

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	July 2017	
School or Executive Group Area:	School of Design	
Department:	Silversmithing and Jewellery	
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Area of decision making/title of policy, procedure, programme or relevant practice:	BA(Hons) Silversmithing and Jewellery	
Please indicate if this is:	New:	
	Existing/Reviewed:	X
<p>1.Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The process of undertaking an equality impact assessment of the S&J BAHons programme was to consider if the needs of the PSED were being met: eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations between people who share protected characteristics and those who do not.</p> <p>The approach was to identify elements of existing good practise and to identify areas that may require further development to ensure equality is considered and embedded in all areas of the programme. We have looked at the programme in terms of curriculum design and delivery, assessment and feedback, and student engagement. Consideration has been given to available institutional statistic information and anecdotal evidence where responding to student needs.</p>		
<p>2.Evidence used to make your assessment:</p> <p>PMAR Equality Statistics 2015/16, 2014/15, 2013/14 Student Benchmark Data 2014/15 Equality Monitoring Report: Students 2015/16 Programme level data relating to students 2007- 2017 NSS results 2009-2016</p> <p>The above reports and documents contained data with which to develop and compare an accurate profile of our student cohort. Student representation by percentage in Silversmithing and Jewellery relating to ethnicity, disability and domicile were very similar to the percentage of representation across the School of Design (SOD) and GSA wide. We have a slightly higher percentage of RUK students and slightly less overseas than both SOD and GSA figures. Students with declared disabilities are the same as SOD figures at 14.5% and slightly less than the GSA average of 16.7%.</p> <p>One significant anomaly is the area of sexual identity: GSA as an institution has 36.9% males, the School of Design 30.1% while Silversmithing and Jewellery has 4.8%. The data from all 3 years of PMAR statistics are similar. An audit at programme level of the past 9 years of graduating students produced similar figures of male/female representation. In the interview process staff seek to identify potential students who demonstrate and communicate a comprehension of designing with an understanding of the discipline to which they are applying to study and can</p>		

demonstrate potential in the subject area. We seek to enrol a diverse and engaged body of students. As our statistics do reflect a low number of male applicants and below average male enrolment an action point will be to consider how we encourage male applications to the programme.

The programme has a diverse range of age groups represented that are similar in percentages to the SOD, however we do have a larger cohort over 25, with almost 15% compared to SOD average of 9% and inline with GSAs' 14%.

Bisexual, lesbian, gay and trans people are all represented in our student cohort. When the topic of sexuality and sexual identity is discussed in the studio debate moves around the idea that gender and sexual identity are no longer fixed or in fact relevant. While this is an interesting observation sensitivity and discretion are fundamental to student confidentiality and duty of care. It is a positive reflection on the student cohort and studio environment that individuals are comfortable declaring and discussing their diverse identities.

The majority of S&J students declare no religious belief (67.5%) a figure reflected in stats at both School of Design and GSA level. Other than this only christian and spiritual beliefs are declared showing less diversity than the Design School or institution as a whole.

The teaching team currently consists of 3 female and 3 male permanent part-time staff. 83% of staff are white Scottish, 17% other white. 66% are married or in civil partnerships, 83% have children, and 17% identify as homosexual. Ages range from early 30s to 50+. There are no disclosed disabilities or religious beliefs.

The Silversmithing and Jewellery Programme has a student cohort made up of 83 students spread fairly evenly across 4 year groups with ages ranging from 17 to 56. A number of students are parents.

The S&J programme is delivered as a series of learning and teaching activities structurally aligned with published level learning outcomes and project aims. Students engage with learning activities such as skill development in the form of learning a new jewellery making technique, and then engage in bringing their own interpretation and understanding of the process into the design development and production of outcomes for each project. Through facilitated group discussion and individual feedback the department nurtures all students to feel confident in sharing their ideas and experiences relating to all aspects of their individual development and approach to designing and making.

An important element of each new academic year induction is introducing all students to an identified staff member who will act as their main point of contact for both pastoral and academic support. Students are also made aware they can approach any member of staff to discuss issues that might arise, as we understand that they may be more likely to open a discussion with a particular member of the academic team they feel perhaps more comfortable with. In 2016/17 we encountered a number of situations where students approached S&J staff members for support. These included sensitive issues students had encountered with academic staff outwith our department that necessitated referral to senior academic staff to be resolved. Feedback from senior staff and individual students was that they felt supported by their studio tutors.

The majority of disabilities identified in PMAR statistics relate to learning difficulties, multiple impairments or medically disabling conditions, mobility issues and mental health issues. When disabilities are declared the issues will be identified and documented in an IRF (Individual Requirements Form) providing a framework for contact, discussion and making reasonable adjustments as required. The department is pro-active in providing an accessible and safe environment for all students. Over the past two academic sessions this includes the provision of special furniture, a fridge for storage of medical supplies, access to a resting room, and the allocation of easily accessible bench spaces to less mobile students.

Successes this academic year (2016/17) include our students being named Best Jewellery Graduate in the UK, Best Silversmithing Graduate in the UK, winning the National Best use of CAD in Jewellery Design Award and Young Scottish Silversmith of the Year. Amongst these winners we had mix of students who identified as homosexual, from non-English speaking backgrounds, with declared disabilities and students from WP backgrounds- a diverse group of individuals reaching creative academic excellence.

NSS 2016 results highlighted that students were significantly less satisfied in Organisation and Management of the course, a figure much lower than the previous 5 years. An action implemented for 2016/17 academic year was to provide comprehensive Handbooks and Timetables in both hard copy and on the VLE. Initial feedback in the studio and via SSCC was that these were useful and helpful. We are interested to see if any change is evidenced in NSS 2017 results.

Broader student feedback at programme level would be useful to monitor the progress and impact of equality enhancement actions. Quality Enhancement Questionnaires for S&J students will be developed and distributed to widen our reporting capacity as an action point.

3.Outline any positive or negative impacts you have identified:

S&J seek to establish a sound, safe and respectful working environment for all students and staff. We strive to create an inclusive approach to all aspects of the studio for all students with an undertaking to remove or modify any actions, language or documentation that might create barriers to the full integration and participation of any student including barriers that relate to a protected characteristic.

The studio is a place for shared learning and we aim to facilitate an environment that respects and values the diversity of experience each of the individual participants bring. The programme values diversity of opinion, independent thought and peer learning. Project briefs challenge students to develop a concept and to share and explain their thinking and design process. Our aim is to nurture a forum of democracy and equality based on mutual respect through informed debate and the consideration of varying points of view.

The department aims to create a studio environment where all students feel comfortable discussing their opinions and life experience and how these relate to and influence their studio work. The programme values diversity of opinion, independent thought and peer learning. A positive example of this is the discussion and debate generated in a regular 3rd Year Discussion Group activity where each week a student leads a discussion on a topic of their own choice and opens a debate about the topic in the context of the broader realm of the arts and culture. Topics range from cultural identity, fashion, sexuality and aspects of popular culture and sub-cultures. Discussions are often heated and opposing views put forward however this takes place in an environment of respect for the diversity of independent opinions held, and would suggest the studio culture developed is one of openness and tolerance that is facilitated and nurtured by members of staff and respected by students.

The language and structure of Project Briefs and studio discussion is open to individual interpretation and used to encourage students to explore and develop individual approaches to source gathering and design development. Topics such as sexuality, social insecurities, cultural appropriation and the merits or otherwise of social media are often researched by students and discussed with sensitivity and mutual respect at group critiques. Project Briefs are written in plain language and outline all tasks, activities and expected output involved to successfully achieve the learning outcomes. All projects are introduced verbally and in hard copy at a project briefing session with tutors reading through the brief, often with a visual presentation, and an the opportunity at the end to discuss the brief and answer student questions. The brief and presentation are then made available on the VLE for future reference and to allow access for any student who was unable to attend the session. This practise is of benefit to all students including disabled/dyslexic students and students whose first language is not English to

understand and engage more with the process or information being shared, and who benefit from information communicated in a variety of methods. It is also useful for students with religious or parenting commitments that may not be able to attend all studio activities.

A major aim is to be pre-emptive in attempting to remove stress-imposing situations. We have observed that clear lines of communication are important in achieving positive outcomes. In 2016/17 we published comprehensive Term Timetables on the VLE and on studio notice boards. Students responded well to these and commented on the positive impact of knowing what was coming up. A number of students on the programme are parents and found this very useful. This year we were contacted by a student enrolling in 2017/18 who as a parent was seeking clarification of semester dates that they found hard to find and understand on the GSA Website. We supplied a draft copy of the timetable and a simplified summary of semester dates, clearly showing the student breaks and other key dates. The student replied that this was extremely useful and helpful for planning childcare in advance. This could be something to consider as part of a pre-enrolment information pack which would support students regardless of protected characteristic and specifically those with disability related needs, religious or care related commitments.

We initiate a sense of inclusivity in our Level 1 studio inductions and introductions to jewellery making skills assuming no prior knowledge or engagement with these activities- while many of our students do have varied levels of jewellery making skills we also have a number of enrolments who have had no experience of, nor access to, jewellery making or skill development. Students gain confidence in simple skills and quickly move on to mastering more complex tasks. These techniques are physically demonstrated in front of the group and projected onto a large screen so each student can see in detail and understand the process as it is demonstrated and explained- we have been looking at how we might capture these projections to be included as a video archive and learning tool on the VLE.

The department presents a series of lectures to all students each month and these too could be video captured as a VLE learning resource. These talks are presented by a range of speakers from jewellery practitioners to collectors and gallerists. We choose a cross-section of people associated with contemporary jewellery and design offering an insight to students of potential future work areas and career possibilities. Students respond well to these talks that become an interactive learning session with questions and answer sessions at the end.

The department runs an annual Exhibition Project with a common theme that all 1st, 2nd and 3rd year group students work to culminating in an exhibition. Interim reviews and final critiques are facilitated as mixed year group activities. Informal feedback from first year students in particular is positive highlighting the value of input from more experienced peers and insight into how individuals from other year groups work and think.

The delivery of Design Domain as a vertical 1st, 2nd, 3rd year group and cross discipline course has also opened up opportunities for all students to experience different ways of learning and teaching. Group work, peer review and interdisciplinary collaboration are all encouraged. As with the lectures above, we take this as an opportunity to invite guest speakers and VL staff from diverse backgrounds as individuals who may represent role models with a diversity of characteristics and perspectives.

With a cohort of 95% females it is not unexpected for a student to inform us of a pregnancy. Being aware of the Student Pregnancy and Maternity Support Policy we were pro-active and able to engage in a constructive dialogue to agree a plan of action and co-ordinate appropriate leave and an agreed return date.

We have developed a strong awareness of issues surrounding religious festivals and protocols, and the impact of these on student performance and attendance. Festive activities or parties held within the department are organised and catered for with an inclusive approach with a variety of appropriate food and beverages available. As engagement with different religions and beliefs can impact on student attendance we would like to consider how all future activities

such as timetabled lectures and artists talks can be video captured where appropriate and published on the VLE.

4.Actions you have taken or planned as a result of your findings:

Action	Equality Impact	Person responsible	Time frame
Explore and pilot methods of video capturing technical demonstrations and guest lectures to publish on the new GSA VLE.	Promote positive impact and advance equality by increasing accessibility of teaching to benefit all students including: disabled students, those who may need remote access, students whose first language is not English, students with a range of learning styles /needs and those who, regardless of protected characteristic benefit from information communicated in a variety of methods.	Programme leader	2017/18
Collate statistics on guest speakers/VL's from previous years and monitor profile as a basis for developing a more diverse profile of guest speakers and VL's .(Aligns with Equality Outcome 5, GSA Equality Outcomes 2017-23)	Positive impact, advance equality and foster good relations for all protected characteristic groups through promoting a diverse range of perspectives as integrated aspect of the programme	Programme leader	2017/18
Comprehensive Semester Timetables to be published on the VLE prior to being discussed at studio level with year group tutors.	Positive impact for all students including those with parenting or religious/belief commitments, medical issues requiring attendance at appointments, those whose first language is not English and those with disability related needs.	Programme leader	2017/18
Publish the updated Handbook on GSA VLE followed up with a discussion of content in the studio.	Promote equality regardless of protected characteristic and meet the needs particularly of students whose first language is not English or specific learning difficulties who benefit from information being communicated in a range of methods.	Programme leader	2017/18
Develop, deliver and monitor a plan with input from students, to increase the diversity of applicants and enrolments focusing on the successful recruitment and enrolment of more male and BAME students. (Equality Outcome 3, GSA Equality Outcomes 2017-21)	Advance equality by achieving an increase in the number of students from currently under-represented groups, particularly male students in S&J and achieving successful outcomes	Programme leader	2017/18

Development of Quality Enhancement Questionnaires / feedback mechanisms for S&J students which include opportunities for students to give feedback about identity based experience in the programme	Advance equality by seeking and evaluating feedback from students about their identity based experience in the programme and the impact and effectiveness of equality enhancement actions	Programme leader	2017/18
Ensure that all S&J staff and students are aware of this EIA and of GSA's Equality Outcomes 2017-23 and understand how departmental actions align with and support them.	Increase involvement with and understanding of the PSED and its relevance to student experience and outcomes regardless of protected characteristic.	Programme leader	2017/18

5. Where/when will progress and the outcomes of your actions be reported and reviewed:

The success and progress of our actions will be monitored and assessed at a departmental level, including feedback from students and the use of new Quality Enhancement Questionnaires for students. Progress and outcomes will also be monitored and reported through the Programme Monitoring and Annual Review (PMAR) process.

6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:

The above actions will contribute directly to the delivery and development of

- GSA Equality Outcomes 2: An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.
- GSA Equality Outcome 3: An increase in the number of students from currently under-represented groups and achieving successful outcomes
- GSA Equality Outcome 5: An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and Research at GSA and engaging with diverse local communities. .

All S&J staff will be made aware of Equality Outcomes 2017-23 and understand how our departmental actions align and support these initiatives.

The outcome of your assessment:

No action (no potential for negative or positive impact)

Action to remove barriers/mitigate negative impact

Action to promote positive impact **X**

Sign-off, authorisation and publishing

Review Lead

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Position	Head of Department
Signature	Helen Marriott
Date	30 August 2017

Executive Lead

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Date	30.08.17

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