GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	2.8.17
School or Executive Group Area:	School of Design
Department:	Product Design Engineering BEng/MEng
Lead member of staff: e-mail:	Craig Whittet Head of Department and Programme Leader c.whittet@gsa.ac.uk ext.4721
Area of decision making/title of policy, procedure, programme or relevant practice:	Curriculum Design and Delivery Programme: Product Design Engineering

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

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

The completion of this Equality Impact Assessment provided an opportunity to review the Product Design Engineering (PDE) position within the three identified areas of the Public Sector Equality Duty (PSED): Eliminating Unlawful Discrimination, Advancing Equality and Fostering Good Relationships.

In addition to assessing the design and delivery of the curriculum we also considered the location of the point of contact with the students. This is a key feature of the PDE experience as it is delivered at the Glasgow School of Art (GSA) and the University of Glasgow (GU). Core areas of assessment, feedback and student experience were also assessed. These areas, underpinned with the Programme Monitoring and Annual Review (PMAR) Process, External Examiner's reports and Professional Statutory Bodies Accreditation have enabled the PDE dept. to highlight areas of positive and potential negative practice and identify areas for further development.

2.Evidence used to make your assessment:

PDE has referred to equality monitoring data for sessions 2013-14, 2014-15, 2015-16. The dept. has also referred to PMAR, External Examiner Reports, Student Staff Consultative Committee, Joint Programme Committee, Joint Board minutes and feedback from students. The GSA Equality Monitoring Report also provides evidence from 2011-12 that has been referred to. Further to the data that is particular to PDE/GSA, the dept. has also referenced the Patterns and Trends document published by Universities UK.

The dept. has also referred to the GSA Equality Outcomes Report for 2017-21 in order to cross reference and align key actions with areas that have been identified for further strategic development.

PDE has an overarching philosophy that engineering technology should be developed with an understanding and application of Human Factors. This is demonstrated through an inclusive Design Engineering development process. The dept. focuses on both the qualitative and quantitative aspects of Product, an approach that differs from the traditional engineering pedagogy (quantitative). The explicit integration of human factors offers students the opportunity to explore and work with a range of perspectives and experience including those related to identity and needs related to protected characteristic groups.

Monitoring data shows the PDE UG cohort has a balanced gender representation. BAME students are under represented, with numbers being very low. In recent years, PDE has supported students progressing from the Glasgow International College (GIC) into Year2 of the PDE Programme and it is anticipated that students progressing from GIC will contribute to improving the representation of BAME students in the studio cohort, although representation of UK domiciled BAME students remains a concern.

The highest percentage of students disclosing their Religion or belief are of 'No Religion or belief'.

PDE has a small number of students that have disclosed a disability, the main disability code refers to 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D'.

The data provided through the PMAR equality statistics on sexual orientation indicates that the number of students identifying as heterosexual is the highest percentage category for PDE with preferring not to say the next highest category. Lesbian, Gay, Bisexual students are represented in the cohort.

The age range at intake of the UG programme is biased towards the 18 year old age group, with a very small percentage of mature students.

The PDE teaching team consists of 2 x 1.0 FTE, 2 x 0.6 FTE and 2 x 0.4 FTE and all identify as White/White Scottish. The gender split of the team is 5 male, 1 female. However, PDE employs female PT/VL staff throughout the year and in recent years we have seen an increase in female lecturing staff at the University of Glasgow. The dept. has a number of staff with young children and the dept. fully supports flexibility for students and staff with respect to child care and educational duties. Future recruitment of FTE staff will take into account this gender split and lack of diversity as it does not reflect the student cohort.

Student feedback and involvement is an important element of the PDE educational experience. SSCC minutes and studio experience feedback have been taken into account. This has highlighted that programme information is spread across too many sources and the dept. will be responding to this with the aim of ensuring that all students have access to the information they need to support their learning regardless of protected characteristic.

The evidence that has been reviewed and analysed for the EIA and how the dept. will respond is explained in positive and negative framework in section 3.

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

PDE looks to continually improve and enhance the delivery of the programme and the experience that it offers. The areas identified below have been influenced by the evidence used to make the assessment and demonstrate areas of positive and negative practice and aspects of the programme that we aim to develop in advancement of equality and fostering good relations.

Positive Aspects/impact

Cohort
Fostering Good Relationships and Advancing Equality
As noted above, PDE UG programme maintains a 50/50 gender balance.

2013-14 Female 49% Male 51%
2014-15 Female 48.6% Male 51.4%
2015-16 Female 48.4% Male 51.6%

In this respect PDE does not follow the bias towards male cohorts 80/20% that is commonly experienced with the Engineering Education Sector (Patterns and Trends).

The dept. aims to maintain this gender balance and has looked to support this through highlighting graduates, role models and destinations during applicant day presentations and ensuring that female and male students are involved at Open Days. PDE also highlights and supports the work that students are engaged in during their studies, for example FemEng and the STEMettes activity. The University of Glasgow also benefits from the employment of female professors and senior lecturers involved in the delivery of the programme and supporting student projects. These staff are excellent role models for all PDE students. Further action will be taken to address the gender imbalance in the PDE staff team at GSA.

Admissions
Advancing Equality
The required level of academic attainment for PDE is very high. However, depending upon the Grade Point Average and Studio grade at the end of Y3, the student has the opportunity to progress to the MEng, or in some cases move to the BEng. Considering Equality, this flexibility rewards students that have done well in the degree studies, but also supports those that have not done so well at Secondary School level. This has the potential to widen participation and advance equality in respect of socio-economic backgrounds and protected characteristics where engineering may not be traditional career pathway, for example students in SIMD target areas and BAME students.

Curriculum
Advancing Equality
The dept. anticipates any particular issues for cross campus activity that requires travel between facilities for project activity. Timetables are made available in advance and access arrangements are fully discussed prior to project briefing. This understanding and approach is of benefit to all students, but in particular those with disabilities, religion related or childcare commitments. PDE uses a diverse range of assessment methods which enable students to demonstrate learning in a range of ways and reasonable adjustments are put in place where these are required.

The Learning Outcome themes of Product, Process and Presentation are designed to focus not only on developing skills and knowledge required for PDE and Professional Statutory Body (Accreditation) requirements, but also to highlight key transferable skills that will be of value across a range of disciplines and life experiences. The ILOs are explained to students at the outset of study. Key areas are identified in briefing documents to ensure that students understand the aims and context of the project. The briefing documents benefit from plain English with aim of being understood by all students in the relevant level of study. Team projects benefit from additional information and seminars that highlight roles, responsibilities and project management. ILOs are achievable through the application of a variety of methods. Project briefs are designed to promote flexibility in learning and associated activities. This is of particular importance for students, for example that are unable to attend studio due to disability related needs, illness, religious observance or childcare commitments.

PDE students benefit from learning support at both GSA and GU and all students complete inductions at workshops and libraries at both institutions. PDE Workshops and Skill classes range from physical prototyping to CAD and IT. The specific nature of workshops can be adapted to individual requirements, for example we can provide more time for students with dyslexia when working through CAD/IT sessions or for students who for a range of reasons are unable to attend.

Fostering Good Relationships
As part of the PDE welcome, all Y1 students and PDE GSA staff (academic & admin) meet in studio on Day 1. This is an informal event that enables staff and students to be introduced and is the start of an induction process which continues throughout the studio elements of the programme where peer support, review and discussion of different perspectives contribute to building good relations and belonging regardless of protected characteristic.

Fostering Good Relationships and Advancing Equality

Programme level support at GSA is provided through the Lecturer responsible for that year of study. However, if a student is more comfortable discussing a particular issue with another member of staff this is arranged as soon as possible. In addition to the pastoral support at GSA, the students have an advisor of study who progresses with them from the outset of their studies. There is also a senior advisor at GU who may be called upon to provide advice for both students and staff. Due to the specific nature of the PDE timetable, we ensure that weekly and fortnightly tutorials are scheduled as part of the PDE studio experience. This arrangement enables students to discuss projects and liaise regularly with staff. The delivery of support at all levels is undertaken to ensure that students access support which is appropriate to them and meets their individual needs, taking account of protected characteristic.

PDE utilises the Virtual Learning Environment, this is used as a database of resources that augment the studio brief; general resources that are of value to studying PDE, Project Submission and Assessment. The use of the VLE is an example of how we Advance Equality through access to information, legible content and a variety of technologies and interfaces that can be used to access the VLE out with studio hours. This is of value to students who are unable to attend studio for a variety of reasons.

Assessment and Feedback
Fostering Good Relationships and Advancing Equality

PDE adopts a range of assessment and feedback tools for staff and students. The open nature of certain projects provides an opportunity for students to respond in from their own perspective. This is welcomed and both formative and summative assessment and feedback reflect staff knowledge and understanding of the need for innovative responses to set briefs and project. This provides the opportunity to both advance equality and foster good relations through the exchange of ideas and the development of new approaches.

Interim presentations are also scheduled, PDE has adopted a 'buddy system' as a means of recording the discussion and feedback. This has been very well received by the students and we are encouraged with the level and detail of the notes taken. This helps to foster good relations as the students take an active part in peer learning and project support and are able to gain insights into different identify based and cultural design perspectives.

Student Engagement and feedback
Fostering Good Relationships and Advancing Equality

Feedback from the student cohort is collected through informal and formal means. The informal channels are: project and studio discussions with tutors and HoD/PL. Formal means are: SSCC, Joint Board, NSS (UofG) External Examiner consultation.

PDE students at GSA are represented by their student rep and senior rep at least two SSCCs per year (GU also hosts SSCC that PDE students attend). The SSCC is a helpful forum to gain feedback. The HoD/PL requests that all year points/issues are issued in advance of the meeting. This enables an overview of areas that are generic to the overall student body and specific to the year cohort. Some issues can be dealt with in advance of the SSCC and therefore enabling the SSCC to be used for discussing items that require further investigation and time to resolve. The SSCC is an opportunity which could be used to engage with students more explicitly in exploring their identity based experience within the programme, what works for them and what may need attention.

The senior rep attends the PDE Joint Board to highlight positive and negative aspects of the programme to senior staff, both from GSA and UofG. The Joint Board also provides a platform for the senior rep to discuss SSCC issues and how these have been resolved at a dept. level. The role of the senior rep might usefully be reviewed to ensure that equality related issues are recognised and brought to the attention of the Board. The PDE Joint Programme Committee (JPC) also reports to the Joint Board and it is established practice for student comments and feedback to be discussed at the

JPC. It is the intention that a student rep will be invited to attend the JPC commencing in session 2017-18 with the aim of strengthening good relations and ensuring that the students comments and feedback are fully consider during curriculum planning and developments with the aim of also Advancing Equality at all levels of PDE UG study.

End of year discussions with cohort – these informal, but very valuable meetings are arranged to gauge the effectiveness of the programme for that year of study. This is an example of the way in which PDE seeks to use evaluative feedback from students, considering the effectiveness of project arrangements, timetabling, assessment methods, the relevance of Intended Learning Outcomes and the student experience. This is also an opportunity to more explicitly seek equality related evaluation from the cohort.

The feedback from end of year discussions with students is used for reflection, planning and enhancement by the PDE team. These meetings not only influence the plan for the following year, but also enable the team to consider, discuss and debate the direction and focus of PDE. The HoD will also use these meetings to discuss the importance of equality consideration and Impact Assessment to build awareness and support the development of inclusive practice across all department activities.

Development opportunities

Admissions
Fostering Good Relations and Advancing Equality
There is an aim to increase the International students' numbers for PDE. Product Development is a Global Industry and our cohort should represent this diversity. PDE will work closely with International recruitment at GSA and GU to address this imbalance.

There will also be discussions with recruitment at GSA and GU with regard to the recruitment of UK domiciled BAME students.

As mentioned previously, PDE is experiencing a level of interest from GIC students who wish to progress into Y2 of the programme. This transition can be difficult for the students and this is an area that the department is currently discussing with colleagues at GIC with the aim of developing a greater level of understanding, and where possible an opportunity to work with interested students and invite them to take part in studio events. These developments have the potential to advance equality and foster good relations for a range of protected characteristic groups and particularly in respect of Race.

Through the process of reviewing the data collected there is an interesting trend of PDE students in the 16-17 age group:

2013-14 10 - 6.8%
2014-15   7 - 4.5%
2015-16 13 - 8.1%

These numbers and percentages are higher than other programmes in the School of Design. This is possible due to the nature of PDE and its educational delivery split across two institutions. As mentioned elsewhere in this document, most PDE applicants visit the Open Days arranged by the University (4 per year). During these events, the presentation includes an overview of the time spent at both institutions and what to expect in terms of studio projects/experience. However, it would be of value to highlight the difference in learning and teaching methods that are used in PDE. This is of particular relevance to Y1, as that cohort spend approx. 75% of their time at GU.

Curriculum
Fostering Good Relationships and Advancing Equality
Students have raised concerns over the amount of information they receive. This was discussed with

students and the result was that their perceived lack of communication was actually too much information coming from both Institutions. Although this is a general issue it has the potential to negatively impact, for example, on international students, where information is received too late or is difficult to access. With the imminent introduction of Canvas the dept. will explore the possibility of linking Canvas and GU Online resource. The aim is to consolidate the number of communication portals that the students are required to access in order to address this issue.

Support for learning
Advancing equality
With an exam diet at the end of semester 2, the progressing students (Y1-4M) do not return to the studio. This results in students normally requesting that feedback is sent via email. The dept. prefers to spend time with students in person and discuss the feedback with the projects/folio as a reference point. We do send out feedback, but also offer the opportunity for students to discuss this in person with the studio tutor. These meetings support student development and progression and is of particular relevance to those students looking to progress to either the BEng or MEng pathway.

The dept. will continue to explore how we can make more of the time allocated during the exam diet and the opportunity to provide feedback to students.

Student Engagement - Fostering Good Relationships and Advancing Equality
To date, PDE has not been part of the SoD QEQ (Quality Enhancement Questionaries) process as we have received anecdotal feedback from former senior reps that there are too many requests for information towards the end of the academic year. As mentioned above, PDE has a wide range of opportunities to gauge feedback and experiences at both GSA and GU. However, it is the intention of the PDE dept. to introduce the QEQ in session 2017-18. This has been discussed with staff and there is strong support to engage with this process. This will enable the dept. to build upon existing methods, but to also work closer with the SoD and GSA with potential to Advance Equality at School level through discussion, comparison and student evaluation of their experience and needs.

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

Action	Equality Impact	Person responsible	Time frame
QEQ Develop QEQ for delivery in 17-18 as a method for students to provide anonymous feedback relating to their student experience. QEQ to include equality related questions.	Advancing Equality Fostering Good Relationship by responding to feedback and improving the student experience for all protected characteristic groups	HoD, PDE Staff	2017-18 Session
GIC Welcome/ Presentation Facilitate progression of international students from GIC through delivery of PDE/GSA presentations	Advancing Equality Fostering Good Relations for international students	HoD, PDE Staff	2017-18 Session
Under 18 PDE Students To ensure that those students under the age of 18 are prepared for higher education. Ensure that all staff at GSA are aware of and are able to address the needs of a young (under 18) cohort in an UG programme of study.	Advancing equality and fostering good relations by ensuring that this cohort is not impacted negatively or disadvantaged by their age	HoD, PDE Staff	2017-18 Session
Learning Methods	Advancing Equality	HoD, PDE Staff	2017-18 Session

Facilitate the access and use of the variety of learning methods used in the programme (GSA and GU) by all students in order that students are able to achieve their academic potential regardless of protected characteristic.	Fostering Good Relations for all students regardless of protected characteristic		
Gender Balance To maintain the gender balance across the programme, ensuring that the PDE cohort achieves a balance of perspective that promote equality and foster good relations. Provide a broader range of role models and explore potential for researching this further through engagement with existing students and graduates.	Advancing Equality Fostering Good Relations in respect of gender	HoD, PDE Staff	Ongoing with annual reporting
Recruitment of International Cohort To develop tools that will be used for presentation, recruitment, raising awareness and value of the PDE Educational Experience within a Global context.	Advancing Equality	HoD, PDE Staff	Ongoing with annual reporting
Recruitment of UK domiciled BAME students Work with recruitment and admissions at GSA and GU in order to develop strategies for the recruitment of UK domiciled BAME students	Advancing Equality for BAME students	HoD, PDE Staff	Ongoing with annual reporting
Staffing Develop strategies to ensure that the under representation of female and BAME staff on the programme is addressed, for example through GSA's Athena Swan application	Advancing equality for potential female and BAME staff through employment	HoD, MaRIO, GSA/GU	Ongoing with annual reporting

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

Please refer to action plan above. EIA developments will be reviewed and discussed through Joint Boards, Staff Meeting, various student feedback/engagement and documented through PMAR.

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

It is the depts. intention to ensure that all staff associated with the design and delivery of the programme participate and engage with the EIA process.

Intended actions will support the delivery of Equality Outcomes 1, 2, 3 and 5.

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 ☒

Sign-off, authorisation and publishing

Review Lead

Name	Craig Whittet
Position	Head of Department and Programme Leader
Signature	Craig Whittet
Date	30.08.17

Executive Lead

Name	Barbara Ridley
Position	Head of School
Signature	Barbara Ridley
Date	30.08.17

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	30.08.17