

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	December 2018																																																			
School or Executive Group Area:	Strategy and Marketing																																																			
Department:	Open Studio																																																			
Lead member of staff: e-mail:	Conor Kelly, Programme Leader c.kelly@gsa.ac.uk																																																			
Area of decision making/title of policy, procedure, programme or relevant practice:	Revalidation of Cert HE International Foundation Programme																																																			
Please indicate if this is:	New:	<input type="checkbox"/>																																																		
	Existing/Reviewed:	<input checked="" 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>This Equality Impact Assessment has employed statistical analysis from PMAR data and Staff/Student Equality Reports against Student Equality Benchmark Reports. This analysis is used in tandem with staff and student consultation to ensure that due diligence is paid to the Public Sector Equality Duty (PSED) and that equality, diversity and participation are embedded in the design and delivery of the programme, in recruitment, in communication/assessment/feedback and in the ethics upheld by both staff and students.</p> <p>This assessment considers the current operation of the programme in relation to the 3 needs of the Public Sector Equality Duty (PSED) and sets out, through the accumulation of quantitative and qualitative evidence, to identify areas that require further attention to ensure that this programme performs to and exceeds the standards expected of equality, diversity and participation in Scottish Higher Education.</p>																																																				
<p>2.Evidence used to make your assessment:</p> <p>Quantitative Evidence</p> <ul style="list-style-type: none"> • IFP PMAR Equality & Diversity statistics 2014/15, 2015/16, 2016/17, • GSA Student Equality Monitoring Report 2013/14, 2014/15, 2016/17 • GSA Student Benchmark Report 2013/14, 2014/15, 2016/17 • GSA Staff Equality Monitoring Report 2013/14, 2014/15, 2016/17 <p>IFP Cohort Statistics</p> <p>Age:</p> <table border="1"> <thead> <tr> <th></th> <th>Student Nos.</th> <th>16-17</th> <th>18</th> <th>19-20</th> <th>21</th> <th>22-24</th> <th>25-39</th> <th>40+</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>12</td> <td>16.7%</td> <td>25.0%</td> <td>33.3%</td> <td>0.0%</td> <td>8.3%</td> <td>16.7%</td> <td>0.0%</td> <td>100%</td> </tr> <tr> <td>2015/16</td> <td>16</td> <td>12.5%</td> <td>31.3%</td> <td>12.5%</td> <td>12.5%</td> <td>18.8%</td> <td>12.5%</td> <td>0.0%</td> <td>100%</td> </tr> <tr> <td>2014/15</td> <td>6</td> <td>33.3%</td> <td>16.7%</td> <td>33.3%</td> <td>16.7%</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>100%</td> </tr> <tr> <td>Average</td> <td></td> <td>20.8%</td> <td>24.3%</td> <td>26.4%</td> <td>9.7%</td> <td>9%</td> <td>9.7%</td> <td>0.0%</td> <td>100%</td> </tr> </tbody> </table> <p>Summary: The age profile is consistent with a Year 1 (SCQF Level 7) undergraduate programme at the GSA with students aged 19-20 forming the largest group (average 26.4% for 2014/15, 2015/16, 2016/17) with students aged 18 in second place (average 24.3% in the same period) and students in age range 16-17 at 20.8% for the same period). Students aged 25-39 averaged at 9.7% with students aged 22-24 at 9%.</p>				Student Nos.	16-17	18	19-20	21	22-24	25-39	40+	Total	2016/17	12	16.7%	25.0%	33.3%	0.0%	8.3%	16.7%	0.0%	100%	2015/16	16	12.5%	31.3%	12.5%	12.5%	18.8%	12.5%	0.0%	100%	2014/15	6	33.3%	16.7%	33.3%	16.7%	0.0%	0.0%	0.0%	100%	Average		20.8%	24.3%	26.4%	9.7%	9%	9.7%	0.0%	100%
	Student Nos.	16-17	18	19-20	21	22-24	25-39	40+	Total																																											
2016/17	12	16.7%	25.0%	33.3%	0.0%	8.3%	16.7%	0.0%	100%																																											
2015/16	16	12.5%	31.3%	12.5%	12.5%	18.8%	12.5%	0.0%	100%																																											
2014/15	6	33.3%	16.7%	33.3%	16.7%	0.0%	0.0%	0.0%	100%																																											
Average		20.8%	24.3%	26.4%	9.7%	9%	9.7%	0.0%	100%																																											

Disability:

Instance code	0	8	51	53	54	55	56	57	96	Total
2016/17	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%
2015/16	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%
2014/15	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%
Average	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%

In a 3-year period on the International Foundation Programme no student identified as disabled, with all identifying with Instance Code 0 'No known disability'. It is worth noting that in this period, a number of students required specific assistance related to symptoms of anxiety disorder, eating disorder and depression; conditions previously diagnosed or done so by professionals following referrals. Although not disclosed formally, the programme provides a supportive environment where students are referred on to the relevant support within GSA and staff are responsive to the issues as they arise.

Ethnicity

Hesa Ethnicity	10	19	22	29	31	32	33	34	39	41	43	49	50	80	90	98	Total
2016/17	8.3%	8.3%	0%	0%	0%	0%	0%	33.3%	41.7%	0%	0%	0%	8.3%	0%	0%	0%	100%
2015/16	12.5%	0%	0%	0%	0%	0%	0%	50%	25%	0%	0%	6.25%	6.25%	0%	0%	0%	100%
2014/15	16.66%	0%	0%	0%	0%	0%	0%	50%	16.66%	0%	0%	0%	0%	0%	16.66%	0%	100%
Average	12.5%	2.8%	0%	0%	0%	0%	0%	44.4%	27.8%	0%	0%	2%	4.9%	0%	5.5%	0%	100%

Summary: Between 2014/15 and 2016/17 the largest percentage ethnic groups are 34 Chinese (44.4% average) and 39 Other Asian Background (27.8% average). These statistics are consistent with the geographic areas where the GSA's international recruitment is most focussed. These ethnic groups are followed by 10 White (average 12.5%) and 50 Arab (average 4.9%).

As a result of the overseas fee status of the programme, the student profile shows a much higher percentage of students identifying as BAME in comparison with GSA wide statistics. The nature of the programme and the specific target cohort helps to provide a learning environment where students are supported within their studio practice and English language. This prepares them for successful transition within and outwith GSA and is a positive impact of the programme. In 2014/15, 83.34% of IFP students identified as BAME in comparison with 17.8% across the Glasgow School of Art during the same period. In 2015/16, 87.5% of IFP students identified as BAME in comparison with 20.8% across the GSA during the same period. However, as the focus of the GSA's international recruitment strategy is in Asia, there is a disproportionately large percentage of group 34 (Chinese) students over the 3 year period. With 44.4%, this group sits in stark contrast to groups 22, 29, 31, 32, 33, 41, 43, 80 and 98 which sat consistently at 0%.

Sexual Orientation

Instance Code	Bisexual	Gay Man	Gay Woman / Lesbian	Heterosexual	Other	Info refused	Total
2016/17	0%	0%	0%	91.7%	8.3%	0%	100%
2015/16	0%	0%	0%	75%	6.25%	18.75%	100%
2014/15	0%	0%	0%	66.66%	16.66%	16.66%	100%
Average	0%	0%	0%	77.8%	10.4%	11.8%	100%

Summary: The majority of students identify as 'heterosexual' (average 77.8% for 2014/15, 2015/16, 2016/17). An average of 10.4% (for 2014/15, 2015/16, 2016/17) identified as 'other' with no

students identifying as Gay or Bisexual during this period. A percentage of students refused to provide information which suggests more could be done to ensure students feel that the school provides a non-discriminatory environment. Whilst 'other' and refusal to identify are both valid options, IFP staff will work to ensure a supportive environment where students feel able to disclose formally within data and work to ensure with wider GSA community that the anonymity of this is maintained in reporting.

Gender Identity

	Female	Male	Other
2016/17	58.3%	41.7%	0%
2015/16	68.8%	31.3%	0%
2014/15	66.6%	33.3%	0%
Average	69.5%	30.5%	0%

Summary: In the above period, all students identified as either Male or Female and none as Other (only a formal category since 2015/16). Students identifying as male averaged at 30.5% which is only slightly lower when measured against wider trends at the GSA (39.3% in 2014/15 and 36.9% in 2015/16). While lower than GSA overall it is higher than in some specific programmes such as S&J and Fashion Textiles.

Religion & Belief

Instance Code	1 No Religion	2 Buddhist	5 Christian – Roman Catholic	9 Christian – Other denomination	10 Hindu	11 Jewish	12 Muslim	13 Sikh	14 Spiritual	80 Other religion / belief	98 Info refuse
2016/17	58.3%	16.6%	8.3%	8.3%	0%	0%	8.3%	0%	0%	0%	0%
2015/16	62.5%	12.5%	6.25%	0%	0%	6.25%	6.25%	0%	0%	0%	6.25%
2014/15	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Average	73.1%	29.1%	4.85%	2.8%	0%	2%	4.85%	0%	0%	0%	2%

Summary: As is keeping with such an international cohort, there is diverse representation from a number of religions with the majority of students during the above period identify as having no religion. As always, it is important that students identifying within all these categories experience a non-discriminatory, mutually respectful learning environment and feel that their beliefs are respected at the GSA. Unlike GSA wide statistics where 'no religion' is on the increase in reporting, this is the opposite within IFP.

Qualitative Evidence

Student Representatives

In preparation for this Equality Impact Assessment and to better inform staff, the Student Representatives for academic year 2017/18 were approached for feedback on issues surrounding equality, diversity and participation. With the help of the Student Representatives, the wider student group were invited to offer anonymous comment on their understanding and experience of equality and diversity at the Glasgow School of Art. All students were briefed on the nature of the assessment and the school's obligations in relation to the Public-Sector Equality Duty (PSED). The student group were of the opinion that the school was an environment that seemed to meet the needs of the Public-Sector Equality Duty (PSED), however, many students admitted they were largely unaware of their own protected characteristics. Students are not identifying themselves within these terms. As international students this may suggest that further efforts could be made to ensure IFP Student Representatives are better prepared to advise students on the issues surrounding equality and diversity and ensures students are aware of the school's obligations and commitments to these.

Student Staff Consultative Committee

The PL has reviewed all SSCC minutes from academic years 2014/15, 2015/16, 2016/17, and 2017/18 as part of this Equality Impact Assessment with a particular focus on instances and perceptions relating to equality, diversity and participation.

There are no instances of formal complaint recorded, however, in Term 1 2016/17, IFP students spoke of feeling 'overwhelmed by students from other departments' whilst participating in the Cross-School Course. Some students felt 'dominated' by pockets of students from the same department and 'felt their input was ignored'. They attributed this to 'both language and cultural factors'. In light of future changes to the First-Year Experience at the Glasgow School of Art, it is vital that international students are well prepared for cross school activities and are made to feel that their participation is strongly encouraged and highly valued. It is key that staff and students work to develop atmospheres of inclusion where diversity is understood in terms of its potential to positively impact studio pedagogy and knowledge creation.

The First Year Experience curriculum group can address this need for greater inclusivity by ensuring that all student learner interactions are designed to rely on good communication among student groups from disparate yet convergent learner journeys. Student interactions on the micro and macro level should place greater value on difference, whether these differences be based on language, culture, lifestyle, gender, economic background, political affiliation, or nationality.

Extended beyond meeting the expectations of the equality duty, the FYE curriculum should be innovative in the way it approaches the collaborative potential of Year 1 students. The curriculum needs to ensure that in following a thematic approach to delivery they avoid creating 'otherness' for learners through blindspots of cultural familiarity. Acknowledging Ideland and Malmberg's (2014) 'double gestures of good intention'¹ we need to embed the necessity for difference in innovative practice and pedagogy. GSA students need to understand not only the benefits of diversity but its absolute necessity in thinking outside the box and into the future. Idelland and Malmberg write, 'through representations of people in need of being helped, tolerated, enlightened, and included, the Other is constructed as an object for inclusion. Recognising people's need for help, enlightenment or inclusion does not negate the exclusion. They still become constructed as non-participants.'² The FYE requires a fresh mode of thinking in relation to diversity as the GSA begins to articulate how its strategy of internationalization is to be supported from the ground up for all students

Staff Consultation

The PL has spoken to staff individually and collectively in the context of this assessment. IFP staff have been invited to consider the impact of their teaching in terms of equality and diversity and all staff have completed online training to raise awareness of equality, diversity and participation. It remains the responsibility of staff to ensure that students from diverse backgrounds, and with diverse needs, encounter a supportive and non-discriminatory learning environment that fosters good relations and advances equality in the studio and through the wider GSA experience. Curriculum design is considered within this context and is developed to meet the ongoing requirements of students based on feedback to staff and to support awareness raising of issues related to equality and diversity.

External Examiner

External Examiner reports from 2014 to 2017 have been reviewed as part of this assessment. Although there are no specific references to issues of equality and diversity, there is repeated reference to the programmes cohesion within the overall undergraduate experience and how this cohesion may affect our students who predominantly identify as BAME.

¹ Malin Ideland & Claes Malmberg (2014) 'Our common world' belongs to 'Us': constructions of otherness in education for sustainable *Development*, *Critical Studies in Education*, 55:3, 369-386, DOI: 10.1080/17508487.2014.936890

² *Ibid.*

In 2018, the External Examiner report makes reference to “some disparity in the UK v overseas recruitment of students ... resulting in inconsistency of some students’ understanding and expectations of the programme and English language ability.” The Examiner writes it would be “prudent to scrutinise the recruitment process.” This is an equality issue as it affects our ability to foster good relations between all our Year 1 students, if certain groups (ie: feel they are perceived as not being on a level playing field in terms of understanding and ability to meaningfully contribute to knowledge creation.

3.Outline any positive or negative impacts you have identified:

Pre-admissions

In reference to the 2018 External Examiner’s Report, there is continued room to improve the international student experience and to ensure that the programme fosters good relations amongst international students and between BAME students and non BAME students. At programme level we must ensure that all applicants are in full receipt of all relevant information pertaining to the programme. Applicants must share a basic understanding of the nature of pedagogy in UK HEIs and be aware of any differences to that of their own educational experience to date. IFP staff must ensure that all applicants to the programme have a clear understanding of the demands of the programme to help manage student expectation and set the ground for parity across all learner journeys.

Admissions

The nature of the International Foundation Programme and its overseas recruitment strategy ensures a culturally diverse student cohort that enriches the wider GSA student experience. Through the current Cross School Course and the planned new First Year Experience, the programme provides a supportive learning environment for international students with a range of formal and informal points of intersection that foster cross cultural as well as cross disciplinary learning. These points of intersection offer international students learning opportunities alongside all Year 1 students fostering good relations between these groups and enriching student experience.

As mentioned under the qualitative evidence on student disability, a small but significant number of students communicated symptoms related to Instance Code 55 but did not identify as disabled. Given students’ diverse backgrounds with respective (and often differing) perceptions of mental health, it might be prudent to raise the visibility of mental health at programme level during induction week and to further support this during Semester 1 and 2. IFP Staff will continue to work alongside Student Support to ensure that students receive additional support where necessary including the creation of Individual Requirement Forms where a student has a disability.

Curriculum Design

The current curriculum offers students from diverse international backgrounds a range of learning opportunities in an environment that is nurturing of student’s abilities and supportive of a range of individual learning needs. All briefs are available to students in advance of project briefings outlining clear aims and intended learning outcomes. They are available to students in paper and digital format and are posted on Canvas for regular ease of access. The briefs invite students to make non-judgmental, open-minded yet critical responses to contemporary issues such as gender representation, mental health, and social responsibility. Engagement in the constituent courses on the IFP encourages teamwork and communication among students.

Student Experience

The current programme is based on successive years of listening to and responding pro-actively to student experience. The curriculum design and delivery takes this into account with changes to delivery to support the ongoing ethos of the programme. Through formal procedure and informal student feedback the nature of delivery has been modified to be more fit-for-purpose whilst maintaining academic standards across all courses. This has led to an increasingly student-sensitive delivery and enabled staff to better support students with a range of cultural backgrounds and experiences.

The programme does not, however, benefit from NSS feedback and to date has lacked any formal systems of collecting and processing student feedback. The evolving iterations of the delivery of the programme is due in large part to SSCC meetings or the informal feedback of students on or after completion. In 2018/19 we will introduce semesterly feedback mechanisms through anonymous online feedback during Semester 1 and an end of year student satisfaction survey. This will include opportunities for students to feedback on issues of equality, diversity and identity based experience.

Staffing

The PL recognises the need for diversity in how the programme is staffed and care has been taken to ensure representation across gender identities. More must be done in relation to the contracting of BAME staff and this is recognised across the wider institution.

Assessment and Feedback

The current procedures for assessment and feedback are clearly communicated throughout the year to students and the marking system is made clear in advance to students to ensure the process is transparent and understandable for all students.

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
Staff Consultation PL to engage staff in discussions in relation to EIA and ensure staff undertake online Equality training as part of HR Staff Development	Positive impact for students with a shared characteristic and greater awareness to issues of equality and diversity in relation to IFP activity.	September 2018	Programme Leader and IFP staff
First Year Experience PL to ensure that recent Major Amendments to the programme as part of the new First-Year Experience centres student experience and the mainstreaming of equality	Positive impact for all students in the advancement of equality in relation to proposed changes to curriculum design and delivery.	September 2019	Programme Leader
Student feedback PL to introduce new semesterly mechanisms for collecting and processing student feedback, inc questions and opportunities to	Positive impact for all students in the formal mechanism that processes student feedback.	December 2018	Programme Leader

explore identity related experience			
Student Representatives PL to better equip Student representatives with appropriate knowledge of the equality duty and student support at Programme level.	Advancement of equality through a mechanism enabling increased knowledge of PSED for international students regardless of protected characteristic	September 2018	Programme Leader
Student Admissions PL will work to ensure that all applicants to programme understand the nature of it prior to enrolment	Fostering good relations between groups and ensuring best practice in the delivery of GSA EO 3.	Ongoing	Programme Leader

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

As a result of these changes the PL anticipates staff and students will be better prepared to ensure the rights and responsibilities of all students are upheld and protected and that mainstreaming of equality is prioritised at programme level. All IFP staff anticipate that by fore-fronting the issue of equality and diversity on this programme we can advance these pertinent issues through student dialogue and wider practice.

The actions above will be monitored through the Programme's PMAR and the actions and timescales laid out will be reported through the QEAP and monitored at Board level.

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

1. The **Staff Consultation** contributes to the delivery of GSA EO 1 in that they ensure best practice in relation to how the programme contributes to an organisational culture that challenges prejudice and promotes greater understanding of equality.
2. Ensuring the recent Major Amendments to the programme as part of the new **First-Year Experience** centre on student experience and contribute to the delivery of GSA EO 2 by anticipating student need, working to mainstream equality and build inclusive and accessible learning environments.
3. The action on **Student Feedback** contributes to the delivery of GSA EO2 as it facilitates student agency in the creation of an inclusive and accessible environment for all students however diverse their needs.
4. By paying greater attention to the **Student Admissions** process we can ensure the successful delivery of GSA EO 3 and GSA EO5. In attracting international students to the institution and increasing numbers of under-represented groups we must ensure that the international offer is clearly communicated and that we avoid marginalising certain groups once they have enrolled in the GSA.

By mainstreaming equality and embedding the consideration of equality in the programme recruitment, development and delivery, these changes will help continue to support the delivery of the GSA's equality outcomes for 2017-21 and beyond.

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	Conor Kelly
Position	Programme Leader
Signature	
Date	5/12/2019

Executive Lead

Name	Scott Parsons
Position	Director of Strategy and Marketing
Signature	
Date	5/12/2019

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	5th February 2019