

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	08/03/17	
School or Executive Group Area:	Learning and Teaching Team	
Department:	Learning and Teaching Team	
Lead member of staff: e-mail:	Mark Charters Academic Development Coordinator m.charters@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	M.Ed in Learning, Teaching and Supervisory Practices in the Creative Disciplines	
Please indicate if this is:	New: Existing/Reviewed:	<input checked="" type="checkbox"/> <input type="checkbox"/>

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

A review of the M.Ed programme and it’s suite of courses was undertaken in academic session 2015/16. Findings from this review found three key strategic drivers for revision and amendment:

- Supporting staff within the distributed academy
- Programme alignment to GSA disciplines and staff development priorities
- Supporting development of educational research and scholarship

As a result of this the programme has undergone a significant rewrite to address these drivers for change. Within the redesign process the programme team were consciously cognisant of the requirements of the public sector equality duty and have utilised a blended learning model for delivery to support the diversity of learners participating on the programme as well as to support deeper engagement with core content and reflective practice. This model for delivery is designed to also better address the requirements of learners engaging in a work based learning programme teaching and/or supporting learning within a higher education context.

In addition to this conscious focus on improving the learning experience of students, the programmes content and delivery will maintain at its core a focus on accessible and inclusive teaching practice, supporting learners on the programme to reflect upon their teaching practice and develop their knowledge and skills to design inclusive learning and teaching situations for their own learners. This focus will however be delivered in a more mainstreamed manner supporting students to consider equality and diversity in all aspects of the programmes core content and delivery. In the current iteration of the programme equality and diversity is identified as a distinct curriculum item through a specific workshop session. Within the new delivery framework for the programme this will be mainstreamed throughout the programmes content and workshop sessions considering how equality and diversity play out through all aspects of a student’s teaching and learning support practices. The addition of a distinct research methods and educational enquiry course within the programme has also been designed to engage students in considering the ethical requirements of research and scholarship of teaching and learning. The design of the ethical development aspect of the curriculum is also a prime opportunity to discuss equality and diversity in relation to research and educational enquiry covering the full aspects of an academic role.

Beyond the changes to the programme identified above the PSED has also been considered in relation to curriculum design, delivery, content, assessment and feedback to ensure the programme

is delivered in a way which models accessible and inclusive practice. This allows the programme to both meet the requirements of the PSED as well as provide students the opportunity to consider accessible and inclusive teaching practices through modelled tutor behaviours which they can apply to their own teaching practices.

2.Evidence used to make your assessment:

The redevelopment of the programme has drawn upon a range of data to inform the reconceptualization and this data has also informed the consideration of equality and diversity for this EIA. The primary data sources have been:

- Admissions statistics from 2013/14 to 2016/17 for the programmes i.e. PG certificate in Learning and Teaching and PG Certificate in supervision
- Progression and attainment data
- External examiner reports and consultation activities
- Student feedback and consultation activities

Analysis of Equality data for the programme has shown a gender profile shift of 41% to 79% female since 12/13 to 14/15. There has been no major shift in age or ethnicity profile of students. The programme is a staff development programme and is required for all new academic staff taking up a post at GSA. The increase in the profile of female students may be linked to increased recruitment of staff self identifying as female within the institution where the number of females employed at Grade 7 (typically the salary grade for academic staff) has increased by 57% since 2012 with an equivalent increase of 33% for males in the same time scale.

The programme team has also drawn heavily upon the research literature in relation to blended, online and inclusive learning as part of the redesign process.

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

Positive Impacts

The following positive impacts were identified:

Extended Learning Opportunities: The blended learning model for the programme offers students the opportunity to extend their learning beyond the face to face sessions by engaging them in dialogue and discussion through the online components of the course. This also allows for students engaged in busy and time consuming work situations or those who need to balance work with other needs related to for example a disability, maternity or caring commitment to engage at a distance from workshop activities and therefore in learning opportunities which support them to meet the intended learning outcomes of the programme through different but equivalent means.

Mainstreaming Equality in the Curriculum: By taking a mainstreaming approach to equality and diversity through curriculum delivery students on the programme will get a more holistic appreciation of the impact of equality and diversity on all aspects of their teaching and learning practice and how they can enhance the student experience through delivery of the PSED in curriculum design/delivery and their day to day practice.

Negative Impacts

Through the EIA process no negative impacts were identified by the programme team however the programme team have committed to ensuring that the programme is reviewed at each stage of year 1 delivery drawing upon the programme team's and student's feedback to both enhance positive impact and adjust the programme in response to unforeseen negative equality impact should these arise.

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

(Please complete the action plan in this section)

Action	Equality Impact	Person responsible	Time frame
Programme Monitoring and Evaluation	Given the significant shift in programme delivery ongoing review will be undertaken to identify and mitigate any inadvertent negative equality impacts.	Programme Leader	Year 1 of delivery: Ongoing with review at the end of each stage of the programme. Full review and evaluation through PMAR process annually Subsequent delivery: reviewed through PMAR process.

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

Actions will be reported as part of the PMAR process and progress reviewed and monitored through inclusion in the programme quality enhancement plan

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

The programme is a key staff development programme for GSA and offers staff the opportunity to enhance and develop their capacities and awareness of equality and diversity in relation to learning, teaching, supervision and educational research. It is recognised by mainstreaming these opportunities within the programme they will likely also have positive aspects beyond these identified areas. As such the programme specifically will address the following equality outcomes:

Equality Outcome 1: An organisational culture in which staff and students can be confident that people with a hidden disability and specifically mental health issues, will be supported and in which staff are confident in their role related responsibilities for supporting colleagues and students who disclose a hidden disability or mental health issue.

Equality Outcome 2: An organisational culture in which staff and students feel free to express their identity with specific reference to sexual orientation and religion or belief.

Equality Outcome 3: All staff including those employed part time are engaged in the development and implementation of organisational priorities with particular regard to equality and diversity issues.

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	Mark Charters
Position	Academic Development Coordinator
Signature	Mark Charters
Date	6/3/17

Executive Lead

Name	Vicky Gunn
Position	Head of Learning and Teaching
Signature	Vicky Gunn
Date	6/3/17

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	11/10/17