GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	**31ˢᵗ May 2017**
School or Executive Group Area:	School of Simulation and Visualisation
Department:	N/A
Lead member of staff: e-mail:	Dr Sandy Louchart
Area of decision making/title of policy, procedure, programme or relevant practice:	BDes (Hons) Sound for the Moving Image BSc (Hons) Immersive Systems Design, pathways: • 3D Modelling • Games and Virtual Reality

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

Due regard to equality and the PSED has been an integral aspect of the development of undergraduate programmes in the School of Simulation and Visualisation. The equality issues for the BDes and BSc programmes at SimVis are similar in nature and are therefore considered together in this document.

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

The School of Simulation and Visualisation (SimVis) is fully engaged in an ongoing dynamic assessment of the impact of curriculum design and delivery on student experience in the context of the PSED. The development, design, delivery and admissions approach of these undergraduate programmes has been considered within this dynamic and with close reference to the outcomes and learning from postgraduate programme level equality impact assessment undertaken in 2016. In developing these UG programmes the PSED and the learning environment at Sim Vis has been considered in relation to current PGT activites at SimVis and the GSA undergraduate community. Equality monitoring and impact assessment will be conducted throughout the development and delivery of undergraduate studies by Sim Vis.

The activities undertaken to deliver and support these undergraduate programmes anticipate diversity, allow students to meet competency requirements and support student confidence in themselves and the learning environment at GSA. The intention is to enable full participation, facilitate informed choice for the students and advance equality for students regardless of protected characteristic. It is anticipated however that these programmes will in particular offer the opportunity to address the under representation of women in these subject areas.

2. Evidence used to make your assessment:

Data gathering of protected characteristics in Industry:

- Data was collected from the BAME in Games Network which monitor equality within the game industry and the wider creative technology industry.
- The 2015 Employment Survey for Creative Media Industries from Creative Skillset published March 2016.
- The Creative Industry Federation Creative Diversity report (2015).
- 'Gender within Film Crews' by Stephen Follows (2014).

Women are under-represented and their representation is decreasing in sound production in both industry and education. Women represent 35% of employment in Film, TV, video, radio and photography, a decrease of 4.3% on the 2011-2014 period. Women are also under-represented in Digital Game (20%) and VFX (26%) production in both industry and education. Digital Game production and VFX, along with sound production are primary target sectors for SimVis UG programmes.

A summary document on Equality Impact Assessment at SimVis* collates key data and links to further information/data sources, including:

- A review of our recent and existing student populations (SimVis) has been conducted to gain an understanding of current needs and environment
- Research materials and guidelines, including a wide range of statistical data, recent research and published materials relating to embedding equality and diversity within the curriculum has been reviewed, and adopted as appropriate
- Research into recent equality trends in education, industry and specialist disciplines has been conducted to assist in future planning (GSA guidelines, GSA gender plan, learning and teaching enhancement and widening participation strategies)
- Examples of best practice for improving diversity in the student body have been reviewed, including Higher Education Academy (HEA) and Council for higher education in art and design (CHEAD) reports on embedding equality and diversity in the curriculum
- Data from the 2015-16 GSA Equality Monitoring Report representing the larger GSA community

This regularly updated data is held in the document EIA-data-2016.docx at SimVis

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

SimVis undergraduate programmes are designed to have a positive impact and it is anticipated that they will improve and strengthen SimVis' delivery of the PSED in recruitment, selection, support and retention as described below:

- In contrast to the Film, TV or Games industries, SimVis, in terms of its whole technology-focused PGT delivery, offers a relatively balanced gender representation which could be inspirational and continue to encourage female students to consider an education and career in technology
- Students and prospective students on SimVis programmes will be offered opportunities to engage with the wider GSA community beyond SimVis. In contrast to SimVis, the GSA undergraduate student population is 64% female. It is anticipated that inclusion in a differently gender-balanced community will encourage female students to join and support them in undertaking and contributing to the ethos of a technical degree at the GSA.
- The programme of studies for SimVis students will offer further opportunities to encourage female participation in sound production and game-making. Students will engage with SimVis tutors and SimVis materials.
  - o SimVis will ensure that a balanced gender representation is put forward to students in terms of the provenance of materials presented to students.
  - o Students on the programme will experience the diverse student population at SimVis and the wider GSA (cross-school activities) and will interact with a gender-balanced student representation in dedicated workshops and showcase of work.
- The design of programme activities will anticipate diverse needs and ensure that students are not disadvantaged or discriminated against through the competency required for achievement, for example stating that students must be able to engage with games and sound production materials, and use digital technologies without being prescriptive as to how this should be achieved. This is intended to enable participation and advance equality for students regardless of protected characteristic.
- Students will also engage with PGT outputs in order to facilitate engagement with and discussion of a range of perspectives, reflecting the diversity of educational and social background of both student cohorts and the School of Simulation and Visualisation's ambition to achieve further diversity of perspective and encourage participation to address under-representation in future cohorts through:
  - o Covering a wide range of references and contextualising lectures on the world at large rather than a Western centric view
  - o Encouraging students to provide their examples and influences for class discussions in order to ensure maximum diversity of viewing experience and discourse.
  - o The provision of topics through which students can engage with exploration of identities: social, racial, gender and class in terms of meaning in a changing world (Self/Environment/City/Silence/Politics/Technology/Space/Emotion).
  - o Offering students open briefs which encourage them to find their own approaches and solutions and which facilitate students pursuing their own interests, reflecting cultural heritage or identity, therefore supporting the advancing of equality, fostering good relations and contributing to the development and relevance of the subject to different communities and users .

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

Action	Equality Impact	Person responsible	Time frame
Provide opportunities for students to engage with Postgrads /recent graduates and cross schools activities to support minority gender experience work towards gender balance and promote a range of perspectives and backgrounds.	Advance equality for women and promote diversity of perspective and good relations regardless of protected characteristic.	BDes Sound for the Moving Image BSC Immersive Systems Design Programme Leaders	Period covering Years 1 to 4 built into academic development and operational from 2018
Engage students within the SimVis community to 1) De-mystify/ challenge the perception of women's involvement in technology 2) Support engagement and development of identity within subject (i.e. women are engaged in sound production and game-making at SimVis)	Advance equality through supporting female retention and value female contributions on BSC ISD and BDes SfMI programmes.	BDes Sound for the Moving Image BSC Immersive Systems Design Programme Leaders	Period covering Years 1 to 4 built into academic development and operational from 2018
Target the recruitment of female students to the SimVis programmes through marketing, industry events and other opportunities	Advance equality and increase representation of women.	Head of Undergraduate Programmes	Positive action plan in place for recruitment September 2017 Including but not limited to GSA Open Day, UCAS Fairs, GSA Website, Open Studio
Ensure invited speakers on both programmes are balanced in terms of gender and BAME representation	Advance equality and increase representation of women and BAME.	Head of Undergraduate Programmes	Active Links with BAME Games Network and female contacts in games and sound industries Period covering Years 1 to 4

5. Where/when will progress and the outcomes of your actions be reported and reviewed:
Actions will be monitored through:
- o By SimVis Staff Student Consultative Committee (SSCC) once the programme is running
- o Progress update and formal internal evaluation mechanisms
- o Feedback from Students

Progress will be reported through the UG Tutors forum, Learning and Teaching community at SimVis and PMAR on an annual basis; therefore, sharing practice and experience and contributing to promoting equality in the learning environment at GSA.

The actions will be iterative and developments will be recorded, monitored and progress reported through programme and school level quality enhancement action plans on an annual basis.

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

We will develop, revise and review course materials in collaboration with students on the programme to ensure that they are actively engaged in the creation of learning materials that represents diverse viewpoints and identities. In addition, by providing open-ended and broad application subjects and workshop topics student's pluralities of culture, society and experiences will be represented and shared.

Actions related to the under representation of women will contribute to GSA's commitment to gender balance within subject areas and has the potential to contribute to increased representation of BAME women.

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	Dr Sandy Louchart
Position	Head of Undergraduate programmes, School of Simulation and Visualisation
Signature	
Date	31st May 2017

Executive Lead

Name	**Dr Paul Chapman**
Position	**Head of School of Simulation and Visualisation**
Signature	
Date	

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	30.08.17