

**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:	MSc Product Design Engineering	
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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:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" type="checkbox"/>
<p><b>1.Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</b></p> <p>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.</p> <p>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 MSc 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 negative practice and identify areas that require further development.</p>		
<p><b>2.Evidence used to make your assessment:</b></p> <p>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.</p> <p>The dept. has also referred to the GSA Equality Outcomes Report for 2017-21 in order to identify and cross reference key actions with areas that have been identified for further strategic development.</p> <p>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.</p>		

The PDE MSc cohort is relatively small (16 students in 2015/16) in comparison to other SoD PGT programmes however the data indicates that the cohort is diverse with 62% of the students identifying as BAME and 25% white, 11% chose not to say.

Religion and belief data for the cohorts 2014-15 and 2015-16 indicates that in both years no religion was the most common response and in 2015/16 the number of students preferring not to say more than doubled to 5. However a diverse range of religion and belief is represented including people of the Jewish, Christian and Muslim faiths.

In terms of gender, the gender profile of the programme has improved over the last three years with female: male ratios moving from 25% : 75% in 2013-14 to 50% : 50% in 2015-6.

No PDE MSc students have disclosed a disability.

The data provided through the PMAR equality statistic indicates that all students that have disclosed their sexual orientation identify as heterosexual with 45% of the cohort in 2015/16 preferring not to disclose their sexual orientation.

The PGT programme age range at intake is on average in the 22-24 age bracket.

The PDE teaching team consists of 2 x 1.0 FTE, 2 x 0.6 FTE and 2 x 0.4FTE and all identify as White, White Scottish. The gender split of the team is 5 male, 1 female. However, PDE employ 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 work/study commitments. 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 has 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 and involvement regardless of protected characteristic.

***The evidence that has been reviewed and analysed for the EIA and how the dept. is looking to 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 equal opportunities and fostering good relations.

#### ***Positive Aspects/impact***

##### **Cohort**

##### **Fostering Good Relationships and Advancing Equality**

As indicated above, in the three year period 2013- 2016 the gender balance within the MSc cohort has improved to more closely reflect the gender balance in the undergraduate programme.

2013-14 Female 25% Male 75%

2014-15 Female 36% Male 64%

2015-16 Female 50% Male 50%

The dept. aims to maintain this gender balance and build on and further develop the initiatives underway at undergraduate level at postgraduate level. These initiatives will draw on the overarching philosophy that engineering technology should be developed with an understanding and application of Human Factors can be further developed and refined in relation to gendered and contextually based practice and taking account of other protected characteristic groups. This will ensure that good relations are fostered between male and female students and that equality is advanced for all protected characteristic groups.

### **Admissions**

#### **Fostering Good Relationships, Advancing Equality**

The PDE MSc differs to the UG programme with the largest percentage of applicants being International. In order to support this cohort the dept. has implemented an informal meeting with all PGT students in Glasgow the week prior to the commencement of study. The event is well attended and students are appreciative of the opportunity to meet their peer group and staff. In addition all new students are invited to the Masters Degree Show. This is an opportunity for all new students to meet with the existing PGT cohort to discuss the programme, life in Glasgow and engage with the diverse range of work undertaken.

### **Curriculum**

#### **Advancing Equality**

The development and delivery of the PDE curriculum draws on the programme pedagogic philosophy of the understanding and application of Human Factors in product design. The development of curricula which reflects this philosophy provides on-going opportunities to reflect difference in cultural and identity based perspectives throughout the programme to foster good relations between students of different backgrounds, enabling them to learn from each other and thus enhance their practice as designers. For example, briefing documents are supported by examples of work from previous years of study and include design process journals, technical reports and examples of physical prototyping. This approach also has the potential to advance equality for all protected characteristic groups by demonstrating that diverse perspectives are valid and valuable in the process of innovative design and development.

In addition, the dept. undertakes to advance equality in the following ways:

- 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. ILOs are achievable through the application of a variety of methods which anticipate the needs of students, for example disabled students.
- MSc 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. 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.

- PDE utilises the Virtual Learning Environment, this is used as a database of resources that augments 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 reason.
- The programme is organised so that 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, for example regular timetabled tutorials are scheduled as part of the PDE studio experience enabling students to discuss projects, work with and respond to formative feedback. This arrangement enables students to discuss projects and liaise regularly with staff.

### **Fostering Good Relationships**

The programme encourages students to work together and share resources in order to foster good relations. The PDE MSc students have a dedicated studio space which provides a platform for collaboration and sharing and is a resource that can be adapted to meet individual requirements and learning styles. Students are encouraged to make full use of the studio and the opportunities for peer learning and exchange presented by project discussion, seminars and review from the range of perspectives available from both staff and peers.

In addition students are encouraged to explore a variety of responses to briefs and projects. This prepares students for stage 3 projects, and assists them, as they develop their application of the design engineering process, to identify the particular focus and skill set that students wish to pursue and develop.

### **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, for example because of gender, race or ethnicity, this is arranged as soon as possible.

### **Assessment and Feedback**

#### **Fostering Good Relationships and Advancing Equality**

In order to ensure that students, regardless of protected characteristic, are able to respond successfully to briefs, feedback is set against the ILO and is used to demonstrate that there are a range of ways to respond to a brief/project, drawing on difference and Human Factors.

Time is scheduled during stage 2 for students to discuss and develop project proposals for their self-directed stage 3 project. This enables the dept. to take an anticipatory approach to the provision of support at GSA and GU and helps the student negotiate with staff the technical and design content of projects and what is feasible in the given time. This anticipatory process supports the advancing of equality for protected characteristic groups, for example disabled students, those with religious or childcare commitments.

The award of Masters is based on the three stages of the PGT experience. This is an arrangement that is in place within the School of Engineering. This encourages students to make the most of their learning experience and not to focus solely on the stage 3/final project. The cumulative grade includes subjects at both GSA and GU. Therefore, the dept. has to ensure that reviews and feedback are scheduled throughout the academic session to support the students. Good communication is central to advancing equality and therefore students are provided with a full overview and briefing at the outset of the academic session to ensure that they understand the Rules and Regulations associated with the PGT programme. Regular feedback sessions provide the dept. and students with

opportunities to anticipate any issues that may have a negative impact upon equality. For example, timetabling tutorials and feedback that may clash with Religious Festivals.

### **Student Engagement**

#### **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, PTES, External Examiner consultation.

PDE students at GSA are represented by their PGT student rep at least two SSCCs per year (GU also hosts SSCC that PDE students attend). The SSCC is a key 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 UG and PGT students attend the same SSCC and we ensure that all reps are offered training. The combined UG and PGT presence enables the PGT students to engage with and contribute to the wider PDE Community.

Two PGT reps attend the PDE Joint Board to highlight positive and negative aspects of the programme to senior staff, both from GSA and GU. 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 PDE Joint Programme Committee (JPC) reports to the Joint Board and it is established practice for student comments and feedback to be discussed at the JPC. Student representation at the PPC will be invited in session 2017-18 with the aim of ensuring that the student feedback is fully considered during curriculum planning and developments with the aim of also Advancing Equality at all levels and locations of PDE UG and PGT study.

Student feedback informs the PDE teams end of year reflection event which looks at cohort level and effectiveness of projects/skills workshops, operational, programme level support, logistical matters etc. and patterns of feedback and experience across the programme. The PDE team takes the outcome of these meetings and develops a plan to enhance the studio experience and activity plan for the following session. These meetings influence the plan for the following year and 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 mainstreaming equality and Equality Impact Assessment in all aspects of curriculum development and delivery.

Student responses to PTES are aligned at Institutional Level, however where possible free comments specific to PDE MSc are extracted and used. Specific feedback tools, including feedback on identity based experience or need, are an area that the department will consider as a means of generating information about the student experience that is of value for developing the courses and programme.

In addition MSc students meet with the External Examiner at two points during the year. The feedback is anonymous and presented to the HoD and MSc Co-ordinator. This arrangement has proven valuable, especially at stage 2 where we can respond with the aim of improving the experience for the students as they progress to stage 3.

### ***Development opportunities***

#### **Admissions**

##### **Fostering Good Relations and Advancing Equality**

In order to advance equality and draw on the diverse perspectives of all applicants, in session 2016/17 the interview process was made more 'discussion' focused to enable the student more

opportunity to explore the opportunities presented by the programme from their perspective; placing the interview as part of the pre-arrival experience.

A variety of times are offered for students to attend interviews, either in person or skype. We are also flexible with applicant's requests for alternative dates. In order to anticipate these requests, the dept. will look closely at religious festivals and cultural event dates and plan accordingly.

### Curriculum

#### Fostering Good Relationships and Advancing Equality

The production of a pre-arrival guide for students that provides an outline of the timetable and sources of information that will be of value in preparing for their studies will also offer the opportunity to ensure that applicants appreciate the two distinct learning cultures of GSA and GU and the variety of learning methods that are essential components of the PDE experience.

### Student Engagement

#### Fostering Good Relationships and Advancing Equality

While PDE has a wide range of opportunities to gauge feedback and experiences at both GSA and GU it is the intention of the PDE dept. to introduce the GSA 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 more closely with the SoD and GSA in developing inclusive studio based pedagogies and curriculum delivery which provides opportunities to advance equality and foster good relations for all protected characteristic groups.

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

Action	Equality Impact	Person responsible	Time frame
Design and implement student feedback methods that enable students to explicitly comment on identity based experience within the programme and introduce cross GSA quality enhancement questionnaire.	Improve qualitative data on equality impact of the programme to inform enhancement	HoD, PDE Staff	2017-18 Session
Work in partnership with GU to examine the success of initiatives to address the programme's gender balance and understand recruitment issues for other protected characteristic groups, eg Home BAME students.	Advance equality and foster good relations for all protected characteristic groups.		
Develop a pre-arrival pack that assists students when preparing for their studies.	Advance equality by anticipating needs of students from varied educational backgrounds and experience regardless of protected characteristic.	HoD, PDE Staff, GSA/GU	2017-18 Session
Review programme induction, handbook and delivery to support student awareness of the different learning and assessment methods and cultures within the programme.	Advance equality by anticipating needs of students from varied educational backgrounds and experience regardless of protected characteristic.	HoD, PDE Staff	For implementation 2018-19 session

Ensure that all staff associated with the design and delivery of the programme engage with EIA as an iterative enhancement process.	Eliminate discrimination, advance equality and foster good relations.	HoD	2017-18 with ongoing engagement
Deliver curriculum review, through EIA, and on-going development which draws on the pedagogic philosophy of the 'Human Factor' in order to ensure that it reflects the multiple perspectives of PDE students and the relevance of PDE in a global context.	Advance equality and foster good relations for all protected characteristic groups.	HofD PDE staff	2017-18 with progress report and ongoing plan to PMAR 2018.
Work with recruitment and admissions in order to develop strategies for the recruitment of UK domiciled students from BAME groups.	Advancing equality for People from BAME groups	HoD, PDE staff	Ongoing with annual reporting
Develop strategies to ensure that the under representation of female and BAME staff is addressed (links to action at PDE BEng/MEng and Athena Swan)	Advancing equality for women and people from BAME groups	HoD, MaRIO, GSA/GU	Ongoing with annual reporting

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

Actions will be included in the programme level annual enhancement plan. Development and progress will be reviewed and discussed through Joint Boards, Staff Meetings and student feedback/engagement. Progress will be reported annually through PMAR.

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

Actions will contribute to:

- Equality Outcome 1 2017-21 by building on the positive impact of the PDE Human Factors approach and the potential for sharing perspectives and developing understanding within the pedagogies of studio.
- Equality Outcome 2 2017-21 through staff/team development in inclusive curriculum design and delivery and the systematic anticipation of diverse need in the learning environment.
- Equality Outcome 3 2017-21 by developing and implementing strategies to address the under representation of UK domiciled BAME students.
- Equality Outcome 5 2017-21 by developing strategies to address the under representation of women and people from BAME groups in the staff team.

**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	
Position	
Signature	
Date	

### Executive Lead

Name	Barbara Ridley
Position	Head of School
Signature	Barbara Ridley
Date	8 November 2017

### Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	8 November 2017