

THE GLASGOW SCHOOL OF ART Equality Impact Assessment Form 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)	Undergraduate programme, School of Innovation and Technology BSc Immersive Systems Design
New or reviewed	New
Owner/Review Lead and role	Dr Sandy Louchart, Head of Undergraduate Programmes
School	School of Innovation and Technology
Date of assessment	02/11/22

1. Programme Outline and Characteristics

Programme Outline (please provide a brief outline of the programme)	The Bsc (Hons) Immersive Systems Design is a four-year programme designed to educate and develop students in the areas of 3D modelling, game-making, virtual reality and augmented reality. This programme offers a blend of technical and critical courses towards the development of creative applications within the disciplines of immersive systems, game development and related disciplines associated with immersive technologies.
Modes of Study	Full-time, campus-based delivery

2. Evidence used when undertaking this assessment

The review and development of the programme amendments has drawn upon a range of data to inform the re-conceptualisation of the programme and a refocusing of the programme on key strategic themes as outlined in section 3 below.

The primary data sources have been:

- GSA Equalities data from 2021/22
- PMAR equality data from 2021/22

As well as the sources noted above, where additional discussion has been presented, we also referred to 3rd party sources relevant to Equality, Diversity and Inclusion , e.g. AdvanceHE publications on Microaggressions and Tackling Racism on Campus, the 2019 Creative Industries Policy & Evidence Centre report on Skills, talent and diversity in the creative industries (PEC).

Historical data from programme enrolments. This provides information on a range of students from different backgrounds and demographics. It shows an overall growth of overseas and wider participation students in the course since the start of the programme in the period 2018-2022. This provides a backdrop of increased diversity on the programme although, it must be noted, the number of European students, and thus, cultural diversity, has, predictably, severely dropped since Brexit.

Demographic & equality HESA data from 2021-22 programme delivery (and summarised in programme PMARs)

Across all of our UG programmes, the diversity amongst the home/UK students is generally low as the vast majority of student are of a British white ethnicity. Overseas students mainly come from Chinese regions, and the student diversity amongst overseas students reflects this. Improving ethnic diversity amongst the student body remains a goal for the programme team and recruitment activities. Recent activities with regards to international student exchanges and study abroad have allow a greater cultural diversity through the integration of students from North America and central Europe since 2022.

Notably, the proportion of Home students from ethnic minorities is low, and lower than the proportion working in some of the related Creative Industry sectors. Whilst there is a clear trends starting to emerge from the data, the student body ethnic diversity for the programme is can be characterised through a notable increase in Chinese ethnicity and a low intake of other ethnic minorities. The programme's involvement in international exchange and study abroad is benefiting the diversity on the programme but does not contribute to increased diversity in the home student population.

The student body gender diversity offers a different picture and one positive aspect of the gender balance in the BSc programme, is that in teaching application development to a largely female cohort, the programme is helping address a gender imbalance in technical disciplines where most app developers are male (Only 21% female representation in IT, computer and software services, PEC, 2019). Additionally, there is a growing representation of trans and gender neutral students on the programme (over 10% of student population on the BSc Immersive Systems Design), thus contributing to a positive identity culture and representation within the different student groups.

Overview of current academic staffing

Amongst the permanent staff the majority are from white ethnic groups, and male – though there has been an improvement in the gender balance since the previous EqIA. The school typically invites around 12-18 visiting guest lecturers each year for one-off guest lectures – and the balance of these speakers is also considered.

SimVis Equality, Diversity & Inclusion workshop, 2019

A staff development workshop was held for SimVis (School of Simulation & Visualisation, one of the two schools which later formed the School of Innovation & Technology) staff in 2019 with input from across GSA (including Sustainability, Library, GSASA, etc), led by the PL BDes Sound for the Moving Image. The outputs from this includes resources from different departments to support curriculum and learning and teaching development. Additionally, tutors participated in equality and diversity training in 2022.

Comparison of current vs proposed programmes

At the time of writing, the UG programmes are undergoing major programme changes. These changes are focussed primarily on implemented a review of the programme Intended Learning Outcomes and programme and course specifications in order to comply to GSA Common Academic Framework). The changes also aim to re-think the delivery of courses, de-colonisation and integrating equality and diversity within newly re-developed courses.

3. a) Major changes introduced to the programme since the most recent EqlA (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

Since the most recent EqlA, programme changes include:

- a revision of our assessment forms for assessment clarity to include visual and text-based information accounting for staff and students' cognitive diversity.
- a revision of reading lists in line with previous work developed alongside the Library and other schools such as Sim Vis on decolonising the curriculum to offer diverse sociocultural geographical perspectives on key thematic areas of our curriculum.
- a continuous revision of delivery to embed discussions and activities on Critical studies: Ethics and Professional Issues and Game studies courses in year 3
- implementation of GSA-wide Personal Tutor Scheme to support students in their experience by offering an individual point of contact in teaching staff.

3. 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

This programme is closely related to critical thinking, diversity and inclusion in terms of the topics it discusses and the nature of student work and work presented to students. The programme's interviews with applicants often include topics related to ethics in practice, social complexity and sustainability, pushing our EDI agenda forward. This helps the teaching team manage the expectations of applicants and assess their capacity to engage with EDI issues, contributing to the success of future cohorts.

The programme's promotion materials range from text to subtitled video formats reaching diverse audiences. These also show a range of cultural diversity, ethnicity, gender, and geographical origin of students and members of staff.

<p>Programme Academic Induction</p>	<p>The programme’s academic induction includes verbal, text-based and visual content communicating to students their academic journey (e.g., timetables, staff introduction, personal tutor scheme, brief overview of specialism courses and what it means to engage in studio-based learning.)</p> <p>A live induction is supported by Canvas with key links, documents, and videos.</p> <p>The academic activities during the programme’s induction week aims to create a sense of community in the cohort and introduce the students to foundational aspects our programme using a mix of in-person, virtual, individual, group, asynchronous and synchronous activities.</p> <p>Beyond the variety of activities its themes often include:</p> <ul style="list-style-type: none"> - sharing and understanding students and staff expectations for the programme and content - introducing topics that explore the notion of culture and identity within the general design domain
<p>Curriculum (contents, diversification and decolonisation)</p>	<p>As referred above, the programme’s content has a strong and continuous component of ethics in the discipline and its associated academic contexts. Common project practices for this programme include engagement with members of diverse communities through a series of talks brings diverse speakers from relevant disciplines like Animation, Technology, Gaming, VR/XR production, Film, Sound, Production and Concept Art. Although these talks focus mainly on the disciplinary practice, they provide an opportunity to address and represent themes that include diversity, inclusivity and health and wellbeing. This is intended to offer our students a variety of perspectives to enrich their professional development.</p> <p>Part of building the programme’s curriculum includes staff to co-teach from the diversity of professional/academic experience and backgrounds of teaching staff. Recognising that the group of teaching staff is predominantly White, the use of reading lists seeks to further diversify the curriculum. The latter is</p>

	<p>still work in development and will be informed by work developed between students and staff to review our readings lists and diversify them.</p> <p>Students with English as a second language and neurodivergent students might feel the challenge of intense group work and the need to process it in their own time. Because group work is foundational to the programme, there are timetabled moments of self-directed study that can also be used to accommodate the needs of these students.</p> <p>The programme benefits from a close relationship with the Schools' Research Team who often share with our students their practices and knowledge, contributing to our EDI agenda.</p>
<p>Learning and Teaching Approaches (activities and practices)</p>	<p>For students who have experience of more prescriptive approaches to timetabling, or more descriptive briefs, the transition to this programme can be challenging. Year 1 and year leads in subsequent years introduce students to an approach in which each project and activity is formatively assessed or reviewed and contribute to students taking ownership of their time management and directing their own studies. Regular group tutorials, and individual tutorials where needed, and the Personal Tutor Scheme, ensure that guidance is provided to enable students to build confidence throughout the programme of studies.</p> <p>With the support of technology, the programme's learning and teaching includes Canvas, video conference and video recording platforms to ensure accessibility to those who cannot attend due to illness (eg. Covid-19) or any other circumstances that temporarily prevent students from attending the campus. Access to recorded subtitled material and text-based information before classes enables neurodivergent students and those with English as a second language to gain familiarity with academic material before it's discussed in class.</p>

	<p>The programme's approach to learning and teaching includes frequent discursive moments during tutorials often embedded with discussions around sustainability (eg. social sustainability) and ethics in practice.</p>
Assessment and Feedback Methods	<p>The students' comments on assessment and feedback methods from the Student Experience Survey are overall positive with students sharing that they feel supported.</p> <p>The assessment forms and assessment supporting materials on project documents, for example, provide textual and visual examples to cover different learning styles.</p> <p>These materials are shared with students for a better understanding of assessment and contribute to a greater alignment between the team of assessors.</p> <p>Additionally, the alignment between assessment criteria and ILOs introduced in project briefs is in continuous revision to ensure clarity to our students.</p> <p>Assessment formats are varied throughout the programme and include written, visual and verbal components.</p> <p>Formative feedback is offered to students informally during studio conversations which can include written notes or diagrams created by staff members. Formal formative moments include live or recorded student presentations and Peer-Review sessions, offering a range of comments aimed to 'feed-forward' the student's work. Part of this conversational format of feedback is a note-taking buddy system encouraging students to take notes for each other and share these.</p> <p>Summative assessment includes live and recorded presentations to staff and the submission of written, visual and interactive work. During summative presentations the note-taking system is still encouraged and formal comments from staff are uploaded on Canvas SpeedGrader.</p> <p>The use of Canvas announcements at the end of an assessment period (formative or summative) is also a</p>

	<p>resource to offer general feedback to the whole cohort.</p>
<p>Learning Resources</p>	<p>The use of Canvas helps ensure that students are given key information and allows staff to add useful resources to advance the quality of the curriculum or respond to needs identified during lectures or group tutorials, or questions that arise informally in the studio. The programme's resources range from academic papers, books, reports, articles, podcasts, practice case studies found online or brought by project partners and speakers, previous lectures and talks on Planet E-stream, discussions boards on Padlet and Miro, to name a few. This variety is aimed to offer relevant information in different format to match the different learning styles of students. Our students in need of extra support (e.g. due to dislexia) have at their disposal software provided by the Library.</p> <p>As a result of previous work on decolonizing our reading lists, these are frequently reviewed not only to ensure their relevance but also to ensure a diversity of perspectives on similar themes.</p> <p>Most sources in our reading lists tend to be accessed through virtual library catalogues or other online resources to ensure a swift access to student at the Hub.</p>
<p>Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)</p>	<p>The Student Pastoral Tutor Scheme is successfully implemented offering students close support with an assigned member of staff. Personal tutors aim to help students reflect and enjoy their student experience and also direct students to Student Support Services when needed.</p> <p>RARs, extensions and good cause forms offer students an opportunity to safely share their needs, granting teaching staff with information to implement reasonable adjustments that are considerate and inclusive. Students are encouraged to communicate with staff regarding absence whether this is to adhere to religious holidays, to fulfil carer responsibilities or attend medical appointments.</p> <p>The SSCC (Student Staff Consultative Committee) and Education Committee are two other mechanisms for</p>

	<p>student support. These are places for students to offer feedback and discuss with staff matters related to teaching and learning practices, the social and physical environment of the programme, its structure and policies.</p>
Staff Development	<p>The following development opportunities had a positive impact to update programmes pedagogical approaches from an EDI perspective:</p> <ul style="list-style-type: none"> • Members of staff attended training that included Trans Awareness, Unconscious Bias, Neurodiversity at work, Complaints Handling, for example. • Staff members were encouraged to attend GSA Learning and Teaching conference: 'Creative Curriculum: Supporting Creative Practice and Practitioners for the 21st Century' exploring a range of themes from innovation in curriculum, equality, diversity and inclusion and cocreation and student partnership. <p>Due to the topical nature of this programme, the teaching team often shares with each other resources and case studies or attend conferences that include EDI themes or EDI-adjacent themes.</p>
Any other relevant areas	<p>The programme leadership recently removed Maths as an entry requirement as a measure towards widening participation in recognition that this particular requirement could be, in practice, a barrier to the inclusivity and diversity of applicants.</p>

<p>4. 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>The programme team has reviewed the technical content of first and second year courses in accordance with FE curricula for post-Common Academic Framework delivery (starting AY24-25) in order to ensure a direct route to entry to FE students. FE applicants are possibly more diverse, in terms of age and life experience than year 1 HE applicants. By aligning Year 1 and 2 curricula closer to FE, the</p>

	<p>programme team is offering a greater opportunity to direct entrants of all ages.</p> <p>Additionally, older students (i.e. mature students and returning students) are positively impacted by the programme by being exposed to state-of-the-art knowledge and technologies related to the development of immersive systems. Working closely with younger cohorts will allow older students to update their working practices and tools.</p>
<p>Disability</p>	<p>In designing the programme, and the teaching methods and assessment activities the programme team have been cognisant of ensuring that methods are inclusive and do not create a barrier to participation within the programme nor achievement. Learning activities, resources, assessment and media utilised within the programme are designed to be inclusive and accessible and can be provided in alternate formats as reasonable adjustment require. The use of online web-based virtual learning environments and video lecture capture services allow students greater ability to revise, catch up and study in their own time and from home. The use of these online facilities to support learning was already part of standard practice on the programme prior to the Covid lockdowns.</p>
<p>Gender reassignment (covers Trans identities)</p>	<p>The programme positively addresses gender reassignment by pro-actively making information and institutional processes (i.e. IT, registry, attendance procedures) available to students from induction day and keeping an up-to-date attendance list and student information. Communications are sent to year leaders and tutors about students' preferred pronouns and names if they differ from those listed on canvas or registry. The aim of the programme team is to make student integration as seamless as possible, whilst ensuring that all relevant information is made available.</p> <p>Additionally, the programme has hosted student-led projects related to gender assignment and trans identities, and most staff took part in Trans Awareness training. This contributed to wider discussions across the programme on this protected characteristic.</p>
<p>Marriage and Civil Partnership (only applicable to staff)</p>	<p>Our members of staff range from being in a relationship to not being in relationship which offers</p>

	different perspectives on social themes related to our curriculum and student projects.
Pregnancy and Maternity	GSA's leave of absence, student pregnancy and maternity policy facilitates maternity-related absence from the programme.
Race	The programme directly addresses the reflection and consideration of inclusive practice and awareness as part of its coverage of the disciplines of immersive systems and the issues and debates surrounding them. The critical studies courses delivered throughout the programme include current debates and initiative around anti-racist and social justice thematics, decolonisation and diversification (see section 3b).
Religion or Belief	The programme encourages debates and discussions on a range of topics, including religion whilst reminding students and staff of GSA's respect and dignity at work policy. Religion is regularly discussed, in a respectful manner in critical study contexts such as game studies or studio and/or dissertation courses. Additionally, in partnership with Estates, we are pursuing the creation of a Reflection room in our Glasgow Campus, which can give space for religious observations and prayer.
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 encourages debates and discussions on a range of topics, including sexual orientation whilst reminding students and staff of GSA's respect and dignity at work policy. Sexual orientation or attitudes towards different communities is regularly discussed, in a respectful manner in critical study contexts such as game studies or studio and/or dissertation courses.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	Direct entry and recruitment from FE can help support students from a diverse range of backgrounds, who have less opportunity follow traditional routes into HE. Other than this, the programme does not negatively nor positively impact students as a result of this characteristic.

5. 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	No issues apparent.
Disability	This degree programmes is focussed on sound and visualisation, and require fundamental competency for working with auditory and/or visual workflows using digital technology.
Gender reassignment (covers Trans identities)	No issues apparent.
Marriage and Civil Partnership (only applicable to staff)	No issues apparent.
Pregnancy and Maternity	No issues apparent.
Race	No issues apparent.
Religion or Belief	No issues apparent.
Sex	No issues apparent.
Sexual orientation	No issues apparent.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	<p>Whilst no negative impacts are anticipated for students based upon any of their protected characteristics, we recognise that as a result of the programmes design and the learning, teaching and assessment methods employed there may be unknown and unanticipated barriers to participation and success. As such the programme will undertake a review of this EqIA annually within the PMAR process.</p> <p>The full-time and collaborative nature of the programme may indirectly discriminate against those with caring responsibilities. 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.</p>

6. How does the outcome of this assessment and the actions undertaken support GSA's 2021 - 2025 Equality Outcomes
<p>The GSA equality outcomes 2021-25 are listed below, and notes on how this assessment and actions support those outcomes is provided.</p> <p>EQUALITY OUTCOME 1: <i>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.</i></p>

The staff on these programmes have a very high completion rate for all mandatory HR online training courses, and have attended a pilot workshop on Trans awareness. Improving awareness of how different actions (or lack of action) may impact on others is a foundational aspect in developing a culture of dignity and respect. Additionally, there has been a good level of engagement with additional optional training that provides support on understanding and working with neurodiverse individuals.

The GSA Code of Conduct is highlighted in inductions, and students informed of the importance in following the code of conduct in their interactions with staff and other students.

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.*

The physical environment for the studios is generally accessible, with level access to building and elevators to all floors. The upper level (2) door is a security door, but can be opened as required, or activities moved to the lower studio floor (level 1). The studios have Evacuation Chairs, and staff have been trained in its use.

Staff make extensive use of digital learning technologies, and adaptive software is available from IT and can be installed in studio computers as required/on request (with some adaptive software built in by default). Further digital adaptations are available on request (e.g. larger monitors/screens). The programme video materials comply with requirements on captioning.

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

Steps towards both elements of this outcome have been noted above. Permanent staff turnover is low, but is gradually seeing an improvement in gender balance. Teaching/studio assistants and guest lecturers provide a further opportunity to bring more diverse talents into the programme delivery.

Marketing and recruitment continue to work towards encouraging a more diverse student body, and has already seen success in improving gender balance in the programme.

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.*

The programme recruitment team works in tandem with GSA wider outreach and articulation teams towards allowing a range of students to undertake study for whom this would have otherwise been difficult. Programme staff will engage with GSA in providing support as required to identified groups.

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.*

As an academic department, we do not directly collect diversity data on our students, relying on GSA/HESA for this data. Recent PMAR has made more extensive use of the collected data sets for a closer reading and consideration of the data. The programme's most recent PMAR exercise provides an accurate reflection of where the programme is currently at with regards to data available to programme and recruitment teams.

7. 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?**

Teaching and support staff seek to relate closely to students through a personal development approach to education by emphasising, critical thinking, constructive dialogue and creative friction, ethics in practice and reflexivity, and understanding the student's context culture and characteristics either through RAR's, Personal Tutors' roles or informal conversations. This approach, along with open-minded briefs, debates and discussions have a positive impact in preventing discrimination, harassment and victimisation to happen within the programme. Although unlikely, in situations where discrimination, harassment and victimisation do happen, GSA's Student Misconduct guidelines and Student Services are useful resources which we used successfully in the past.

Supporting GSA's duty to advance equal opportunities, this assessment highlights:

- The variety of resource formats offered to students (e.g. physical and online, podcasts, videos, text-based material ranging from blogpost formats to books or academic journal articles)
- Timetabled periods for self-directed study to accommodate particular needs of students.
- Assessment forms including visual and text-based information, and the diversity of feedback and assessment formats, accounting for staff and students' cognitive diversity.
- A range of promotion and recruitment materials to reach diverse audiences
- Appropriate use of technology and hybrid learning methods to accommodate students with English as a second language, neurodiverse students, or students in temporary situations where they can't access physical learning spaces.

Although the following are practices shared throughout the programme, the Academic Induction includes discussions on students' and staff's expectations for the programme, topics on positionality, bias and assumptions and its impact in project practices. This is aimed at encouraging our students to recognise difference and diversity during their practice, and

contribute to a sense of recognition in students with relevant protected characteristics so they feel empowered to fully participate in the programme.

The programme's promotion videos and the graduates' final projects showcased in the Degree Show (virtual and in-person events) evidence the programme's inclusive outlook, aiming to attracting those who might otherwise feel they wouldn't fit in. Contributing to our duty to foster good relationships between people who share relevant protected characteristic(s) and those who do not, are the RAR forms in the first instance, the Personal Tutor Scheme, the formal and informal discursive moments in class/studio. These activities have a highly social and relational component that can nourish good relations and a sense of collegiality among students and students and staff.

8. 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
Continue to pursue a strategy to diversify the geographical origin and race of applicants to the programme.	Race	Programme Leader	This is an existing matter across the sector and in continuous discussion with GSA's Recruitment office. The programme leader can't fully control the implementation of this action.	TBD
Continue to present religion, sexual orientation, race or gender as	Religion / Sexual orientation / Race / Gender	Programme Leader / tutors	This is already in place in a number of courses but could be widened to more projects	September 24

valid topics for game studies, dissertation or project work.			through Common Academic Framework re-development of briefs	
Continue to align Year 1 & 2 curricula to common technical practices in FE to ensure an efficient and suitable route to the programme	Age	Programme Leader	This discussing is at the heart of Common Academic Framework curriculum changes and will be in place for AY24-25	September 24

<p>Next review date – please consider any outstanding actions outlined above;</p> <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 	October 2024
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Signed off by Owner/Review Lead (Dr Sandy Louchart, Programme Leader)	02/11/23
Signed off by Senior Lead (Gordon Hush, Head of School)	15/12/2023 (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