



and will require further examination. Student population data is reviewed as part of the PMAR Process and the L&T team will continue to monitor this shift however it should be noted that the L&T Team have no control over programme recruitment.

- Whilst the overall number of students on the PGT Programme has risen by 45% over the period, there has been a decline in the representation of BME students, falling from 63% in 12-13 to 26% in 13-14 and 24% in 14-15. The reason for this shift is unclear and will require further examination. Student population data is reviewed as part of the PMAR Process and the L&T team will continue to monitor this shift however it should be noted that the L&T Team have no control over programme recruitment.
- The student gender profile has remained consistent over this period, with female students representing an average of 60%, of the cohort. It is noted that data in respect of trans and transgender students is not currently captured. This is in line with the sector norms at PGT level (HESA, 2015<sup>4</sup>)
- The number of students who declared a disability has risen by 3% over the period and sits at 14%. This is well above the national reporting threshold of student's self disclosure of disability which sits at around 8% (HESA, 2015<sup>5,6</sup>).

PGT Programme statistics are not disaggregated by elective and small elective numbers makes reporting at that level problematic in maintaining student anonymity. However, actions in respect of student feedback and programme monitoring will support the identification of any equality impact related trends within elective provision.

It is noted that no formal student feedback is currently available to inform this impact assessment and actions will be implemented to ensure that student feedback informs future review and development of PGT electives (see below).

Alongside this data the Learning and Teaching team have engaged with elective tutors in considering the Aims and Intended Learning Outcomes (ILOs) as part of their EIA process. The outcomes of course level EIAs have informed thinking in relation to this EIA as has engagement with the wider sector and research in considering curricular alignment, as detailed through the below analysis. Course EIA's indicated a number of central actions relating to the coordination of electives and processes in place to support student learning. As a result we have taken the decision to undertake a full EIA of all Stage 1 Cross-School Electives and thus present an updated assessment in this paper.

#### **Outline any positive or negative impacts you have identified:**

##### **1 Potential for positive impact identified across the Cross-School Elective Provision**

- Interdisciplinary Learning:** The Stage 1 electives introduce students to a range of research methods and approaches working within a common set of curriculum aims and intended learning outcomes. Stage 2 electives offer student the opportunity to learn in discipline areas outside of their core practice and programme or to engage in electives aligned with their core disciplinary needs. This provision offers students opportunities to engage in interdisciplinary learning to inform and shape their development as creative practitioners, whilst providing options for students to engage in more discipline and programme aligned

<sup>4</sup> HESA (2015) All students by level, mode, domicile and sex, HESA, online resource available: <https://www.hesa.ac.uk/free-statistics> [Accessed 07/06/16]

<sup>5</sup> HESA (2015) Full-time students by subject, level, sex, age, disability and ethnicity, HESA, online resource available: <https://www.hesa.ac.uk/free-statistics> [Accessed 07/06/16]

<sup>6</sup> HESA (2015) Part-time students by subject, level, sex, age, disability and ethnicity, HESA, online resource available: <https://www.hesa.ac.uk/free-statistics> [Accessed 07/06/16]











