

**GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT**

Date of Assessment:	7 <sup>th</sup> April 2016	
School/Department:	School of Design	
Lead member of staff:	Dr Lynn-Sayers McHattie Programme Director InDI l.mchattie@gsa.ac.uk	
Location of impact assessment documentation (contact or web link):	Programme: Master of Research	
Area of decision making/title of policy, procedure or relevant practice:	<b>GSA Master of Research</b>	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
	Revised/Updated:	<input type="checkbox"/>
<p><b>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</b></p> <p>The Master of Research was launched in January 2016, with a first intake of four students.</p> <p>The scope of the programme is the design, delivery and communication of a discrete research project. The programme combines supervised and directed research exploration and preparatory tailored research training alongside a substantial component of self-directed, individual research.</p> <p>The focus of this document is an ongoing evaluation of the programme as it continues to emerge and develop.</p> <p>The purpose of undertaking this equality impact assessment is to identify at this early stage in programme delivery areas of good practice and to also identify areas that may require further attention and development in order to enhance the potential for positive equality impact.</p> <p>The approach taken to the Equality Impact Assessment is emergent and seeks to identify how equality and the PSED are considered within this programme of post graduate study and as part of this process the programme has been assessed with reference to pre arrival, programme design; supervision; assessment and feedback.</p>		
<p><b>Evidence used to make your assessment:</b></p> <p><b>Students</b></p> <p>The first intake of students onto this programme was in January 2016. The cohort is very small (4 students) and therefore programme data is limited. Notwithstanding, analysis of data has been compared with overall GSA student statistics where possible in order to develop an understanding of trends across protected characteristic groups:</p> <p><b>Age</b></p>		

The majority of students on the Master of Research programme during this period fall in the 30-59 category, which is commensurate with national data, on postgraduate students (Source: HESA ><https://www.hesa.ac.uk/stats>< accessed 7/4/16) and aligns with GSA Equality Benchmark data (2013-14) on postgraduate students age range in the 25-39 category. It is worthy of note and a positive impact that the Master of Research programme is attracting mature students.

#### **Race**

Programme level data reveals that all current students are white - this reflects GSA Equality Benchmark data (2013-14) on postgraduate students that are represented as 95.7% white. As the programme develops there will be a focus on attracting and recruiting students from BAME groups.

#### **Gender**

All current students on this programme are female; this is in line with GSA Equality Benchmark data (2013-14) that indicates there are more female than male students in both the School of Design and School of Fine Art. A key action arising from this equality impact assessment will be to identify possible reasons for this in relation to the MRes.

#### **Disability**

Of the current students on the programme there is no declared disability, GSA Equality Benchmark data (2013-14) indicates that 85.8% of post graduate students are not known to be disabled.

#### **Religious belief and sexual orientation**

The current students on the programme state that they hold no religious beliefs, which aligns with the GSA Equality Monitoring Report (2013-14) of 47%, and students identify with being heterosexual, which is also reflects the GSA Equality Monitoring Report (2013) statistic of 73%. We are committed within the ethos of the programme to promote a culture whereby people feel free to express their identity with specific reference to sexual orientation, religion and belief.

#### **Outline any positive or negative impacts you have identified:**

Although, as indicated above evidence is currently limited, there is an indication that the opportunity offered by the programme to achieve a Masters by research, as opposed to through a taught programme, has potential positive impact for a range of protected characteristic groups, particularly for those students who will benefit from flexibility and a more self-directed experience, for example mature students and those with caring responsibilities, therefore advancing equality for these groups.

The gender balance of the programme indicates both a positive and negative impact - a positive impact of the programme is attracting mature students and those with caring responsibilities; however there could potentially be a negative impact due to not attracting male students, further work will be undertaken to evaluate the recruitment literature and application process.

Early experience of delivering this new programme has highlighted the following cross cutting points in relation to equality impact:

- The need for access to appropriate materials and information in a timely manner pre-arrival/arrival, including programme specification and the aims and ILOs of the programme. Based on student feedback action has already been taken to address this, including hosting a map of GSA research activities on the VLE, together with contact details of project leads and descriptions of live programmes of research in order that students can be clearer about who is working on what projects, offering access to a diverse range of research activity. This will ensure that all students can access appropriate materials and information in a timely

manner. It is anticipated that this will result in a positive impact across all protected characteristic groups, for example disabled students, those with caring responsibilities and particularly for students who are new to GSA, or have been out of education (age) and are unfamiliar with virtual learning environments.

- The programme's small cohort of students are required to work independently. However students have access to seasonal schools, shared with cohorts from other Masters programmes. Seasonal schools are focused on research training and skills acquisition and provide opportunities for shared learning, collaboration and engagement with a range of diverse perspectives in a flexible research environment. Emergent potential for fostering good relations for all protected characteristic groups as the programme cohort expands can be identified and will be built on in future years.

### **Research Methods Training**

The programme is self-directed, and as such, each student identifies their Research Training needs and their own development trajectory, in collaboration with their supervisory team, and is responsible for locating the opportunities to resolve these needs. This is underpinned by the ethos of the programme which is to support the development of distributed models of research training in order to develop a unique project space for research inquiry, which is both geographically and contextually located.

This encourages independent learning and collaboration and prepares graduates for impact-rich academic interactions in the future. In addition to developing and refining their own research skills they learn how to reach out to the external and academic community to drive their own future learning in their chosen career.

There is a diverse range of training opportunities that the student may draw upon to fulfill training needs. This range of opportunities and modes of delivery (VLE; different times of year; different locations) has the potential to result in positive equality impact across all protected characteristic groups who can access provision which is appropriate to their academic and individual research context and needs.

The emergent range and flexibility of research training opportunities provide an opportunity to deliver flexible research environments that have the potential to deliver positive impact across all protected characteristic groups, for example disabled students, those with caring responsibilities and students with varied educational and cultural experience.

### **Supervision**

Primary and secondary RDSC approved supervisors are appointed in line with student inquiry and supervisory contact is allocated in line with PhD guidelines. External supervision will be sought only where the expertise required by the project is demonstrably unavailable internally. Advisors may be appointed from industry or other stakeholders relevant to the research inquiry.

Embedding equality consideration into the role of Supervisor would support mainstreaming not only by setting out the expectations of the institution but also ensuring that staff understand their equality responsibilities in relation to their supervisory role.

Five of the six current supervisors associated with the programme are female. Supervisor recruitment will take into account student need and be addressed by ensuring a more diverse supervisory team through academic development activities including the PgCert in supervision.

## Assessment

Assessment is undertaken in line with the GSA Research Degrees Guidance and the University of Glasgow Regulations Calendar.

Formative assessment takes place at regular points throughout the programme timetable and is arranged with Supervisors taking into account the supervisory needs of the student at each stage. There is the potential to incur negative impact for students if the assessment processes are not clear and transparent or where students are not informed about them in advance. This is particularly relevant to Master of Research students who may wish to articulate to the PhD Programme. A review of the assessment and articulation process is currently in collaborative development with the current students. The process, to include equality consideration, and timelines for this review will be included on the VLE

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

(Please attach your action plan)

Activity/task	Equality Impact	Timeframe	Person Responsible
<b>Recruitment</b>			
Review promotional literature and application process	Remove inadvertent discrimination and positively promote the programme to and encourage applications from under-represented groups; advancing equality for and increased recruitment of under-represented protected characteristic groups		
<b>Pre-arrival/arrival</b>			
Provide new students with a synopsis of the Programme in advance of them joining	Clarity of programme expectations has the potential to advance equality for, for example, disabled students and those with caring responsibilities	Next intake of students	Marianne McInnes
<b>Programme design</b>			
Conduct a feedback session with students to evaluate the programme related materials on the VLE and incorporate feedback into developing new materials to upload.	Potential to provide positive equality impact and advance equality impact through ensuring that a diverse student voice is embedded into programme development	To be undertaken in April 2016	Katherine Champion/ Paul Smith
Ensure systematic feedback opportunities available to individual students as to the effectiveness of the collaborative process of	Provides the potential to identify good practice, which could result in positive equality impact for all students regardless of protected characteristic.	To be undertaken annually	Lynn-Sayers McHattie/ Marianne McInnes

identifying Research Methods training with their supervisory team.			
<b>Supervision</b>			
Investigate and address gender balance in Supervisor provision through development activities such as the PG Cert.  Undertake review of available and accredited Supervisors in conjunction with the Research office	Improved gender balance in Supervisory capacity and provision; positive impact for students regardless of protected characteristic as a result of meeting students' diverse needs in assessment		Lynn-Sayers McHattie/ Laura Gonzalez
<b>Assessment</b>			
Develop guidance for supervisors and ensure that equality consideration is embedded in monthly meetings with supervisors.	Mainstreaming of equality consideration into the development of guidance and practice delivered on the programme.		Lynn-Sayers McHattie
Review Programme assessment timetable with a particular focus on articulation to PhD and make available on the VLE	Ensure this process is clear, transparent and accessible for all students regardless of protected characteristic; ensure that there are no inadvertent barriers to progression to the PhD programme for any protected characteristic group	September 16	Lynn-Sayers McHattie
<b>Monitoring and evaluation of programme</b>			
Gather existing data in relation to all protected characteristics, analyse and identify trends	Analyse and report on all protected characteristic groups – trends over time and evidence of outcomes of actions	March 2016 and annually	Lynn-Sayers McHattie Marianne McInnes
Explore positive / negative equality impact in relation to cohort gender imbalance. Consider reasons for gender imbalance and explore opportunities to recruit male students	Identify and develop good practice and ascertain if there is any inadvertent discrimination in relation to protected characteristics at application. This will ensure that equality impact can be monitored, understood and reported on in terms of gender balance	To be undertaken in March 2016 and then annually to ensure trends over time can be identified	Lynn-Sayers McHattie/ Marianne McInnes
Monitor, analyse equality data and relate any identified trends to GSA and national available post	Given the small numbers on the programme the data will continue to be presented in line with data protection	To be completed in April 2016 and	Lynn-Sayers McHattie/ Marianne

graduate programme statistics in Art and Design	requirements	then annually to ensure trends over time can be identified	McInnes
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**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
- Maintaining and developing the programme ethos in collaboration with students to create an environment where students and supervisors can exchange and develop ideas, opinions and knowledge in order to advance equality in our practice and foster good relations.

The ongoing evaluation and assessment will develop a programme of changes to:

- Address any negative impact we have identified, for example differential experiences for students from protected characteristic groups compared with others
- Mitigate against any potential or future negative impact
- Disseminate any positive impact and practice which supports equality of experience.

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

Actions will support the delivery of GSA Equality Outcomes as follows:

Equality Outcomes (1), (2) by contributing to an environment in which students feel free to express and explore their own professional and personal identity through their research inquiry, and creating a programme culture where staff are confident in and aware of their supervisory responsibilities in relation to the PSED.

Equality Outcomes (3) and (7) through embedding the consideration of equality into guidance for all staff; engaging staff (including part time) and students in mainstreaming equality consideration in the development and delivery of the programme, developing their confidence to engage with issues of equality and diversity in research practice and working with others.

**The outcome of your assessment:**

- No action – no potential adverse impact
- Amendments or changes to remove barriers/promote positive impact
- Proceed with awareness of adverse impact

**Sign-off, authorisation and publishing****Review Lead**

Name	Dr Lynn-Sayers McHattie
Position	Programme Director InDI
Signature	
Date	12 <sup>th</sup> 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)**

Signature	
Date	