

THE GLASGOW SCHOOL OF ART Equality Impact Assessment Form for Academic Programmes (EqIA)

As a public sector organisation, GSA has a legal duty under the Equality Act 2010 to assess the impact all of its academic programmes may have on protected groups (as defined by the Act).

The purpose of this assessment is to use relevant evidence and critical thinking to identify any impact (positive, negative or neutral) the programme that is being assessed may have on the students and staff members it applies to.

The EqIA is a tool which helps mainstream equality into everything GSA does. It requires us to consider how we can mitigate or eliminate negative impact and, in turn, advance positive outcomes. Therefore, it must be undertaken during the development / review of the programme and not after it has been finalised. Ideally, EqIAs should be a team effort of relevant parties to ensure a variety of perspectives have been consulted. All finalised EqIAs must be signed off by a senior lead, the Education Committee, and either the Head of Student Support and Development or GSA's Equality Officer. Support from the Equality Officer is available at any stage of completion.

Further guidance on how to complete an EqIA can be found on GSA's website and the Equality and Diversity section on the staff intranet. If you have any additional questions, please contact equality@gsa.ac.uk.

Name of Equality Impact Assessment (E.g. Title of Programme)	SIT PG Programmes @ The Hub MDes Sound for the Moving Image; MSc Serious Games & Virtual Reality; MSc Medical Visualisation & Human Anatomy; MSc International Heritage Visualisation
New or reviewed	Reviewed
Owner/Review Lead and role	Daniel Livingstone, Academic Lead
School	SIT
Date of assessment	7th Feb 2024

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief outline of the programme)	<p>Postgraduate Programmes, SIT, based at The Hub: Across the Postgraduate programmes within the School of Innovation & Technology, there are typically 50-70 students in total per academic year enrolled on programmes taught at The Hub. There is some amount of shared delivery across different programmes and pathways. All are considered within this single EqIA.</p> <p>All four programmes/pathways focus on applied use of advanced visualisation or audio technologies, and are part of the suite of programmes developed in what was previously the School of Simulation & Visualisation.</p> <p>This EqIA is an update of the approved EqIA presented and approved in AY 2022-23 when the programme underwent major amendments. This revision updates the EqIA onto the new proforma, introduced since the previous approval.</p>
Modes of Study	Full-time, part-time

<p>2. Evidence used when undertaking this assessment – please make a reference to your programme-specific EDI data and any other relevant evidence</p> <ul style="list-style-type: none"> - please ensure all data is either presented in percentages only, or that any numbers smaller than five are presented as '<5' to allow for adequate data analysis and trend review without breaching any Data Protection Regulations <p>Note: <i>provisions for protected groups must be made regardless of current numbers, however, data is still used to inform action and measure progress</i></p> <p>A range of sources and documents were used in preparing this assessment. As well as the sources noted below, where additional discussion has been presented, we also referred to 3rd parties relevant to Equality, Diversity and Inclusion have also been considered, e.g. AdvanceHE publications on Microaggressions and Tackling Racism on Campus, the 2019 Creative Industries Policy & Evidence Centre report on Skills, talent and diversity in the creative industries (PEC).</p> <p>Historical data from programme enrolments, including data prior to suspension of part-time teaching. This provides information on a range of students who undertook part-time study in these programmes when it was offered. For richer detail, progression of part-time students was followed where possible to understand how part-time delivery supported the career development and opportunities for students unable to commit to full time study. This showed that former part-time masters students have since advanced in careers, including academic careers, and some have undertaken doctoral study. In support of inclusion, we consider the return of part-time opportunities important to restore opportunity to students who may be otherwise prevented due to protected characteristics or economic status.</p> <p>Demographic & equality HESA data from 2021-22 programme delivery (and summarised in programme PMARs)</p>
--

Across all of our PG programmes, the diversity amongst the home/UK students is generally low – but appears to be greater than that of the West of Scotland, which is predominately white European. Overseas students mainly come from the North American or Chinese regions, and the student diversity amongst overseas students reflects this. Improving ethnic diversity amongst the student body remains a goal for the programme team and recruitment activities. Notably, the proportion of Home BAME students is low, and lower than the proportion working in some of the related Creative Industry sectors.

For example, just under 48% of students (2022-23) identified as white, of which 'White Other' (14.8%) and 'White Scottish' (18%) were the two largest groups. Only 3% of students identified as Black compared to over 31% as Chinese.

The student body gender diversity varies by programme (and sometimes from year to year), although balance within the School is generally good, with the following trends:

- MSc Medical Visualisation & Human Anatomy. Strong majority of students tend to be female. In part this reflects the gender balance in the life sciences, where most students come from. MSc Heritage Visualisation. Tends to be majority female, with some year-on-year variation.
- MSc Serious Games & VR. Cohorts have historically tended to have good gender balance, with a slight majority male. Current cohort is majority female.

One positive aspect of the gender balance in the MSc programmes, is that in teaching application development to a largely female cohort, the programme is helping address a gender imbalance in technical disciplines where most app developers are male (Only 21% female representation in IT, computer and software services, PEC, 2019)

- MDes Sound for the Moving Image. Some year-on-year variation. Cohorts tend to be more male than female, but has been improving gender balance over recent years. Sound editing has been a discipline that has had very strong gender imbalance, and the balance on this programme has been much better than in the wider discipline.

Overview of current academic staffing

Amongst the permanent staff the majority are from white ethnic groups, and male – though there has been an improvement in the gender balance since the previous EqIA. The school typically invites around 12-18 visiting guest lecturers each year for one-off guest lectures – and the balance of these speakers is also considered.

SimVis Equality, Diversity & Inclusion workshop, 2019

A staff development workshop was held for SimVis staff in 2019 with input from across GSA (including Sustainability, Library, GSASA, etc), led by the PL BDes Sound for the Moving Image. The outputs from this includes resources from different departments to support curriculum and learning and teaching development.

Comparison of current vs proposed programmes

At the time of writing, the PG programmes are undergoing major programme changes. These changes are focussed primarily on implemented a review of the programme Intended Learning Outcomes, and on moving the programme and course specifications to new updated pro-forma (linked to amendments relating to the updated GSA Common Academic Framework). The changes also aim to re-enable part-time study option on the Masters programmes, and expand on the role of blended and online delivery to supplement campus-based instruction.

3. a) Major changes introduced to the programme since the most recent EqIA (where applicable) – please provide an overview and make reference to how those changes have affected EDI issues (either positively or negatively)

- if the changes are substantive to the programme structure, please insert (or attach) two diagrams which illustrate:
 - i) the programme structure before amendment
 - and
 - ii) the programme structure after amendments

No changes

3. b) Please outline how you have advanced/are advancing the principles of Equality, Diversity and Inclusion and how you have addressed any EDI-related issues within the following:

<p>Student Recruitment</p>	<p>The programmes are all now part of the newly formed School of Innovation & Technology. This has required a complete overhaul of the marketing materials and channels used across the school. This is happening with a view to ensuring that new materials reflect a range of students and to encourage diversity in the student body. The programme's promotional materials range from text to subtitled video formats reaching diverse audiences. These also show a range of cultural diversity, ethnicity, gender, and geographical origin of students and members of staff. Marketing strategy to increase diversity in international recruitment is ongoing.</p>
<p>Programme Academic Induction</p>	<p>The programme's academic induction includes verbal, text-based and visual content communicating to students essential information for their academic journey (e.g., timetables, staff introduction, personal tutor scheme, brief overview of programme and pathways, and the structure of learning.)</p> <p>Induction activities are a mix of whole-school PG induction sessions and programme or pathway specific sessions, to introduce students to both their wider and class specific peer groups, foster community and support transitions in. GSA Welcome and Induction and the GSA Student Handbook also support transitions in and onwards learner journeys via resources and consistently sign-posted help and support on Canvas. The GSA Student Handbook also contains EDI-themed Inclusive Communities Courses for Students (sexual consent, wellbeing, mental health, bystander intervention, gender-based violence, and anti-racism).</p>
<p>Curriculum (contents, diversification and decolonisation)</p>	<p>Across many courses, content is quite technically focussed. Examples of works draw from a broad and consciously diverse range of examples from around the world.</p>

	<p>Guest talks brings diverse speakers from relevant disciplines like Animation, Technology, Gaming, VR/XR production, Film, Sound, Production and Concept Art on a regular basis, and in arranging these diversity amongst the guest speakers is an active consideration.</p> <p>For example, the course Research in Sound and Film explicitly addresses the complex issues of representation in cinema throughout history, so they can implement principles of Equality, Diversity and Inclusion in their research.</p>
<p>Learning and Teaching Approaches (activities and practices)</p>	<p>Learning and teaching approaches mix lectures, practical sessions, fieldwork (Sound for the Moving Image & Heritage Visualisation), discussion based tutorials, and peer feedback sessions.</p> <p>Canvas, video conference and video recording platforms are used to ensure accessibility to those who cannot attend due to illness (eg. Covid-19) or any other circumstances that temporarily prevent students from attending the campus. Access to online PowerPoint or recorded subtitled video material and text-based information before classes enables neurodivergent students and those with English as a second language to gain familiarity with academic material before it's discussed in class.</p> <p>The programme's approach to learning and teaching includes frequent discursive moments during tutorials, giving students opportunity to present a wide range of views and perspectives.</p>
<p>Assessment and Feedback Methods</p>	<p>A range of assessment methods are used, with a focus on assessment for learning in formative assessment, and also in some summative assessment exercises designed to promote deeper engagement with course materials. There is an emphasis on practical learning, with the majority of assessment project based. Essays, process journals, reflective reviews also commonly feature.</p> <p>Presentations are also used across both formative and summative assessment.</p> <p>Formative feedback is offered to students informally during studio conversations which can include written notes or diagrams created by staff members. More formal formative moments include live or recorded student presentations and Peer-Review sessions, offering a range of comments aimed to 'feed-forward' the student's work.</p>
<p>Learning Resources</p>	<p>The programmes make extensive use of the GSA online platforms (Canvas, eStream) for sharing course materials, allowing student to study in their own time and supporting more flexible study alongside scheduled contact hours.</p>

Canvas helps ensure that students are given key information and allows staff to add useful resources to advance the quality of the curriculum or respond to needs identified during lectures or group tutorials, or questions that arise informally in the studio. The programme's resources range from academic papers, books, reports, articles, podcasts, practice case studies found online or brought by project partners and speakers, previous lectures and talks on Planet E-stream, discussions boards on Padlet and Miro, to name a few. This variety is aimed to offer relevant information in different format to match the different learning styles of students. Our students in need of extra support (e.g. due to dyslexia) have at their disposal a range of Assistive software provided by IT and supported by Student Support.

Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)

Currently Programme or Pathway leads also act as personal tutor for students; This is viable due to cohort sizes reaching a maximum of approx. 22 to 24 students per pathway.

All Canvas pages signpost student support and services, which is repeated at induction and at initial personal tutor meetings.

The Student Pastoral Tutor Scheme is successfully implemented offering students close support with an assigned member of staff. Personal tutors aim to help students reflect and enjoy their student experience and also direct students to Student Support Services when needed.

RARs, extensions and good cause forms offer students an opportunity to safely share their needs, granting teaching staff with information to implement reasonable adjustments that are considerate and inclusive. Students are encouraged to communicate with staff regarding absence whether this is to adhere to religious holidays, to fulfil carer responsibilities or attend medical appointments.

Enhanced Canvas resources such as the GSA Student Handbook support sign-posting of Student Support Services to students. A button on all Canvas homepages links directly to Student Support Services on the Student Intranet, including Report and Support.

The SSCC (Student Staff Consultative Committee) and Education Committee are two other mechanisms for student support. These are places for students to offer feedback and discuss with staff matters related to teaching and learning practices, the social

	and physical environment of the programme, its structure and policies.
Staff Development	All staff have to complete the GSA's HR mandatory training, and have done so to a high completion rate. Members of staff attended training that included Trans Awareness, Unconscious Bias, Neurodiversity at work, Complaints Handling, for example.
Any other relevant areas	

4. How have you ensured the programme being assessed is advancing positive impact on the protected characteristics? – please address each protected characteristic individually	
Age	Part time study options may improve access to PG programmes for mature students. This was successfully introduced for the 2023-24 session, a goal of the EqIA approved in 2023.
Disability	Online/blended and part time learning options. The studios are housed in a modern building with disabled parking and level access. BSL signing can be arranged for studio classes as required, and can be provided in alternate formats as reasonable adjustments require, with a process in place for addressing reasonable adjustments via the RAR system. Degree programmes are focused on sound and visualisation, and require fundamental competency for working with auditory and/or visual workflows using digital technology. Where applicable, reasonable adjustments can be provided, Support for Students with a Disability (intranet) .
Gender reassignment (covers Trans identities)	The academic staff have completed training in Trans awareness and continue to engage with new training offered by GSA HR as it becomes available. The quiet room may be used as required. In recent years, the department has had a relatively high percentage of students in the category compared to GSA average. Students are able to change their pronouns on Canvas and there is a GSA wide form for the purpose of changing name that maps to Registry records
Marriage and Civil Partnership (only applicable to staff)	There are no identified impacts on basis of marital status.
Pregnancy and Maternity	Procedures for Good Cause and Leave of Absence are available to support students for short and long term absences; Use of online learning technologies supports remote learning when students are unable to attend campus.

	The school studios include a quiet room which may be used for expressing milk in private if required. See the GSA Student Pregnancy & Maternity Support Policy
Race	International graduate employed as teaching assistant at start of year (part-time/temporary) to assist in studios, notably providing additional support in settling in for international students (predominately ethnic Chinese). Within its curriculum and teaching and learning methods this programme addresses the forging of an inclusive curriculum through the regular refreshment of its curriculum and resources. This includes staff development on the themes of decolonisation and diversification.
Religion or Belief	The quiet room may be used for private prayer if required.
Sex	Wider range of study options may allow a wider range of people in different circumstances to participate. Staff gender diversity is still quite unbalanced, with mostly male teaching staff. This has improved in recent years, with improved balance in new staff members, and across visiting lecturers and teaching assistant staff.
Sexual orientation	None identified.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	Part time study option may be of interest to a wide range of students for whom full time study is problematic; Blended learning options, can reduce the time needed on campus which may also benefit a range of students. Video materials used in programmes are captioned; Recordings of live classes and auto-captioned and pre-recorded videos are manually corrected.

5. Have you identified any negative impact on the protected groups? How have you mitigated it? – please address each protected characteristic individually, providing details of any undertaken actions

Age	None identified
Disability	Upper floor studios require opening a security door for wheelchair access, but where required activities can be arranged on lower studio floor which has full level access from building elevator. Programmes have been designed to include a range of delivery methods which take account of different learning needs, approaches and preferences ensuring that students regardless of protected characteristic or previous educational experience are more able to fully participate and achieve. These including lectures, guest talks and seminars,

	<p>individual work, group work, student presentations and independent study, supported through scheduled studio and computer lab sessions. 'Flipped' learning and online video materials are used in many courses, allowing students to engage with and study course material at home or in studio at a time convenient to them.</p> <p>The GSA processes for Good Cause and Leave of Absence have also allowed us to provide more support for students at times of need, allowing them significant additional time for submission or to take study breaks as required.</p> <p>Staff across the department have engaged with relevant HR training, with a high completion rate of mandatory modules.</p>
Gender reassignment (covers Trans identities)	n/a
Marriage and Civil Partnership (only applicable to staff)	There are no identified impacts on basis of marital status.
Pregnancy and Maternity	Some lab- and fieldwork requires attendance on campus or at other sites. Students who miss these activities due to maternity leave may need to reattend these classes at a later date, or complete alternative tasks.
Race	Existing programmes have low ethnic diversity outside of overseas students (although better than West of Scotland general population), and improving diversity remains an objective within recruitment.
Religion or Belief	For some students, working with cadaveric material (MSc Medical Visualisation & Human Anatomy) may not be possible due to religious or personal beliefs. Alternative study options will be provided as required.
Sex	<p>Marketing activities in recent years have attempted to focus on a wider range of student stories and creative outputs, where in earlier years marketing focussed more heavily on the technology and tools. This change promotes greater gender balance in recruitment, and has seen improvements in the gender balance of the incoming students.</p> <p>There have been a limited number of new permanent posts created in recent years, but these have seen improved gender balance.</p> <p>Temporary/part-time teaching assistants have also been employed, and the programme attempts to maintain a gender balance for these posts, and for invited guest talks.</p>
Sexual orientation	No negative impacts were identified. Equality, Diversity and Inclusion has been explicitly

	considered with curriculum development, e.g. the course Research in Sound and Film explicitly addresses the complex issues of representation in cinema throughout history, so they can implement principles of Equality, Diversity and Inclusion in their research.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	

6. How does the outcome of this assessment and the actions undertaken support GSA's [2021 - 2025 Equality Outcomes](#)

The GSA equality outcomes 2021-25 are listed below, and notes on how this assessment and actions support those outcomes is provided.

EQUALITY OUTCOME 1: Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias is challenged.

The staff on these programmes have a very high completion rate for all mandatory HR online training courses, and have attended a pilot workshop on Trans awareness. Improving awareness of how different actions (or lack of action) may impact on others is a foundational aspect in developing a culture of dignity and respect. Additionally, there has been a good level of engagement with additional optional training that provides support on understanding and working with neurodiverse individuals.

The GSA Code of Conduct is highlighted in inductions, and students informed of the importance in following the code of conduct in their interactions with staff and other students.

EQUALITY OUTCOME 2: Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.

The physical environment for the studios is generally accessible, with level access to building and elevators to all floors. The upper level (2) door is a security door, but can be opened as required, or activities moved to the lower studio floor (level 1). The studios have Evacuation Chairs, and staff have been trained in its use.

Staff make extensive use of digital learning technologies, and adaptive software is available from IT and can be installed in studio computers as required/on request (with some adaptive software built in by default). Further digital adaptations are available on request (e.g. larger monitors/screens). The programme video materials comply with requirements on captioning.

EQUALITY OUTCOME 3: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body.

Steps towards both elements of this outcome have been noted above. Permanent staff turnover is low, but is gradually seeing an improvement in gender balance. Teaching/studio assistants and guest lecturers provide a further opportunity to bring more diverse talents into the programme delivery.

Marketing and recruitment continue to work towards encouraging a more diverse student body, and has already seen success in improving gender balance in MDes Sound for the Moving Image and MSc Serious Games & VR.

EQUALITY OUTCOME 4: Improve lifelong outcomes for students by identifying and supporting those groups facing persistent inequality throughout and beyond their student learning journey into positive destinations.

Introducing part-time and alternative modes of study is one element that may prove beneficial here, allowing a range of students to undertake study for whom this would otherwise not be possible. Programme staff will engage with GSA in providing support as required to identified groups. Part-time study options became available again starting in academic session 2023-24, with one part-time student enrolled in the session.

EQUALITY OUTCOME 5: Develop a comprehensive and robust equality and diversity data set which enables us to identify gaps, inform action, assess progress and measure impact for each Equality Outcome.

As an academic department, we do not directly collect diversity data on our students, relying on GSA/HESA for this data. Recent PMAR has made more extensive use of the collected data sets for a closer reading and consideration of the data. In our most recent PMAR cycle, it was also noted that the statistics do not currently track where students from areas of Multiple Deprivation (SIMD20 and SIMD40) progress into postgraduate study – meaning that on these key measures we do not have any data at all. The tracking of this data may require action from beyond GSA.

7. How does the outcome of this assessment and the actions undertaken support the three main duties GSA has under the Equality Act 2010 [Equality Act 2010](#) to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between people who share a relevant protected characteristic and those who do not?

The various actions taken and ongoing demonstrate that the academic staff associated with this programme have collectively undertaken training and have been working towards ensuring that the experience on the programme is one that supports all three of the main duties as noted above – from staff training and awareness of EDI issues, and the student support needs, to the curriculum development and learning support work embedded within the curriculum.

8. Action plan for positive impact on protected groups – please provide details on any outstanding actions for advancing EDI within your programme, which resulted from the above analysis

- please name an action owner and a timescale for completion
- please keep any completed actions from older versions of the EqIA and provide updates on any actions that have not yet been completed

Action	Equality Impact / Protected Group	Person Responsible	Time frame	Updates/ Completion
1. Improve diversity through student	Maintain / improve gender balance and	Programme Leaders	Complete by 2026 review	Ongoing

recruitment & marketing	ethnic diversity in programmes			
2. Reintroduce part-time study option	Improved opportunities for mature & other categories of students unable to undertake full time study	Programme Leaders / Head of Academic Programmes	Goal is to allow part-time enrolment for 2023-4 if possible; 2024-5 at latest	Completed, with one p/t student enrolled for AY 2023-24
3. Expand options for online/blended learning	Improved opportunities for mature, disabled and other students	Programme Leaders / Head of Academic Programmes	Academic year 2024-5	Ongoing
4. Engage with HR training in areas of Equality, Diversity and Inclusion	Improved awareness of student requirements, and staff and institutional responsibilities	All staff	Ongoing	Ongoing
5. Improve support for International Students with Teaching Assistants	Improved support for international (c.f. ethnic Chinese) students	Head of Academic Programmes	Ongoing, Annual	Ongoing
6. Review impact of programme changes	Across all areas; Review what impacts on equality have followed from programme changes and revise and update programmes and courses accordingly	Head of Academic Programmes & Programme Leaders	Annual (as part of PMAR)	Ongoing
7. Improve support for & tracking of groups facing persistent inequality	As noted, some data for tracking students from areas of multiple deprivation (SIMD20/40) are not currently available for postgraduate	Head of Academic Programmes with GSA support	Complete by 2026 Review	Ongoing

	students. Similarly, GSA Equality Outcome 4 may require input from GSA			
--	--	--	--	--

<p>Next review date – please consider any outstanding actions outlined above;</p> <ul style="list-style-type: none"> - the whole EqIA form would need to be revised at Periodic Reviews, when there is a major change introduced to the programme, or at intervals of no more than three years (whichever comes first) - nevertheless, EqIAs must also be considered as part of the Programme Monitoring Annual Review (PMAR) process to ensure they are still relevant and the action plan is updated yearly 	<p>Progress reported annually through Programme Monitoring Annual Review process, presented to school Board of Studies and to GSA committees. EqIA review for January 2026 Board of Studies.</p>
--	--

Signed off by Owner/Review Lead Daniel Livingstone, Head of Academic Programmes (Hub), SIT	14/3/2024
Signed off by Senior Lead (Mafalda Moreira, Academic Development Lead)	19/3/2024
Signed off by Equality Lead Julie Grant; Head of Student Support and development	14/3/2024
Signed off by Education Committee Rachel Dickson, Deputy Director Academic	10/04/24