

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	31st October 2017	
School or Executive Group Area:	Fine Art	
Department:	School of Fine Art	
Lead member of staff: e-mail:	Professor Alistair Payne a.payne@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Closure of Programme Master of Research in Creative Practice	
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>Closure of this programme stems from a UK wide shift in recruitment to Master of Research degrees over an 8-10 year period making the programme financially unsustainable given an annual cohort of between 5-13 students. The closure of the programme is also one element of the strategic development of postgraduate study in the School of Fine Art. Due regard has been given to the PSED and the potential for differential impact on a protected characteristic group considered in relation to the previous student cohorts taking part in the programme and the strategic development of programmes that it is anticipated will meet student need more fully in the current Fine Art context.</p>		
<p>2.Evidence used to make your assessment:</p> <p>Quantitative</p> <ul style="list-style-type: none"> PMAR Equality and Diversity Statistics (provided by Registry) have been analysed for the programme and representation for each protected characteristic benchmarked with the data across the entire postgraduate programme portfolio of the School of Fine Art. <p>Qualitative</p> <ul style="list-style-type: none"> Reflection and development (from that reflection) with the programme team and senior management team within the school. Consultation with the student cohort 2015/16, who took an extremely positive view on the proposed closure and subsequent redevelopment (including and to note the insertion of practice as a fundamental part of the programme in the future incarnation). 		
<p>3.Outline any positive or negative impacts you have identified:</p> <p>The evidence in relation to representation does not indicate negative impact for any protected characteristic group. Programme participation has been proportionate with other programmes within the School of Fine Art relative to gender identity, race/ethnicity and sexual orientation.</p> <p>The programme has however tended towards a higher percentage of students disclosing disability and a higher proportion of students over the age of forty. The Masters of Research Creative Practices programme is currently the only programme in the Fine Art postgraduate portfolio offering</p>		

a part time pathway which may contribute to this. Part time routes are however a key aspect of the strategic development of the Fine Art postgraduate portfolio and are under development across currently available programmes. The programme that will replace the MRes will include a part time route.

It is therefore anticipated that any negative impact in relation to disabled people or people over forty years of age will be mitigated and indeed options for study increased with potential for positive impact in relation to age and disability.

Reflection upon the content of the programme and what this programme has delivered to students has drawn attention to three primary areas:

- post-colonial theory/study,
- core research strategies for postgraduate study
- feminist theory (although this is also a primary topic within the Fine Art Critical Studies curriculum).

These are critical areas and have been recognised as such in closure discussions. To ensure that these aspects of the curriculum are shared more widely across other PGT cohorts, two positive propositions have been developed:

- The development of the 'Research Methods and Methodologies *in Practice*' course to be delivered in stage 1 to all School of Fine Art postgraduate students. This course has been developed out of the core research delivery of the Master of Research in Creative Practices programme.
- The School of Fine Art has initiated the writing of a new programme within which the core content of the existing programme, inclusive of post-colonial theory, will be developed and enhanced to engage with new areas of contemporary concern across the social, cultural, political and economic landscape.

The development of a future programme and course opportunities will support, develop and enhance those aspects of the programme and its pedagogies that have been successful and are not currently shared across other programmes within the school.

The new courses and programme, will support the sharing of practice and enable the core aspects of the programme to be developed across other areas and identify new strategies for developing Fine Art practice and research in the context of the contemporary world with positive impact on advancing equality and fostering good relations within a broader community.

The programme closure and subsequent new programme development (as well as the new Research Methods course) have been wholeheartedly supported in feedback from students on the programme (2015/16).

The primary member of staff on the programme is the programme leader, who in the period between the MRes closure and the commencement of the new programme will be working on the documentation of the paperwork and through to validation, whilst also supporting the new research methods course and inputting into other PGT programmes. Supporting staff will also benefit from the move to the new programme in terms of timetabling and refinement of contact time in line with HR guidance. Negative impact is not therefore anticipated for the staff group whose expertise will be valuable in developing and delivering the new programme.

All current students on the MRes programme will be supported to complete their studies within the anticipated timeframe.

4.Actions you have taken or planned as a result of your findings: (Please complete the action plan in this section)			
Action	Equality Impact	Person responsible	Time frame
Closure of programme with continued support for current cohort.	Neutral	Programme leader	2017-18
Develop New programme	Advance equality and foster good relations	Programme leader Head School of Fine Art	Commencement planned 2019/20
PG Team shared commitments: Shared content and methods of delivery that build from MRes curriculum content and delivery including reflection and inclusion of diverse/global /historical /contemporary perspectives and representation.	Advance equality and foster good relations regardless of protected characteristic through inclusive curriculum design and delivery	Head School of Fine Art Postgraduate programme leaders	2017-18
Development of part time pathways across SoFA PG portfolio	Eliminate discrimination and advance equality with specific impact for disabled people, older people and those with caring commitments.	Head School of Fine Art Programme leaders	2018-19

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

The progress outlined within this report will be reported to the SoFA senior management team, via the Board of Studies, the progression of the new programme will move through the committee cycle at GSA, with initial progression to the Executive Committee planned for the start of 2018.

The school level Quality Enhancement Action Plan will also closely monitor the progression of the new proposal and also outline the actions and points raised within this EIA. Progress will be reported annually to PMAR.

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

The actions and outcomes of this EIA fully align with and will contribute to GSA's Equality Outcomes 2017-21. The closure of the MRes and subsequent development of the new programme proposal will contribute specifically to the further development of an accessible and inclusive learning environment through enhancement of the broader curriculum, engagement with contemporary discourse, perspectives and histories, the availability of part time pathways and greater integration and sharing across programmes in line with Fine Art strategy.

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

X

Sign-off, authorisation and publishing

Review Lead

Name	Professor Alistair Payne
Position	Head of the School of Fine Art
Signature	<i>Alistair Payne</i>
Date	31 st October 2017

Executive Lead

Name	Professor Alistair Payne
Position	Head of the School of Fine Art
Signature	<i>Alistair Payne</i>
Date	31st October 2017

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	1st November 2017