

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	31st March 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:	UK Articulation Agreement: Forth Valley College (FVC) <i>a select number of SQA HND Sound Production students at FVC to progress into Year 3 of BDes (Hons) Sound for the Moving Image (SfMI) at GSA following participation in an Associate Student Scheme with GSA</i>	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
<p>1.Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>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 this UK Articulation Agreement with Forth Valley College (FVC) 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. Given that SimVis does not currently teach undergraduate programmes, the PSED and the learning environment at SimVis have been considered in developing the articulation agreement and in relation to sector, subject and the GSA undergraduate community. Future equality monitoring and impact assessments will be conducted as undergraduate studies are delivered by Sim Vis.</p> <p>The activities delivered to support this articulation agreement as part of the associate student scheme anticipate diversity, allow students to meet competency requirements and support student confidence in themselves and the learning environment at GSA. This enables full participation, facilitates informed choice for the students and advances equality for students regardless of protected characteristic. It is anticipated however that this articulation will in particular offer the opportunity to address the under representation of women in the subject area.</p>		
<p>2.Evidence used to make your assessment:</p> <p>Data gathering of protected characteristics in Industry</p> <ul style="list-style-type: none"> • 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) <p>Women are under-represented in sound production in both industry and education.</p> <p>Data gathering of past and current Forth Valley College protected characteristics</p> <ul style="list-style-type: none"> • Data was also provided by Forth Valley College regarding the representation of women 		

and BAME students on the Sound Production HND selected for FE-HE articulation

- Forth Valley College Equality Outcome Plan 2013-17
- Forth Valley College Impact Assessment Report 2015

In the last five years recruitment to the FVC HND Sound Production has ranged from 8-30% of the cohort.

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 where appropriate
- Research into recent equality trends in education, industry and specialist disciplines has been conducted to assist in future planning (GSA guidelines, 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

Evidence, experience and evaluation of the current Associate Student Scheme and Articulation Agreement with Glasgow Clyde College

** 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:

This articulation agreement and the framework that supports it is designed to have a positive impact and it is anticipated that it will improve and strengthen SimVis' equality and diversity delivery in recruitment, selection, support and retention as described below:

- The percentage of women studying SimVis Sound for the Moving Image PGT courses averages to around 16% in the last five years. However, SimVis, in terms of its whole technology-focused PGT delivery offers a more balanced gender representation which could be inspirational and encourage female associate students and prospective students (HND1 & 2) to consider an education and career in technology
- Recruitment to the HND at FVC will be managed by the College. Over the last five years, the proportion of women enrolled on the FVC HND Sound Production course has ranged from 8–30% of the cohort. Although this presents a gender imbalance, the FVC Equality Outcome Plan proposes ongoing work within the College to address this issue and SimVis plans to work with the College to support this including involvement by SimVis in recruiting students to the degree programme.
- The Associate Student Scheme will be open to all students studying on the HND Sound Production at FVC and Associates will be able to withdraw at any time..
- As Associate Students, the FVC students will be offered opportunities to engage with the wider GSA community beyond SimVis. In contrast to SimVis and FVC, 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 the associate student scheme and progress to GSA.
- Applicants to the GSA degree programme from the Associate Student Scheme will be considered contextually and engagement with SimVis during the Scheme, in addition to the UCAS application and interview will inform selection processes. This approach has been used in the second year of the Associate Student Scheme with Glasgow Clyde College and shown

to result in an increase of acceptances from 55% to 82% of the Associate cohort.

- The programme of activities for the associate student scheme with FVC will offer further opportunities to encourage female participation in sound production studies. As part of the articulation agreement SimVis tutors will visit Forth Valley College to prepare associate students for the transition to Year 3. As such they will engage with SimVis tutors and SimVis materials.
 - SimVis will ensure that a balanced gender representation is put forward to FVC students in terms of the availability of tutors and the provenance of the materials presented to students.
 - When visiting the GSA, associate students will experience the diverse student population at SimVis and will interact with a gender-balanced student representation in dedicated workshops and degree show tours.
- The design of associate student 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 audio (SfMI) and visual (all programmes) materials, and use digital technologies without being prescriptive as to how this should be achieved. This will promote participation and advance equality for students regardless of protected characteristic.
- Associate students will engage with MDes Sound for the Moving Image 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:
 - Covering a wide range of references and contextualising lectures on the world at large rather than a Western centric view
 - Encouraging students to provide their own clips for class discussions in order to ensure maximum diversity of viewing experience and discourse.
 - The provision of topics through which associate 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).
 - 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, supporting the advancing of equality and fostering good relations.

4.Actions you have taken or planned as a result of your findings:			
Action	Equality Impact	Person responsible	Time frame
Ensure balanced gender representation in terms of tutors/demonstrators when engaging with FVC associate students.	Advance equality for women on associate programme through engagement with female professionals in the field.	Head of Academic Programmes	Period covering HND1 and HND2 studies at FVC
Provide opportunities for associate students to engage with Postgrads /recent graduates and their work ensure gender balance and a range of perspectives and backgrounds.	Advance equality for women and promote diversity of perspective and good relations regardless of protected characteristic.	BDes SfMI Programme Leader	Period covering HND1 and HND2 studies at FVC and Post Graduate degree shows

Engage FVC associate students in the SimVis community to 1) De-mystify the perception of women involvement in technology 2) Support engagement and development of identity within subject(i.e. women are engaged in game making, 3D production and programming at SimVis)	Advance equality through supporting female retention on the sound production programme at FVC	BDes SfMI Programme Leader	Period covering HND1 and HND2 studies at FVC.GSA and SimVis visits for workshops and degree shows
Work with FVC to encourage recruitment of female students to HND course through marketing, industry events and other opportunities	Advance equality and increase representation of women.	Head of Academic Programmes	GSA Open Day, UCAS Fairs, GSA Website and at other opportunities
Use a transparent, fair and holistic admissions process when selecting entrants to GSA from FVC Associate Students	Advance equality, eliminate discrimination and value each associate student's potential, engagement and experience.	BDes SfMI Programme Leader	Throughout Associate Student Scheme and Admissions Cycle

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

Actions will be monitored through:

- Regular meetings, contact and visits with FVC staff during Associate Student Scheme
- BA SfMI Staff Student Consultative Committee (SSCC) once the programme is running
- Progress update and formal articulation evaluation mechanisms
- Feedback from Associate 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.

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 associate studentship 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	Sandy Louchart
Date	31 st March 2017

Executive Lead

Name	Prof Paul Chapman
Position	Head of School of Simulation and Visualisation
Signature	Paul Chapman
Date	31 st March 2017

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	4 th April 2017