GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	March 2016
School/Department:	Design
Lead member of staff:	Dr Gordon Hush, Programme Director
Location of impact assessment documentation (contact or web link):	Gordon Hush Programme Director, Learning & Teaching (InDI) g.hush@gsa.ac.uk 0141 353 4406
Area of decision making/title of policy, procedure or relevant practice:	Programme Portfolio: Design Innovation
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):

The addition of 3 new Forres-based Awards (programmes) to the Masters of Design Innovation (DI) portfolio created the opportunity for this assessment. The addition of these Awards prompted some slight modifications and additions to the pre-existing programme specification document.

This portfolio of programmes are premised on certain pedagogical axioms, specifically that collaborative working is fundamental; that research-driven user and stakeholder engagement is key to design practice; involvement of users and stakeholders within the design delivery and resolution phase of the Design Process is key to demonstrating utility, appropriateness and respect for the contribution of others. Integral to this approach is an appreciation of difference, respect for individual identity and an ambition to encourage participation in public life and the civic discourse of academia therefore fostering good relationships between all participants.

The programmes' emphasis upon community engagement and ethical design practice, including the variety of stakeholders to be considered within complex cultural, socio-economic and organisational systems, offers an intellectual context for the acquisition and deployment of design process and skills which aligns with the intentions of the PSED.

This equality impact assessment has been undertaken as a reflective process focusing on curricular commonalties and shared experiences within the programme portfolio. This shared experience makes up the majority of the curriculum and provides a common point of departure for engagement with diverse perspectives and experience.

GSA's iterative approach to mainstreaming equality which drives a process of continuous improvement has informed this impact assessment and have enabled the Programme Leader and Programme Team to identify and enhance interventions with the curriculum, its design and delivery, the relationship between the programmes that constitute the Portfolio, and the various extant and emerging innovative practices that define this cognate area.

Evidence used to make your assessment:

Given the relatively small size of the cohort it is recognised that statistical analysis can be misleading and problematic due to data protection requirements. It is therefore difficult to identify specific trends in respect of protected characteristics. However, it can be identified that the cohort is predominantly female, with the majority of students aged between 23 and 30. Where disability has been disclosed an IRF has been put in place to inform programme level reasonable adjustments.

Since the inauguration of the portfolio of programmes in 2012 student numbers have grown. As part of this growth there has been an awareness of the need to achieve a broad cultural constituency across the cohort. Currently students represent 17 nationalities. Maintaining a diverse cohort and consequently a range of cultural perspectives and experience on the programme is central to the pedagogical approach. The new winter school will further support the delivery of this ambition.

Although, as identified above, it is difficult to undertaken statistical analysis it is important to note that a small and disparate cohort is in itself considered by students recruited to the programme to have a positive impact on their experience and this value is highlighted in student feedback.

Outline any positive or negative impacts you have identified:

The underpinning pedagogical philosophy of the DI programmes is the proposal that design, as a social practice, is not merely a process for the manufacture of objects, services and experiences, but a way of understanding the inhabitants of the world and their beliefs and behaviours. The practice of design is a process of discovering and valuing knowledge of others, and of oneself in relation to those others.

In operationalising this pedagogical philosophy through curriculum design and delivery, assessment, feedback and student engagement, equality consideration and positive equality impact become an integral element of student and staff interactions and central to student experience and achievement, thus advancing equality and fostering good relations for all those engaged in the programmes, regardless of protected characteristic or background. A range of examples of how this is achieved are contained within the full equality impact assessment report.

Notwithstanding, to ensure that this pedagogical philosophy is delivered effectively and to enhance positive impact actions have been identified and are set out in the section below.

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

(Please attach your action plan)

Activity/task	Equality Impact	Person responsible	Timeframe
Identify ways in which Winter School can contribute to the recruitment of be utilised a more diverse and culturally heterogeneous cohort, with a particular focus on male students.	To support individual learning within a culture of national, ethnic and gendered diversity to enhance the advancing of equality and fostering of good relations through the programme pedagogical philosophy	*Programme Director and Programme Leader*	Dec '16
Identify and implement a more meaningful system for capturing and monitoring information relating to Protected Characteristics and the on-going iteration of the EIA associated with these	Enable staff to develop a more iterative system for identifying ways to mainstream equality consideration in programme development in order to meet the needs of people from protected characteristic groups whilst maintaining the pedagogic environment	Programme Leader	September 16 with review September 17
Develop and refine ILOs that maintain programme quality while enhancing student experience and supporting a wider variety of individual learning styles, approaches and behaviours.	To align academic efficacy more closely with the requirements of the PSED in terms of the needs and experience of students with protected characteristics.	Programme Leader in DI	Oct '16
Identify ways of working with the student cohort to formulate project teams and collaborative working groups based on an appreciation of individual talent, experiences and circumstance.	Providing enhanced opportunities for students to appreciate, value and learn from the individual skills, experiences and capacities of their peers, fostering good relations.	Programme Team	Sept '16
Identify ways of increasing discussion with students around "identity formation" as they progress in order to more fully acknowledge and incorporate personal circumstance and aspiration in professional goal setting	Allowing the student voice a greater role in the formulation of individual aspiration and professional goal-setting in a manner that acknowledges and incorporates personal circumstance more appropriately and supportively will advance equality.	Programme Team	Sept '16
Expand the understanding of design as an epistemological practice through a dedicated seminar focused upon the appreciation of others	Foster greater understanding of individual contributions to cohort experience and group learning accomplishments.	PL and Studio Leader	Sept '16
Develop Winter School as a pedagogic resource that enhances recognition of individual and cultural identity and fosters good relationships between students on this basis	Foster cross-cultural and multi-ethnic appreciation of personal and group difference, learning styles and ways of working.	*Programme Director and Programme Leader*	Jan '17
Develop pedagogic structures that facilitate inter-institutional forms of collaboration that build upon Stage 1 Parallel Project (with NYC and Tokyo) and Stage 2 Winter School.	Advance student opportunity and foster good relations through curricular structures which by promoting greater appreciation of individual and cultural diversity and acknowledgement of multifarious forms of learning and contribution to group endeavour.	*Programme Director and Programme Leader*	Sept '17

Develop dedicated section of the Handbook for each award that explores and explains the concept of "working with others"	Highlight importance of respect for others and their experiences and capacities to foster good working relationships within the cohort.	PL and Subject Leads	Sept '16
Develop a student seminar that bridges Stage 2 into Stage 3 as a means of helping students to reflect on and articulate more clearly their group learning experiences as a basis for continued individual exploration through both autonomous study and within the curricular framework.	Encourage the development of skills in working with others, self-awareness and professional skills through engagement with difference.	PL and Studio Leader	Sept '16
Explore how a Learning Agreement *signed by individual students might support students to define their aspirations and take responsibility for learning appropriately at post graduate level in the context of the programme and its pedagogical philosophy.*	Foster awareness and appreciation of student contribution to learning process and wider and diverse cohort environment	Programme Leader	Sept '16 and review Sept '17
Introduction into Handbook of each award of a Glossary section highlighting and explaining key terms and vocabulary	Improve access to learning materials and their utilisation through facilitating ease of access to terminology and concepts used by the cohort, supporting learning for all students regardless of protected characteristic groups	PL and Subject Leads	Sept '16
Revisit all Handbooks and course feedback materials to ensure use of "plain English" and avoidance of extraneous terminology in student facing documents.	As above	Programme Leader & Subject Leads	Sept '16
Ensure that ILOs for each Stage are part of that Stage Briefing and are specifically related to project work	Advancing equality by improving understanding of learning requirements locating these in context of self-understanding and ambition, providing positive impact for all protected characteristic groups	PL and Programme Team	Sept '16
Supporting the role of the Student Rep implement discourse on programme development into SSCCs as a means of enshrining student experience in pedagogic structures.	Advancing equality and fostering good relations through ensuring student experience and feedback is a driver of curricular evolution	PL and Programme Team	Sept '16, to be reviewed Sept '17
Pilot, for Forres based students, fortnightly seminars to capture and learn from students' learning experience in a remote location and as part of a small cohort.	Through collaborative inquiry, students' experience will inform curricular evolution, ensuring parity of experience for a remotely located cohort, in a way which advances equality and fosters good relations for all protected characteristic groups.	PL and Subject Leads	Sept '16 and reviewed Sept '17

In addition it should be noted that the following enhancements have been identified which will support the delivery of the actions above.

Action	Outcome	Person responsible	Timeframe
Ensure that Programme Handbooks distinguish clearly between Formative and Summative feedback, and the role of these terms respectively in student learning.	Improve student understanding and capacity to engage with both curriculum and its demands, and the programme team in their support of the attainment of these.	PL and Programme Team	Sept '16
Continue to participate in CRS/Electives review by Head of L&T with a view to improving their delivery and relevance to DI portfolio students and their ambitions for study, both in Glasgow and beyond.	Improve student choice, self-determination of learning aspirations and relationship to personal and professional ambitions	Programme Leader	Ongoing

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

The DI portfolio of programmes will build on current positive equality impact to further enrich the student experience, ensuring that delivery of its pedagogical philosophy continues to advance equality and foster good relations.

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

Delivery will contribute to Equality Outcomes (1), (2) and (7) through the appreciation of difference, respect for individual identity and the encouragement of participation in public life fostered through the programmes' pedagogical philosophy.

There is also potential to contribute to Equality Outcome (8) as a result of the programmes' ambition to recruit a diverse cohort and to contribute to Equality Outcome (6) by taking account of the need to increase the diversity of programme staff alongside that of the programmes' cohorts.

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	Dr Gordon Hush
Position	Programme Director, Learning & Teaching (InDI)
Signature	Dr Gordon Hush
Date	14.04.2016

Executive Lead

Name	**Barbara Ridley**
Position	**Deputy Head, School of Design, Glasgow School of Art**
Signature	**B.M.Ridley**
Date	**14th April 2016**

Equality Lead (Head of Student Support and Development)

Signature	

Date	