2%. Therefore in order to understand BAME representation on both pathways, further analysis will be undertaken to disaggregate UK domiciled from international students, comparing longitudinal data to identify trends.

GENDER

- i) Textiles pathway
It is noted that there is a significant imbalance between male and female students on this pathway – female students 96% and male students 4%. The representation of male students is significantly lower than at both Institutional and School of Design levels at 39.4% and 34.1% respectively.

However, benchmarking against Textile programmes across the sector where cohorts are often all women shows that GSA performs relatively well in this area. Further analysis will be undertaken to identify whether representation of male students of this pathway is consistent, whether further action needs can be taken and to identify inclusive practice.

- ii) Fashion pathway
There is greater parity of representation between female and male students on this pathway, being 58% and 42% respectively, with the representation of male students exceeding both Institutional and School of Design levels.

It maybe that the visibility of male fashion designers and the media profile of male fashion has an impact on the representation of men on this pathway.

As above, further analysis of statistics for previous years needs to be undertaken for both pathways to identify whether the levels of representation on both has been consistent historically alongside qualitative research to examine the reasons for high male representation and the student experience form men on the programme.

DISABILITY

- i) Textiles pathway
In 2013/14 20% of students declared a disability which exceeds the rates of disclosure at both GSA and School of Design levels of 16.6% and 13.8% respectively.
- ii) Fashion pathway
In 2013/14 14% on this pathway declared a disability. This is slightly lower than the institutional rate but slightly higher than the rate of disclosure at School of Design level.

Although disability disclosure at GSA is high compared to both the UK and Scottish averages, it is noted that the general trend at GSA is of declining rates of disclosure. Further analysis of previous years statistics needs to be undertaken in order to identify whether this is reflected on this programme, why there might be differences in each pathway, highlight effective practice and address any gaps.

STAFF PROFILE

Analysis of programme staff highlights a reasonable balance between male and female staff, being 42% and 58% respectively. However there is no BAME representation and this is an area that needs to be considered through future recruitment of staff to the programme and in respect of visiting lecturers and external speakers.

Outline any positive or negative impacts you have identified:

The programme sees diversity as a starting point for creativity/design and not an obstacle to impede it. The programme has been designed to allow flexibility to accommodate the needs of a wide range of students, encouraging individuality and diversity in the range of approaches students can follow while evidencing they have met the learning outcomes.

When considering Equality Impact we have looked at three main areas; Curriculum Design and Delivery, Assessment and Feedback and Student Engagement.

CURRICULUM DESIGN & DELIVERY

Teaching is student learning centred, interactive and engages all students through a range of methods and offers flexibility in curriculum delivery to enable all students to participate fully. The materials, resources and examples provided anticipate and positively engage with and reflect the diversity of students' backgrounds, interests, experiences and aspirations in a number of ways:

- Projects with broad themes encourage individual responses, which become more personal over time, resulting in the writing of a self-directed programme of study in the final year. This gradual development of increased personal response and self-direction provides a number of benefits for students with protected characteristics for example it supports international student who may have had quite a different art education experience to that of UK students. This promotes equality of opportunity regardless of cultural background and fosters good relations between different groups.
- Learning Outcomes have been mapped against the work requirements to help clarify expected work requirements/project outputs; a table showing this is provided in the handbook issued to students at the start of the academic year. This has a positive impact for all students but particularly for international students whose first language is not English or for students with dyslexia who may have difficulty reading large paragraphs of text or organising and presenting work in a way which clearly identifies how they have met the learning outcomes.
- Individual student needs are considered; where a student has an IRF reasonable adjustments are made, this eliminates unlawful discrimination, advances equality and fosters good relations between peers and student/staff groups.
- The staff team have experience of working with dyslexic students and anticipate that around 25-30% of the cohort will likely be dyslexic therefore the programme staff have been anticipatory and taken this into consideration when designing and delivering the curriculum. We understand that each case of dyslexia is unique however there are some common aspects in studio that are experienced by most dyslexic students, which we have sought to address and assist students in the following ways:
 - A programme handbook is issued at the start of the academic year. It includes links staff roles and contact details, programme information and links to GSA support services. It is written in plain English and clearly structured and is revised annually for accuracy and for any necessary updates. This ensures all learners have easy access to important information about the programme and other GSA support services they may wish to access, but it has particular benefits for students with protected characteristics, in advancing equality of opportunity and fostering good relations for example; it supports disabled students or ESL students who may be more likely to require additional support services.
 - Project briefs are clearly structured, are written in plain English and have clear work requirements. This promotes equality of opportunity for students with protected characteristics, particularly those with dyslexia or ESL students.

- Project briefs have a suggested timetable to help students organise and manage their time and prioritise tasks to assist in meeting deadlines. Again this is beneficial to all students however particularly useful to dyslexic students who often experience difficulty in managing time or prioritising tasks. The timetable also allows students with caring responsibilities or students with particular religious beliefs to plan around commitments outside of GSA or alert staff to clashes at the outset of the project to allow for rescheduling or repeating of tutorials/workshops/demonstrations etc., where required/possible.
 - Project briefs and all programme hand-outs are also available on the Virtual Learning Environment (VLE) as PDF documents. Students may request word documents should they wish to print in a larger font size or a different font which they may find easier to read.
 - The approach is anticipatory, however where a student's needs are not adequately covered by the mainstream curriculum other reasonable adjustments are made on a case by case basis and in line with the recommendations on their Individual Requirement Form (IRF) e.g. some students require project briefs or hand-outs to be printed on a certain colour of paper.
- The curriculum content is varied, informed by different social and cultural perspectives and builds on student's educational interests, experiences and aspirations. The diverse range of ethnicities that undertake the programme provides a platform to actively encourage the examination of individual cultural backgrounds and allows cross-cultural debate about the shared language of Fashion/Textiles in a global context e.g. Fashion Show project brief in Year 3 encourages research and investigation into world dress and world textiles, promoting a culturally diverse approach and thinking beyond a western viewpoint while encouraging cultural appreciation *not* appropriation. The department has also taken part in a project run by *All Walks Beyond the Catwalk* (an initiative which aims to develop innovative educational methods which promote positive attitudes to body diversity – age, race, disability etc. - within fashion education) and the founder, Caryn Franklin, gave a lecture on the subject and organization. Both of these projects provided a positive impact for many groups of students with protected characteristics and encouraged examination and debate from different perspectives enabling all students to engage in a positive way, encouraging good relations.
 - The programme promotes diversity of opinion, independent thought and peer learning where intercultural perspectives are encouraged. Studio culture and shared studio environment, including small group tutorials, encourage students to share ideas and consider and take on board other viewpoints, experiences and perspectives. This advances equality and fosters good relations between students with different backgrounds and experiences.
 - The staff team anticipate that students will come from many different countries, social backgrounds and routes to GSA. While it is likely that we will have a high number of school-leavers we may have a number of mature students who have possibly been away from formal education for some time. We understand that each of these groups will have needs and concerns some of which will be common and some unique to the group or individuals and their experiences will all be different, therefore the programme provides a range of learning and teaching approaches that take account of these diverse needs. We aim to assist the transition into HE in several ways including:
 - A letter from existing 1st Years to new 1st Years – containing advice from a range of students to new students. This is followed up by group discussions and icebreaker sessions, which are useful for all students, but positively impact upon students with protected characteristics, promote equality of opportunity and foster good relations between the cohort, for example: they encourage students, regardless of age or social or cultural background to get to know one another and share common concerns.
 - Year 1 gives students a gradual introduction to the ways of presenting and discussing work to peers and staff and encourages engagement with feedback. This promotes equality of opportunity for those with protected characteristics and fosters good relations by encouraging all students regardless of experience or background to become familiar with the notion of presenting work and the value placed on different experiences and viewpoints,

- Visual presentations accompany some briefings and Year 1 tutors show visual examples of a range of previous students' work as part of project briefings. This provides students from many different backgrounds with a common understanding of the variety of types and styles of work, which can evidence that the learning outcomes have been met. It also allows students to highlight early in the project if they think there may be a skill they need to develop e.g. Mature student (age) who is not confident using computers undertaking a project where the outcome is a series of blog posts. We look at the learning outcomes to ascertain whether the work could be presented in a different format, and if a blog is deemed necessary additional support may be required or in the case of an international student who may have had a very different educational experience before arriving at GSA and may not feel comfortable with showing work other than the finished piece or may not be used to exploring alternative ideas or challenging the accepted paradigms. This advances equality of opportunity for those with protected characteristics and fosters good relations.
- Working with students with protected characteristics and where possible we would look to schedule tutorials at times suitable to the student e.g students with young children have tutorials times between 10am and 12.30pm as this allows the student to drop the children at school and pick them up again at the end of the school day. If a student alerts us in a timely manner to a conflict in the timetable and their religious belief needs or caring responsibilities e.g. non-attendance at a tutorial or workshop we would try to reschedule or accommodate where possible (this may not always be possible e.g. in the case of an invited speaker or a workshop).
- Initially, detailed timetables are provided with project briefs moving towards a more open suggested structure and then to a student managed timetable and formal workshops with mandatory attendance gradually move to more individually negotiated access with students using a booking system to reserve machinery. This has a particularly positive impact for students with protected characteristics and promotes equality of opportunity, for example dyslexic students are assisted in learning to manage their time and workload and to gradually increase independence and become self-sufficient graduates who can function successfully outwith an educational environment and continue to be independent learners and practitioners.
- Peer interaction is promoted and facilitated through curriculum delivery, which takes account of different backgrounds and experiences fostering good relations between students from different backgrounds through:
 - Peer learning encouraged and facilitated through small group tutorials that allow the sharing of different experiences and perspectives, fostering good relations.
 - Presentations given by those students who have undertaken an exchange allow for the sharing of viewpoints, experiences and teaching methods from different countries. This is important as it allows the sharing of information and experience of other cultures and mitigates for lack of opportunity for some students e.g. those unable to undertake exchange e.g. Mature students with caring responsibilities for children or elderly parents/relatives, students from certain religious backgrounds who may not be permitted by family to travel abroad to study.
 - Presentations are given by 4th Years students who have undertaken a work placement to 3rd Year students as part of an event organised by the department and the Careers Advisor. This is important as it allows the sharing of information and experiences and mitigates for lack of opportunity for students with protected characteristics who may be unable to undertake work placements. This event promotes a range of placements in order that students view 'local' placements as being of as much value as national or international placements, this encourages equality of opportunity across all protected characteristics.
- Year contact tutors are provided in order that students transferring from 1st to 2nd Year or from another institution directly to Year 2 or Year 3 have a named point of contact, however students may contact any member of staff if they are experiencing problems of a personal nature or relating to their general welfare that may be affecting their academic progress. This provides a number of benefits for students with protected characteristics who may require more support in the transition between different staff teams, ways of working, institutions, building layouts, and possible change of living situation.

ASSESSMENT & FEEDBACK

- Year long timetables are issued at the start of the Academic Year to give an overview of 3 terms, term dates, and assessment points. Project briefs include detailed, project specific timetables, with contact time, key dates, staff, review dates, expected outputs and assessment hand-in dates. This is useful for all ages of student who may be working in paid employment around their studies but provides a number of benefits for students with protected characteristics and provides equality of opportunity, for example:
 - It allows students with caring responsibilities to plan their time and childcare around essential lectures/workshops or tutorials or re-arrange where possible.
 - It allows students with religious beliefs to see when essential lectures and hand-in dates occur and forward plan around any dates they may not be able to attend GSA due to religious festivals or holidays.
 - It assists students with a disability, e.g. dyslexia, to plan ahead and manage time to meet deadlines and work requirements
 - It allows students who may need additional support with written work to plan ahead and arrange for appointments or to attend workshops in time to meet deadlines and hand-ins.
- A range of assessment and feedback approaches are routinely used in order to maximise opportunities for students' learning and provide more than one-way for a student to demonstrate they have met learning outcomes or competence standards., this promotes equality of opportunity for all students with protected characteristics. A recent example would be in the case of verbal presentations to staff and an outside company at the end of a live project a Deaf student made a film to be used in conjunction with her presentation via an interpreter.
- Regular (at least weekly) tutorials, which are a reflective and critical discussion to provide feedback about work in progress with tutors summing up the main points discussed and agreed at the end of the tutorial. This promotes equality of opportunity for students with protected characteristics, for example, it enables students with dyslexia or English as second language, who may take longer to process information or have difficulty listening and writing simultaneously, to note down the main points discussed.
- Students receive a grade along with written feedback at formative and summative assessment points. This provides a number of benefits for students with protected characteristics, advances equality of opportunity and fosters good relations, for example, it positively supports students with dyslexia or mental health issues who may take longer to process information and may wish to revisit written feedback again in their own time.
- Currently due to tight timetabling of projects students in Year 3 are emailed with assessment forms and written comments during winter or spring break and whilst students are encouraged to seek clarification on any aspect of feedback they are unsure of, many feel by the start of the new term the time has passed and their focus is on the next project). We plan to roll out the good practice from Years 1 and 2 and bring timetable face-to-face tutorials within term time. We anticipate that this will have a positive impact for all students but will be particularly beneficial for students with protected characteristics e.g. students with a disability, ESL students or those relying on an interpreter who may take longer to process information or wish to ask for further clarification and may feel more comfortable doing so in a face-to-face discussion along with the work, rather than via email. It will also provide them the maximum possible time to act on feedback in subsequent projects.
- There are opportunities throughout the assessment cycle for students to enter into formative dialogue with staff about their assessed work through weekly tutorials, formative and summative assessment points. Flexibility around appointment times has embedded positive impact for protected characteristic groups e.g: students with childcare / caring responsibilities or certain religious beliefs which may require them to be absent on religious holidays or festivals.

STUDENT ENGAGEMENT

Student contributions and perspectives are valued as co-contributors to the curriculum. Feedback,

opinions and contributions are sought via a variety of methods e.g.

- QEQ
- Mock NSS survey
- NSS survey
- Project feedback
- SSCC
- Informal studio feedback
- Focus Groups

The National Student Survey is conducted by MORI, results are anonymous and feedback is given in the form of the percentage of students agreeing or disagreeing with certain questions. There is also space for free-text statements. The results are not provided with any insight into any of the protected characteristics therefore we are unable to use this data in relation to this assessment.

Departmentally issued questionnaires are anonymous and project feedback is invited from all students at the end-point of projects. Focus groups and informal studio conversations are also used to gain feedback from students and is used to inform planning and enhancement.

In conducting this impact assessment however it has been recognised that there is a need to develop questions and methods of inquiry which enable students to reflect on their experience from an equality perspective relative to their own needs and the needs of their peers in the learning environment.

SSCC student reps over the years have been from a range of protected characteristic groups; gender, age, disability, sexual orientation and ethnicity which encourages diversity of opinion and promotes equality of opportunity and fosters good relations.

Summary of the actions you have taken or plan to take as a result:

(Please attach your action plan)

STATISTICS RELATING TO PROTECTED CHARACTERISTICS			
Further Action	Anticipated Impact	Timescale	By Whom
The need for statistics relating to protected characteristics and progression / degree classification to be highlighted at Design School management level meetings.	To be able to analyse in more detail to ascertain if there is any connection between protected characteristic and rates of progression or degree classification to inform programme planning and enhancement and advance equality.	Complete Raised by JSC at DSMT on 15/07/15	Jimmy Stephen-Cran
Undertake longitudinal analysis of equality statistics at programme pathway level over a 4 year period in order identify equality trends over time Including analysis of any attainment gaps	Identification of and understanding equality trends, highlighting and disseminating practice and addressing areas for improvement in order to advances equality	PMAR 16/17	Jimmy Stephen-Cran
To widen the pool of speakers to broaden the range of protected characteristics represented.	Providing a broader range of role models for students will contribute to fostering good relations and participation for currently underrepresented groups and perspectives.	2015/16 – 2016/17	Jimmy Stephen-Cran
CURRICULUM DESIGN & DELIVERY			
Review with student	Approach to induction and	2015/16	F+T Staff team

involvement, the programme level support for transition from Year 1 to Year 2 and also Direct Entry to Year 2 or Year 3.	transition anticipates the needs of different groups and therefore advances equality and enables participation.		
Project briefings in Years 2 – 4 to be made more accessible for people with different needs and learning styles	Briefings will better assist all students to access learning and therefore advance equality of opportunity and outcome.	2015/16	F+T Staff Team
Roll out good practice from Year 1 into Years 2 – 4 of showing a range of examples of work produced by previous students	Will allow students to appreciate the diverse range of approaches and project outputs that can demonstrate learning outcomes have been met.	2015/16	F+T Staff Team
ASSESSMENT & FEEDBACK			
Roll out the good practice of Year 1 and Year 2 and introduce face-to-face feedback for Year 3 students at end of Term 1 and Term 2 to allow for timely discussion and student engagement with feedback on their work and To offer students opportunity in dialogue with staff to feedback on their experience.	It is anticipated that this will have a positive impact across all protected characteristic groups particularly for some students with a disability or whose first language is not English as it will encourage students to clarify any aspect they are unsure of and alert staff to programme or project level learning, teaching or assessment related concerns.	2015/16	F+T Staff Team
STUDENT ENGAGEMENT			
Reconsider the use of questionnaires such as a mock NSS or QEQ with questions that mainstream student consideration of equality issues .	This would allow us to gather equality and inclusion relevant information in a systematic way without removing the anonymity of the respondent or reducing student comment to a single dimension of identity.	Discussion to be held during Term 1 and to consider how further equality relevant and meaningful evidence might be obtained.	Jimmy Stephen-Cran + staff team

Summary of what you anticipate will change as a result of your actions and where / when these will be reported and reviewed:

We anticipate that as a consequence of our activities we will augment our evidence base and with students identify further programme based opportunities to promote equality of experience and outcome.

We will assess the effectiveness of our activities through student feedback mechanisms and analysis of student data and trends. Actions will be embedded into our Quality Enhancement Plan and progress and further plans will be reported through Programme Monitoring and Annual Review (PMAR) in 16/17.

State how these changes will contribute to the delivery of GSA's equality outcomes:

Our activities will contribute directly to the delivery of equality outcomes 1, 2 and 7 by engaging all staff and students in discussion that engages explicitly with issues of equality and diversity in programme content and delivery.

The outcome of your assessment:

No action – no potential adverse impact

Amendments or changes to remove barriers / promote positive impact X

Proceed with awareness of adverse impact

Sign-off, authorisation and publishing:

Review Lead

Name	Jimmy Stephen-Cran
Position	Head of Fashion and Textiles
Signature	Jimmy Stephen-Cran
Date	13.04.2016

Executive Lead

Name	Barbara Ridley
Position	Deputy Head of the School of Design
Signature	Barbara Ridley
Date	13.04.2016

Equality Lead (Head of Student Support and Development)

Signature	
Date	