

for Academic Programmes (EqIA)

As a public sector organisation, GSA has a legal duty under the Equality Act 2010 to assess the impact all of its academic programmes may have on protected groups (as defined by the Act).

The purpose of this assessment is to use relevant evidence and critical thinking to identify any impact (positive, negative or neutral) the programme that is being assessed may have on the students and staff members it applies to.

The EqIA is a tool which helps mainstream equality into everything GSA does. It requires us to consider how we can mitigate or eliminate negative impact and, in turn, advance positive outcomes. Therefore, it must be undertaken during the development / review of the programme and not after it has been finalised. Ideally, EqIAs should be a team effort of relevant parties to ensure a variety of perspectives have been consulted. All finalised EqIAs must be signed off by a senior lead, the Education Committee, and either the Head of Student Support and Development or GSA's Equality Officer. Support from the Equality Officer is available at any stage of completion.

Further guidance on how to complete an EqIA can be found on GSA's website and the Equality and Diversity section on the staff intranet. If you have any additional questions, please contact equality@gsa.ac.uk.

Name of Equality Impact Assessment (E.g. Title of Programme)	BDes, MEDES Product Design
New or reviewed	New
Owner/Review Lead and role	Irene Bell, Programme Leader
School	School of Innovation and Technology
Date of assessment	08/01/2024

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief outline of the programme)	The BDes/MEDes Product Design is an undergraduate programme offering a 4 year degree with a Masters in European Design (MEDes) pathway option in year 3. Our curriculum is supported by collaboration and partnerships with external organisations and a diverse range of experts through live projects. Our programme has strong international links through our MEDes programme and worldwide semester exchanges which bring a range of exchange opportunities for students.
Modes of Study	Full time only

2. Evidence used when undertaking this assessment – please make a reference to your programme-specific EDI data and any other relevant evidence

- please ensure all data is either presented in percentages only, or that any numbers smaller than five are presented as '<5' to allow for adequate data analysis and trend review without breaching any Data Protection Regulations

Note: *provisions for protected groups must be made regardless of current numbers, however, data is still used to inform action and measure progress*

In making this assessment we reviewed the EIA guidance documents and existing report to identify good practice with the aim to align with GSA's ambitions to mainstreaming equality. It has been an opportunity to apply due regard to the Public Sector Equality Duty in relation to our practices and how those practices address the needs of the protected characteristics identified. The ultimate aim would be to ensure that by mainstreaming equality, disadvantages experienced by people due to their protected characteristics will be minimised and at best eliminated. This assessment will demonstrate how the subject and practice seeks to advance opportunities for all students including those with protected characteristics. Statistics were used to analyse trends, whilst anecdotal and qualitative evidence such as student rep meetings and more formally SSCC, Boards of Studies and NSS commentary have been used to explore our practices and their impact on the student experience. Student feedback and comment can be shared during formative feedback, pastoral and 1:1 tutorials with issues related to inequality or identity based experience raised at these points.

Key trends and issues in 2022/23 include:

- A steady increase in the number of students identifying as female from 56.9% in 2017/18 to 63.2% in 2019/20 to 72% in 22/23 showing a significant shift in the 50/50 gender balance that historically Product Design has known.
- No significant shift in the number of students declaring a disability across the years surveyed, with an average of 17% of students disclosing a disability of two or more impairments or disabling medical conditions, a specific learning disability such as dyslexia, dyspraxia, or AD(H)D or mental health condition such as depression or anxiety disorder.
- We continue to see a drop in the number of applications from home students and a steady increase in the number of applications from overseas, mainly from China. With the implementation of Brexit, we are seeing a notable decrease in the number of applications from Europe from 14% in 2020 to 2.9% in 2023 This is most likely due to the increase in fee costs and the additional requirements such as a study visa and an English language requirement.

3. a) Major changes introduced to the programme since the most recent EqIA (where applicable) – please provide an overview and make reference to how those changes have affected EDI issues (either positively or negatively)

- if the changes are substantive to the programme structure, please insert (or attach) two diagrams which illustrate:
 - i) the programme structure before amendment
 - and
 - ii) the programme structure after amendments

The proposed amendments to the course structures within our programme are substantive. The major changes proposed are designed to align with CAF principles and show a restructuring of existing courses incorporating significant changes to credit weightings and curriculum offer. These amendments also recognise graduate attributes and promote the development of a graduate profile as part of the course change proposal in particular the introduction of electives in stage 2 and 3.

It is proposed that:

- In years 2 and 3, electives are introduced to offer choice to students, enabling students to curate their own study path and to provide a focus for exit trajectories.
- The current MEDes pathway structure of a shared curriculum in stage 1 and two with specialisation in year 3 onwards with named awards forms a blueprint for the development of future subject pathways.
- The current large 80 credit studio courses are reduced to smaller 40 credit courses, each with an individual focus that builds on the overall requisite learning for each level. This arrangement of courses and credits allows for discrete semesters supporting greater flexibility for exchange students incoming and outgoing, students who might take partial year LOA, and students transferring to other departments.
- The consolidation and simplification of the Year 4 and 5 curricula will offer students greater autonomy and addresses issues around workload and flexibility of learning. This amendment responds to prior student feedback and aims to reduce the overlap of courses at critical points in the academic year.
- The new curriculum will build on the integration of ethics and inclusivity through a more explicit delivery within teaching and project frameworks. Recognising the importance of ethical design within the diversity of topics our students choose to focus on.

See appendix 1 for programme and course structures

1. b) Please outline how you have advanced/are advancing the principles of Equality, Diversity and Inclusion and how you have addressed any EDI-related issues within the following:

Student Recruitment	The programme is aimed at applicants who are seeking a full-time, studio-based, practice-based education. The offer of a pathway model within the programme, the Master of European Design as an example, provides greater choice, opportunity, flexibility of learning and supported career trajectories. Recruitment and promotional materials are provided in different formats that range from text and visual material to subtitled video formats with the capacity to reach multiple and diverse audiences. These materials include a range of cultural diversity, ethnicity, gender and geographical origin of students and members of staff.
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	<p>Applicants who fall into the category of Widening Participation will be assessed in stage 1 and 2 of the application and offer process, on a lower threshold, enabling applicants from areas of deprivation and low participation rates in Higher education access to study on the Product Design programme.</p>
<p>Programme Academic Induction</p>	<p>The induction process is critical to the student experience. It introduces students to the institution and their individual programme of study, and it is the means by which they establish a subject identity and a sense of 'place'.</p> <p>The programme offers a programme induction by stage, alongside an institutional induction provided by the support departments (Technical Services, Learning Support and Student Support). This includes verbal, text-based and visual content and describes what students will be required to do, how to conduct their studies, how to work effectively in the studio, how teaching will happen, and the formats they will encounter. The live studio induction is supported by Canvas with access to all presentations and a walk-through Canvas at the live induction to show students how to navigate the resources that are available to them.</p> <p>All students across all stages participate in an introductory 'Icebreaker' project which introduces a commonality of purpose and opens up the diversity of expression from day one creating a sense of community in the cohort, with students working in supported groups and the coming together of everyone at the end of the first week to share and celebrate the work generated. This project is non-assessable and in this academic session, brought together all SIT undergraduate programmes (formerly the School of Innovation and the School of Simulation and Visualisation).</p> <p>The pre-enrolment gateway provides an introduction and welcome to all new students with information on provision and what to prepare and timetables in advance of arrival.</p>
<p>Curriculum (contents, diversification and decolonisation)</p>	<p>An awareness of protected characteristics and diversity in general is implicit in the design and delivery of curriculum. The opportunity presented here allows for those considerations to become explicit by generating an active engagement with the promotion of a proactive and systematic approach that meet the needs of people from protected characteristic groups.</p> <p>The curriculum directly addresses equality, diversity, and inclusion through the design of its curriculum. Students may often be challenged by the topics explored, but this is seen as a means to develop academic discourse, to open up new ways of thinking and doing and to encourage greater participation in both academic and public life. Examples of this can be seen in the topics explored by students as part of their Degree Submission with some of the subjects explored drawn from personal experience. This demonstrates the confidence of our students to undertake projects around the subjects of sexual orientation and disability with the intention to not only raise awareness but to share their experience with their peers and in a public forum. This generates positive equality consideration and the development of design propositions that respond to their research findings. One student developed a concept for a community platform that enabled and empowered gender non-conformists on their unique journeys of self-discovery. Their design proposition focused on the creation of a community platform that supports social mobility and activism of gender non-conformists. Another</p>

	<p>student developed a design proposition that approached autism from an inclusive perspective that bridges the divide between Autistic and neurotypical people to create new ways to explore engage and empathise with Autism. This would indicate that the academic environment provides the necessary support to foster good relations and to affect positive equality impact.</p> <p>Collaboration involves group work and group work may have a negative impact on people with certain protected characteristics where communication skills might be critical and where expectations are primarily peer driven. It should be acknowledged that many students thrive in this scenario and there is little evidence that students experience prejudice or feel compromised in a collaborative working environment in relation to their identity or needs regardless of protected characteristic. That said, some students have reported that there is an imbalance in the effort and workload within groups, leaving some students with a greater responsibility for the success of the outcomes. This would suggest that there needs to be more effective guidance for group work and a clearer understanding of the individual responsibility of each student to contribute equitably. This continues to be evolved as we develop a better understanding of how to prepare students for group work.</p> <p>Intended Learning outcomes have been updated and revised to describe year level objectives with greater clarity, to offer consistency in terms of language/terminology and to help students better understand what they are being assessed against. Although ILO's are described in accordance with year level objectives there is scope to consider in more depth how they may be perceived and understood by students.</p> <p>Students are introduced to a variety of perspectives through staff interests and external speakers who address themes that include diversity, inclusivity, health and wellbeing and social inclusion. This enriches and informs student learning and develops greater autonomy and confidence in socialising student work and ideas, promoting positive discussion within and beyond the studio.</p> <p>Our staff team have completed compulsory training through staff development courses on, unconscious bias, neurodiversity, identifying and responding to mental health problems, equality and diversity in the workplace, health and safety, for example. This will ensure that all staff are informed and inclusive in their approach to teaching and a conscious effort is made to address any bias in the resources we use and to diversify any future resources we recommend to students. We engage students much more in the selection and sharing of resources and provide access to the schools wider teaching and research team who share their knowledge and practices, contributing to our EDI agenda.</p>
<p>Learning and Teaching Approaches (activities and practices)</p>	<p>The Programme is primarily studio based with most activities happening within a particular location, usually the studio. This is supported through Canvas and digital platforms such as Miro, Zoom and Padlet. Synchronous and asynchronous materials are used to bolster studio based learning activities and the media utilised within the programme are designed to be</p>

	<p>inclusive and accessible with alternative formats offered as reasonable adjustment requires. The curriculum is designed around timetabled teaching points and self-directed study. This enables students to plan their study time according to individual requirements. For example, self-directed study time might be organised around childcare commitments or prayer time. This structure develops time management skills and encourages autonomy and independence. Students are encouraged to email or speak to staff regarding absence whether this is to adhere to religious holidays or to fulfil carer responsibilities or attend medical appointments.</p> <p>Timetabling is critical to the management of Programmes for both staff and students. Timetables are published yearly and all projects contain detailed breakdowns of individual tasks, staffing and project expectations. These are available in a physical and digital format (Canvas Calendar) and can be accessed remotely in the event of a student being unable to attend, for example, due to religious holidays or childcare commitments.</p> <p>Student Handbooks are updated annually to ensure that information is active and current. This is available digitally and provides information on the services available to all students, including codes of practice, curriculum content and curriculum delivery. This ensures that all students are aware of their responsibilities, it promotes autonomy and fosters good relations. Students are provided with a very detailed brief for each project that outlines resources, deliverables, learning objectives/outcomes and detailed timeline including teaching points and daily activity.</p> <p>Students will engage with a series of projects that build towards the generation of a portfolio that is submitted for assessment. Alongside studio based work students will engage with courses in Critical Studies and Languages in year 2. Students will gain experience, working in groups and individually, learning to manage their own time around set teaching points. Students will have regular tutorial points, these can be in groups or individual. Mid way or at the end of a course students will participate in a review which involves a presentation and feedback.</p>
<p>Assessment and Feedback Methods</p>	<p>Assessment and feedback methods are designed to be inclusive, providing students who require reasonable adjustment appropriate submission extension periods where requested and approved.</p> <p>Year leads provide detailed information on submission requirements (assessment briefs) including deliverables timescales and methods. Students have assessment dates well in advance and each year group is given dedicated prep time in advance of assessment submissions.</p> <p>Students are introduced to ILO's through induction, reinforced through project briefs and through the assessment feedback form. Students have a clear overview of assessment methods and seem equipped to navigate the process. Feedback is provided consistently across all year groups on a shared format that shows progression from formative assessment and provides clear progression in the form of action points/feeding forward. All students are offered a feedback tutorial where they can discuss the written feedback with a tutor. Students are given ongoing feedback on their performance through regular tutorials and review with staff and peers. Buddy notes are used to supplement the notes taken by staff. The</p>

	<p>staff notes are carbonised and duplicated so that both the student and the tutor have a record of feedback.</p>
<p>Learning Resources</p>	<p>A range of learning resources are available to students on this programme. These include project briefs, reading lists, resources lists, policy documents, instruction videos, exemplars, access to basic tools and equipment. These resources are there to support and encourage debate, to foster dialogue in the studio, to inspire productivity and to scaffold the students learning. Alongside this, learning support offer a range of software tutorials and drop-ins to support students learning. Language support is also available through student support for all students.</p> <p>Students are encouraged to look at Canvas regularly to ensure that they have key information and are up to date with any new information or resources available to them. The use of Canvas as the main shared platform addresses the needs of students with different learning styles and allows student to revisit briefings and lectures if for example English is not a first language or the student has a learning disability that requires additional support. Building on the work done previously on decolonising our reading lists, our materials reading list and resources are reviewed regularly to ensure their relevance and that they offer a diversity of perspectives.</p> <p>The library (Learning Resources) provides an excellent range of support to all students but more specifically addresses the needs of a wide range of student learning types.</p>
<p>Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)</p>	<p>The new framework will see a continuation of the Personal Tutor Scheme by offering an individual point of contact with a member of teaching staff. Where possible each tutor will follow their group through their studies, enabling greater continuity for students and staff. Nominated personal tutors can support the students learning experience and signpost relevant support services as required. Students are updated regularly through canvasresources available to them from the wider GSA services including Student Support Services who play a key role in supporting students.</p> <p>RAR's, (Reasonable Adjustment Requirements) extensions and good cause forms provide students with the means to express what might be affecting their performance or attendance and staff access to information that can enable them to implement reasonable adjustment as appropriate.</p>
<p>Staff Development</p>	<p>Our staff participate in training that introduces themes like unconscious bias, neurodiversity at work for example, and access to a range of discretionary workshops and symposia that support awareness raising for example "Challenging Racial Bias and Racism in practice, LGBT+, Disability Awareness, Fair Admissions, Mental Health Awareness, Intersectionality and Intersectional Identities. This allows the staff team to reflect on their teaching practices and examine if our approaches are inclusive and accessible and to implement necessary actions to mitigate any negative impact on all students and in particular students with protected characteristics.</p>
<p>Any other relevant areas</p>	<p>There are no other relevant areas</p>

2. How have you ensured the programme being assessed is advancing positive impact on the protected characteristics? – please address each protected characteristic individually

<p>Age</p>	<p>There were no notable statistics related to age of students entering education at the age of 16/17 and a consistently low number of students entering the programme at 40+.</p> <p>We have had a positive experience of working with ‘Mature’ students (students 22 years +) who bring a wealth of prior experience and skills to bear upon the curriculum and make a notable contribution to the experience of ‘younger’ students through group work and critical dialogue.</p> <p>Students that fall into the ‘mature’ student category can apply for direct entry into year 2 or year 3 of the programme, either with prior work experience or transitioning from Further Education. This expedites their education if they are able to evidence sufficient skills, relevant prior experience or qualify with an HNC or HND.</p>
<p>Disability</p>	<p>The design of the programme is intended to be inclusive and support a range of different disabilities through the GSA wide systems. Students who declare a disability through the RAR process have access to additional support centrally and through reasonable adjustments within the programme. Our curriculum generates topics which relate to health and wellbeing which can address disability whether visible or not, through the projects and subjects students choose to focus on. This generates a positive dialogue around peoples experience of disability.</p>
<p>Gender reassignment (covers Trans identities)</p>	<p>This programme does not negatively or positively impact students as a result of this protected characteristic. However, we aim to ensure that our practices observe the rights of individuals and promotes inclusivity. Staff have access to Trans Awareness training, and this can contribute to a wider discussion around this particular protected characteristic. The installation of gender free facilities is an active response towards supporting students and staff who share this protected characteristic.</p>
<p>Marriage and Civil Partnership (only applicable to staff)</p>	<p>This programme does not negatively or positively impact staff as a result of this protected characteristic. Staff have the right to declare, or not, their marital status and the programme seeks to ensure that our practices are inclusive of all. Our staff team reflect a broad spectrum of marriage and civil partnership status which provides different perspectives on social themes related to our curriculum and student projects.</p>
<p>Pregnancy and Maternity</p>	<p>Currently the programme does not offer a part-time mode of study, but the programme supports leave of absence for any student who requires appropriate reasonable adjustment in the event of pregnancy or maternity leave. Guidance is followed on the pregnancy and maternity policy to ensure appropriate measures are being taken to safeguard students or staff that this affects.</p>
<p>Race</p>	<p>Within its curriculum and teaching and learning methods this programme addresses the forging of an inclusive curriculum through the regular refreshment of its curriculum and resources related to race and ethnic diversity. This includes staff development on the themes of decolonisation and diversification of curriculum.</p>

Religion or Belief	This programme acknowledges the diversity of religion or belief within the staff and student cohort and aims to support where possible the provision of a space for religious observation and prayer. Within the curriculum the beliefs of individuals are respected in terms of topics that might challenge a particular belief set.
Sex	The programme's projects and critical discussions include and encourage a variety of gender related topics from an academic perspective which can also contribute to their personal pursuits related to sexual identity and society.
Sexual orientation	The programme has supported several student-led projects related to sexual orientation and identity which have served to promote wider discussions across the cohort on this protected characteristic.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	<p>Through the widening participation scheme, applicants who identify as asylum seekers are assessed on a lower application threshold, ensuring more applicants from this protected characteristic group have access to programmes at GSA.</p> <p>Where possible, staff will aim to accommodate students who are carers, for example, by managing tutorial and review times as appropriate. For students who fall into the category of Low Socioeconomic Status, all critical workshops, site visits and activities are designed to be inclusive. Where a cost is involved, funding will be sought to offset any unexpected or additional expenses, ensuring that students will be supported to participate and that our curriculum is inclusive and accessible to all.</p>

3. Have you identified any negative impact on the protected groups? How have you mitigated it? – please address each protected characteristic individually, providing details of any undertaken actions

Age	<p>The majority of our students age range is 18 - 22 years old, which means that students who are 22+ are more likely to have prior work experience and may be more likely to have additional financial and caring responsibilities. This can affect their commitment and challenge timetable management. The staff team aim to mitigate these situations in discussion with the student to accommodate where possible the adjustment of tutorial and review points. Better promotion of our programme and our direct entry options in these settings may increase the uptake of mature students on the programme.</p> <p>Students joining the programme straight from school who are 17 or 18 often take time to adjust to the learning and teaching culture and environment typified by Higher Education. Our year 1 programme is designed to induct students into the language and processes of product Design commensurate with SCQF level 7. Students of this age group come with a very varied range of experience, so our year 1 curriculum is designed to align all students with the requisite</p>
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	skills they will need to successfully complete year 1 of their studies, whilst allowing them to express their own interests and growing skill base.
Disability	<p>Access to the studio for students with a physical disability could be challenging in the event of an emergency evacuation or the failure of the lift to operate. Staff are required to complete an individual risk assessment to evaluate the needs of the individual identified with a mobility or other disability and make sure that appropriate measures are taken to safeguard the individual in the event of a fire or failure of the lift to work.</p> <p>Students who have declared a disability and have registered an RAR can seek reasonable adjustment to mitigate certain challenges such as deadlines for submission of work for assessment or the completion of written work. Students with RAR's can access extensions at assessment periods to allow them longer to submit their work.</p>
Gender reassignment (covers Trans identities)	This programme and its curriculum generate critical discussion around sex and gender topics through the subject matter that students choose to explore in their project work
Marriage and Civil Partnership (only applicable to staff)	There are no issues identified for this particular protected characteristic.
Pregnancy and Maternity	The full-time and collaborative nature of the programme may indirectly discriminate against this group. To mitigate any negative impact in students under this group, we encourage the use Good Cause, leave of absence and put in place flexible adjustments when possible.
Race	The programme encourages feedback from staff and students to identify any issues arising from race discrimination and aims to actively address such incidents through reporting mechanisms and through staff development. We continue to update our resources to ensure that our teaching materials and references are inclusive and reflect the student and staff demographic.
Religion or Belief	In discussion with estates, we are pursuing a dedicated space within the Haldane building for religious observance and prayer.
Sex	The programme projects generate critical discussion around sex and gender topics through the subject matter that students choose to explore in their project work
Sexual orientation	The programme projects generate critical discussion around sex and gender topics through the subject matter that students choose to explore in their project work
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status)	The full-time and collaborative nature of the programme may indirectly discriminate against those with caring responsibilities. To mitigate any negative impact on students

(SES); Asylum Seekers; British Sign Language Users, etc)

in this group, we encourage the use of Good Cause, leave of absence and put in place flexible adjustments when possible.

Students of low economic status are likely to be challenged by balancing work and earning commitments with their studies. Where possible, staff will aim to accommodate students where this is an issue by managing tutorial and review times as appropriate. All critical workshops, site visits and activities are designed to be inclusive and where a cost is involved, funding will be sought to offset any unexpected or additional expenses, ensuring that students will be supported to participate and that our curriculum is inclusive and accessible to all.

4. How does the outcome of this assessment and the actions undertaken support GSA's [2021 - 2025 Equality Outcomes](#)

- Development of an S.I.T. Inclusion and diversity champion. A process of decolonising the curriculum working with students to look at this issue and developing a clear set of shared criteria for addressing a more diverse set of resources. (EO 1, EO 3)
- Developing a curriculum that opens up debate, challenges prejudice and allows for fair and open debate on a range of subjects. (EO 1, EO 2)
- Engaging in a continual review of our practices and by monitoring the uptake of staff development opportunities to advance staff confidence in addressing equality issues and to mainstream opportunities to discuss and consider inclusive practices across our programme. (EO 5, EO 4)

EQUALITY OUTCOME 1: Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias is challenged.

EQUALITY OUTCOME 2: Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.

EQUALITY OUTCOME 3: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body.

EQUALITY OUTCOME 4: Improve lifelong outcomes for students by identifying and supporting those groups facing persistent inequality throughout and beyond their student learning journey into positive destinations.

EQUALITY OUTCOME 5: Develop a comprehensive and robust equality and diversity data set which enables us to identify gaps, inform action, assess progress and measure impact for each Equality Outcome.

5. How does the outcome of this assessment and the actions undertaken support the three main duties GSA has under the Equality Act 2010 [Equality Act 2010](#) to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between people who share a relevant protected characteristic and those who do not?

- Continue to respond to qualitative data through student and staff surveys and feedback to record and document instances of discrimination across all of the protected characteristics.
- Participation by all programme staff in training on Gender Based Violence, Disability, Race, Equality and LGBTQI+ agendas.
- Continue to monitor the use of the campus and the Haldane Building to ensure physical accessibility to the building, reporting any incidences of access restriction such as the lift not working, water spillage from leaking roofs, non-compliance with egress and fire exit recommendations.
- Continue to monitor equality and diversity in our recruitment processes.
- Decolonising the curriculum
- Evaluating the baseline data related to inequality groups through admissions, retention and awarding and reporting them on an annual basis through PMAR and EQIA processes.
- Engage in training in how to use data to inform action.

6. Action plan for positive impact on protected groups – please provide details on any outstanding actions for advancing EDI within your programme, which resulted from the above analysis

- please name an action owner and a timescale for completion
- please keep any completed actions from older versions of the EqIA and provide updates on any actions that have not yet been completed

Action	Equality Impact / Protected Group	Person Responsible	Time frame	Updates/ Completion
Programme Monitoring and Evaluation	In light of the sizeable changes to the programme in the proposed amendments, an ongoing review will be undertaken to identify any negative impact on students as a result of these changes and aim to mitigate any negative equality impacts brought about by the new programme structure and course proposals	Programme Leader	Annually	November 2025 through PMAR process, then annually

Next review date – please consider any outstanding actions outlined above;

Regular review of our processes and reporting of any barriers to participation, anticipated or not, will be documented within the PMAR and QEAP on an

<ul style="list-style-type: none"> - the whole EqIA form would need to be revised at Periodic Reviews, when there is a major change introduced to the programme, or at intervals of no more than three years (whichever comes first) - nevertheless, EqIAs must also be considered as part of the Programme Monitoring Annual Review (PMAR) process to ensure they are still relevant and the action plan is updated yearly 	<p>annual basis, with an updated action plan to show progress and mitigating actions.</p>
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Signed off by Owner/Review Lead - Irene Bell, Programme Leader	12/01/24
Signed off by Senior Lead (name and role)	11/01/2023 (approved by Conveners action)
Signed off by Equality Lead – Svetoslava Sergieva, Equality Officer	15/12/23
Signed off by Education Committee Rachel Dickson, Deputy Director Academic	10/04/24