GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	18th February 2016
School / Department:	**School of Design** **BA (Hons) Interaction Design**
Lead member of staff:	Inga Paterson
Location of impact assessment documentation (contact or web link):	Inga Paterson Programme Leader Interaction Design i.paterson@gsa.ac.uk Ext. 1488
Area of decision making / Title of policy, procedure or relevant practice:	Programme: BA (Hons) Interaction Design

Please indicate if this is:		
	New:	☐
	Existing/Reviewed:	☐
	Revised/Updated:	☒

Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):

This equality impact assessment for the BA (Hons) Interaction Design programme has been undertaken by the Programme Leader in consultation with staff teaching into the Interaction Design programme.

Quantitative evidence was analysed to identify how equality and the three core aspects of the Public Sector Equality Duty are taken into account in the Interaction Design programme. The areas of particular scrutiny included curriculum design, curriculum delivery, assessment, feedback, student engagement and pre-arrival procedures.

Under each of these headings we responded to specific questions with evidence of good practice where it existed and identified areas that required further action. We will assess the effectiveness of these actions through the feedback provided by the various student feedback mechanisms and report them through the Programme Monitoring and Annual Review process.

Evidence used to make your assessment:

Programme data for the last three years has been reviewed. The programme reached its first full four-year cycle in 2014/15; therefore as the programme is young and still growing the statistics are based on small numbers, cohorts ranging from 16 students in 12/13 to 26 in 14/15. However, some observations can be made.

The majority of students during this period fall into the 18-24 age group. Comparing programme statistics with the GSA equality benchmark data for 2012/13 and 2013/14 shows that age range for Interaction Design is similar to other GSA undergraduate programmes.

BME students were statistically well represented on the programme in 2012/13 and 2013/14 with 31% and 25% BME students respectively. In 2014/15 this reduced to 7% BME students, which is comparable to the GSA benchmark statistic of 7.8% for 2013/14, however, this has risen again in 2015/16.

For a technology-focused programme, women are well represented in comparison to other UK undergraduate computer science and engineering and technology programmes where men outnumber women by 86% to 14%. In 2014/15, Interaction Design had 40% female and 60% male students. This also benchmarks well with GSA undergraduate gender profile where representation of female: male students is reversed at 60.4%:39.6%.

In 2014/15 23.3% (7) of students disclosed a disability which is higher than the average for the Design School overall at 13.8% but less than the representation in the School of Fine Art 27.2%. However it does represent a significant increase on the previous two years where representation was 12.5% and 10% respectively.

Analysis of the staffing profile has been undertaken and it is noted that 75% of staff are women and that the age profile shows a predominance of staff over 50. No staff have disclosed a disability.

In undertaking this impact assessment we have taken account of anecdotal and experiential evidence, however, it is noted that we do not systematically collect feedback on the student experience and specifically relative to equality. Given the data above in relation to gender, this will be important as we seek to determine the reasons underlying the successful recruitment of women to a STEM programme.

Outline any positive or negative impacts you have identified:

The analysis under each of the following headings demonstrates how the content, practice and delivery in each aspect of this programme is advancing equality of opportunity and fostering good relations. Not only do the examples given represent good practice for all students they highlight where there is equality impact for specific protected characteristic groups.

In considering equality across the learning outcomes and competence standards for the programme the following areas are highlighted for further consideration and action.

Curriculum Design and Delivery:
  i)   Learning outcomes need to be clarified in order to support the advancing of equality and fostering good relations, particularly with reference to observational drawing and mobility to ensure that the intended meaning is communicated.

  ii)   Project briefs provide a framework for students to develop personal responses and develop their own interests. Studio culture and a shared studio environment, including small group tutorials, encourage communication between different peer groups and students to consider other viewpoints, experiences and perspectives.

  iii) The first project of academic every year is vertical which includes all four years, encouraging inter year group communication. This principle is maintained at the beginning of each week where issues relating to ownership, ethics, social cohesion, identity construction, online behaviour, etc. are debated during the Monday morning class that is attended by all four year groups. These discussions are open-format and student led. This supports the fostering of good relations across different protected characteristic groups by encouraging communication of different perspectives and facilitating the development and maintenance of a community.

  iv)   Designing for accessibility is included as part of the programme ensuring that students consider equality in the production of their work. Staff are experienced in design for public accessibility, consequently accessibility issues relating to content creation are taught e.g. Museum requirements/public access/TV production, etc., which encourages students to consider a broad range of disabilities, advancing equality and fostering good relations for people with a disability.

  v)   Students are encouraged to consider their own and others opinions and roles within collaborative projects. Working with others effectively is a graduate attribute recognised as aspect of industry practice and is encouraged within the programme, developed by staff through discussion, reflection and mentoring. The delivery of this practice supports the advancing equality for students from particular protected characteristic groups, for example disabled students or young students who do not have previous work or industry experience.

  vi)   An annual series of lectures by art and design practitioners working in a digital context is delivered as part of the programme. It has been identified that this lecture series has the potential to be actively used to introduce a diversity of perspectives through (i) increasing the diversity of staff delivering on the programme, for example in respect of gender and race and (ii) enhancing curriculum content, thus fostering good relations through the development of different cultural perspectives.

  vii) The programme takes account of different learning styles and needs, supporting these through a range of platforms, multi-media teaching materials and communication methods, for example GSA email, Facebook, Google Education Apps, VLE, Lynda.com

viii) It is noted that the programme does not currently have a student handbook which has the potential for negative impact for students across all protected characteristics and particularly those with a disability, English as a second language or not familiar with the learning culture at GSA, as it may be that critical programme information, particularly with regard to attendance, timetables, assessment (formative and summative), staff student contact time etc. is unclear, unavailable or not easily accessible.

ix) The programme anticipates the needs of disabled students and reasonable adjustments for individual students are implemented as required. An example of a reasonable adjustment for an individual is for a student with anxiety issues who finds it difficult to present in front of their peers and is therefore given an opportunity to present to a smaller group as a developmental opportunity and to build confidence. Examples of anticipatory adjustments are understanding and applying the requirements for students with Dyslexia and mainstreaming these into teaching delivery; anticipating that some students may find group working challenging and ensuring that the intended learning outcomes of group work are understood by the whole group and that groups are supported to ensure that a range of strengths and capabilities are utilised and valued.

x) The teaching space is designed to be dynamic and flexible which allows different teaching needs to be accommodated. This also discourages nesting and territoriality, supporting the fostering of good relations across all protected characteristic groups. However this is balanced with the needs of students who may require a quiet space at certain times, for example students with specific disabilities.

xi) This is further supported by the programme's laptop culture, which is intended to enhance student flexibility in their work patterns, facilitating the use of different, suitable locations and delivery methodology. This supports accessibility therefore advancing equality. However, this also has the potential for negative equality impact where students who do not possess their own laptop may be disadvantaged. A small range of studio computers are available for student use, which accommodates students who do not have a laptop and mitigates any negative impact. This will be monitored to identify whether this measure is adequate to meet student needs. In addition a small range of digital equipment is available for students to borrow for their project work.

Assessment and Feedback:
xii) Implementation of GSA Code of Assessment ensures that the needs of all protected characteristic groups are taken into account in both formative and summative assessment.   A range of assessment methods are offered to which anticipate the needs of different protected characteristic groups, for example disabled students, and where further individual adjustments are required these are put in place, for example, individual presentations or video presentations should a student suffer from anxiety issues as an alternative to face-to-face or via Skype when a student is unable to attend formative assessment in person.

xiii) To date there has been one cohort of graduates from the programme and it is recognised that patterns of achievement and progression need to be systematically monitored and reported on an annual basis through the PMAR process.

Student Engagement:
xiv) In addition to institutional student engagement methods (SSCC and NSS) students have the opportunity to raise any issues with members of staff at any time.   However in conducting this impact assessment it is recognised that there is a need to give students systematic opportunities to give feedback on their experience in order that themes / trends which may indicate equality impact can be identified at programme level. To this end in line with good practice in the Fashion and Textiles department QEQs (Quality Enhancement Questionnaires), which will include the gathering of qualitative equality related feedback on the student experience.

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

It is recognised that, as highlighted above, examples of good practice and positive impact across the programme can be identified. However this assessment has identified that in order to ensure that equality is systematically mainstreamed across the programme further review of programme practice and its documentation needs to be undertaken.

This undertaking therefore informs and will be informed by the actions outlined below.

Action Plan: All actions to be integrated into QEP and progress reported in PMAR November 2016			
Action	Anticipated Output/ Impact	Timescale	By Whom
Review of all aspects of programme practice and its documentation in order to ensure that this is systematically apparent to the students and that equality is mainstreamed.	• Identification and dissemination of good learning and teaching practice to support the advancing of equality and fostering of good relations for all protected characteristic groups • Identifying and addressing any gaps in documentation or practice which have the potential of result in negative equality impact	September 2016	Programme Team
Seek advice from Student Services to identify and clarify the role related responsibilities of programme staff for supporting colleagues and students who disclose a hidden disability or mental health issue. Identify appropriate staff development.	• Advancing equality and fostering good relations for all protected characteristic groups through the provision of staff development.	September 2016	Programme Team
Ensure programme staff including those employed part time are engaged with equality consideration by using the EIA for Interaction Design as a focus for further discourse and development.	• Advancing equality and fostering good relations for all protected characteristic groups through the provision of staff development.	September 2016	Programme Team
Identify practice which contributes to the successful recruitment of women to a STEM programme	• Further development of good programme practice and sharing across programmes to advance equality for women	September 2016	Programme Team
Clarify intended meaning of Learning Outcomes with reference to observational drawing and mobility	• Development of learning outcomes which take account of equality consideration for all protected characteristic groups ensuring that no disadvantage is incurred	September 2016	Programme Team
Formative assessment points to be made explicit to students	• Advancing equality and fostering good relations for all protected characteristic groups through the provision of inclusive learning and teaching.		
Increase diversity of	• Increased staff diversity and	September 2016	Programme Team

staff delivering lecture series and enhanced curriculum content in relation to the presentation of diverse perspectives and experiences	enhanced curriculum content has the potential to foster good relations through the exchange and development of different cultural perspectives and understanding		
Develop Student Handbook for the programme for distribution at least one week in advance of induction.	• Provision of clear and accessible programme information for all students to mitigate potential for negative impact identified at (viii) above	September 2016	Programme Team
Monitor and enhance the provision of digital equipment to support the delivery of 'laptop culture'	• Identification of gaps in provision and actions to mitigate potential negative impact for protected characteristic groups, for example for disabled students, older students	September 2016	Programme Team
Systematic monitoring and reporting patterns of progression and achievement	• As above	September 2016	Programme Team
Introduce systematic opportunities for student feedback including an annual QEQ	• Gathering of qualitative data across protected characteristic groups to illuminate equality statistics, identifying any equality related trends and identify good practice related to gender profile in STEM	September 2016	Programme Team

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

Improved monitoring of equality impact across the programme, which will inform an anticipatory approach to mainstreaming equality and improve student experience for all students including those with needs related to protected characteristics.

The progress and effectiveness of the actions identified above will be included in the QEP and reported through Boards of Study and Programme Monitoring and Annual Review (PMAR).

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

The actions identified will contribute to equality outcomes 1.3.6 and 7 by increasing staff diversity and ensuring that all programme staff including those employed part time are aware of the PSED, their role related responsibilities to students relative to protected characteristics and are actively engaged in advancing equality and fostering good relations through programme delivery and content.

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	Inga Paterson
Position	Programme Leader Interaction Design
Signature	
Date	11 April 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)

Name	
Signature	
Date	