

# **THE GLASGOW SCHOOL OF ARCHITECTURE** 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](mailto:equality@gsa.ac.uk).

<b>Name of Equality Impact Assessment</b> (E.g. Title of Programme)	Bachelor of Architecture (Hons)
<b>New or reviewed</b>	Reviewed
<b>Owner/Review Lead and role</b>	Robert Mantho MSA ADL / Alan Hooper MSA BArch PL
<b>School</b>	Mackintosh School of Architecture
<b>Date of assessment</b>	25-10-23

## 1. Programme Outline and Characteristics

<b>Programme Outline</b> (please provide a brief outline of the programme)	<p>The Bachelor of Architecture (Hons) programme forms the Under Graduate School within the Mackintosh School of Architecture. This assessment considers how the current operation of this program addresses the duties outlined in the Equality Act 2010 and the Equality Action 2010 (Specific Duties) (Scotland) Regulations 2012.</p> <p>The Bachelor of Architecture course is Part 1 accredited and provides exemption from the Part 1 of the Examination in Architecture ARB/RIBA. It is a 4-year course with the final year combined with year 1 of the Diploma in Architecture. There is also a 4-year part-time mode of study, which allows students to work within an architectural office whilst studying, leading to the award of an ordinary degree.</p>
<b>Modes of Study</b>	Full-time & Part-time

## 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*

PMAR data provided by GSA taken from the Student HESA return and internal records for the period from 2017 to 2022. The PMAR data set for 2023 is not yet available at time of completing this review.

### **Age:**

The BArch Programme age demographic is remarkably consistent with 60-70% students being in the 18-20 category reflecting the vocational nature of the Programme and the extended period of full-time and practice experience to attain qualification as a practicing architect.

### **Domicile:**

Over the last four academic sessions Home/Eu students are consistently the majority of students on the Programme (53-60%). RUK students during the same period have dropped, likely reflecting the impact of the Covid pandemic where students tended to remain at home as curricula delivery was on-line. The rise in the number of RUK students on the Programme post-pandemic suggests Covid was the factor in the drop in RUK students. EU student numbers have been remarkably consistent at around 10% over the period. O/seas student numbers have increased over the period indicating a trend that has been compounded by the admissions figures in AS Session 202/23.

### **Ethnicity:**

The student intakes over the last four academic sessions indicate that the white and Scottish categories provide between 60-70% of the students on the Programme. The only other sizable ethnic group are the Chinese students who account for approximately 10% of the student numbers with the trend towards increasing numbers from 6.7% in AS 2018/19 to 12.5% in AS 2021/22. Clearly besides the home students the biggest recruitment for MSA remains within China. At 6% MSA has the highest percentage of Asian/British students in relation to SoD and SoFA.

### **Sex Identifier:**

The student intakes over the last four academic sessions indicated that besides a variation in AS 2019/20 where the female/male gender split was 60/40, the gender split has been consistently around 50/50 with a very slight majority of female students.

### **Sexual Orientation:**

The student intakes over the last four academic session indicate that the vast majority of students are heterosexual 70-78%, with approx. 10% bi-sexual and approx. 15% information refused.

### **Disability:**

The student intakes over the last four academic sessions indicate a remarkably consistent figure of just over 80% of the intake have no declared disabilities. The statistical data does not breakdown the categories of disability therefore no analysis of the range of disabilities can be offered.

**Religion or Belief:**

The student intakes over the last four academic sessions indicate that the vast majority of students are not religious with around 15% of the cohort being Christian. While other religious students are low in number it is essential that MSA approach to EDI recognises and the religious beliefs of every student.

**Scottish Index of Multiple Deprivation (SIMD) Quintile**

This session students were identified within quintile 1(17.7%), quintile 2(19.7%) and 3 (15.2%) (1 being most deprived, 5 least deprived) with all students within the Bachelor of Architecture programme. This is significantly more than the proportions of students identified in postgraduate years, but less than the averages for these quintiles across the GSA.

**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

MSA's approach to the implementation of GSA's Common Academic Framework (CAF) is to exploit the opportunities offered by the new framework to rationalise our academic course credit structure and course delivery whilst reframing our professional practice content to make explicit our conformity with recent PSRB directives relating to professional competencies. The proposed amendments are to align the programme with the recently introduced Common Academic Framework for Taught Degree Programmes which sets out:

- Revised semester structure, with contact teaching and assessment weeks defined at institutional level across GSA's undergraduate and postgraduate taught provision.
- Cross-school curriculum architecture models for undergraduate and taught postgraduate programmes.
- Institutional framework of cross-cutting Graduate skills and attributes.

**PSRB DIRECTIVES AND CREDIT WEIGHTINGS:**

The Programme PSRBs have issued new directives to be introduced with a more specific focus on professional skills emphasising specifically Climate Literacy, Life and Health Safety, Ethical Practice and Research Literacy. MSA have taken the opportunity to enhance our curriculum content to meet these important elements, through the amalgamation of existing content to form the Professional Studio 2 course and revised Professional Studio 3 curriculum. These enhancements will have a positive impact on the courses within the programme with the detailed delivery taking place as part of the revisions to the Programme and Course content. These revisions to the curriculum directly address professional ethics and inclusivity in all the courses forming the programme. These changes are critical to staff and students, as well as in response to PSRB directives. These changes were developed in cooperation with the staff team who deliver the courses to ensure a consistent student experience.

Decolonisation of the curriculum continues within MSA through the review and revision of curriculum content and delivery. The updating of course resources in conjunction with Library Resource List team is part of the CAF revisions to course documentation. Updating of course reading lists and materials in line with current course content systematically is an action in the B'Arch QEAP. In terms of foregrounding the issues of colonialisation history (HAUS) staff have introduced a student elective titled Architecture, Decolonisation and the Nation.

In Session 2018-19 MSA implemented the GSA Personal Tutor Scheme. A review of the scheme was undertaken by a staff working group in Session 2022/23 and a revised Personal Tutor Scheme developed and agreed in principle with GSA Student Support as a key aspect of the scheme is Personal Tutors signposting students to the range of support available from GSA Student Support. This will be implemented in academic session 2023-24 and will be reviewed in June 2024.

A pilot project for a Summative Assessment Submission window within MSA, to reduce student submission deadline anxiety and a reduction in staff workload has been approved by Academic Council. This pilot project will be reviewed by MSA and GSA Learning & Teaching to evaluate the impact on student welfare and school resources. Following this review a decision on the permanent use of a submission window will be confirmed.

**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:**

<p><b>Student Recruitment</b></p>	<p>All interviews at Undergraduate and Diploma level have been removed as part of the selection process. This limits the possibility of unconscious bias in the interviewing process and also removes potential impact of cultural barriers for applicants.</p>
<p><b>Programme Academic Induction</b></p>	<p>-MSA's academic inductions include verbal, and visual materials to communicate to students the details of the courses that comprise the programme. Inductions include timetables, staff introductions, programme structure, course content, peer learning, assessment information, introduction to the Personal Tutor Scheme, and the studio as a learning resource. These inductions are supported on Canvas with recordings, key links, documents, and videos available for reference.</p> <p>-The range of induction activities establish a key aspect of the MSA academic approach, highlighting that all students and staff belong to a learning community that thrives through mutual respect and everyone's contributions.</p>
<p><b>Curriculum (contents, diversification and decolonisation)</b></p>	<p>-Stage 1 introduces students to the fundamental ethical role of the architect in responding to the needs of people with a wide range of diverse needs while developing the fundamental skills and foundational knowledge of the discipline of architecture.</p> <p>-Stage 2 briefs highlight the requirement for social inclusiveness and the social responsibility of being an architect. Staff and students examine architecture that gives people the freedom to interact and to contribute creatively to the environment they live in and to confront the challenges of the climate emergency to pursue a more sustainable, just, and equitable built environment.</p> <p>-In Stage 3 architecture is explored as a medium to explore new social, political and environmental agendas, capable of creating empowered and resilient communities. Students examine strategies for reducing the architecture's carbon-footprint without compromising human needs, spatial experiences and architecture's inextricable link with place and context, its community, its history, and its environment including other species and the land that supports us.</p> <p>-Collaborative studio projects delivered throughout the programme develop students key collaborative skills while facilitating peer interaction and helping students develop interpersonal communication skills. Working with peers from across the cohort and the institution, increases the sense of community and belonging.</p> <p>-Revised studio day sessions to include a morning briefing and/or an evening round-up to inform students of studio activities and address any student issues as they arise while encouraging studio attendance.</p> <p>-More collaborative studio projects requiring working with others, from pairing students to working in larger groups, to interdisciplinary collaboration, each developing key collaborative skills while requiring peer commitment and contributing to studio activity in the school.</p>

	<p>-The evolution of design reviews from public tutorial to design forum promoting student engagement, critical thinking and discourse encouraging critical reflection on the part of the students – the shift from review to forum is facilitated both by the structure of the event, students presenting their work in groups followed by group discussion, and the intent to focus on student reflection and learning rather than simply the design output. Specific review models have been used to address student anxiety, allowing students to develop presentation skills, while mitigating negative impacts.</p> <p>- Decolonisation of the curriculum continues within MSA through the review and revision of curriculum content and delivery. The updating of course resources in conjunction with Library Resource List team is part of the CAF revisions to course documentation. Updating of course reading lists and materials in line with current course content systematically is an action in the B'Arch QEAP.</p> <p>- MSA have increased the number of people from diverse ethnic and cultural backgrounds contributing to the students learning at MSA, primarily through the diverse range of guests invited to contribute to the curriculum. MSA have developed an inclusive Friday Lecture Series which actively promotes a diverse range of voices promoting an inclusive learning and teaching environment.</p> <p>-MSA have developed institutional teaching and research collaborations with partners from across the globe, including the Graduate School of Architecture at the University of Johannesburg and Rwanda University, enabling staff to share teaching methodologies and curriculum themes with a wider network.</p>
<p><b>Learning and Teaching Approaches (activities and practices)</b></p>	<p>-Post-Covid Canvas has become the primary tool for staff/student communication, the dissemination of curriculum materials, student assessment, and key aspects of Programme management. A consistent and comprehensive Canvas structure throughout the Programme enables students to access information and curriculum materials in a recognisable format improving communication and accessibility particularly for a student cohort with diverse learning needs.</p> <p>-Programme staff now deploy Canvas to deliver course information and materials including stage and course timetables, lecture notes and recorded lectures and pre-recorded introductions to workshops, skills sessions and studio projects – while the adopted modes of delivery enhance the learning, academic experience and accessibility of all students, it is particularly beneficial to those students with adjusted arrangements in relation to declared disabilities, mainstreaming equity and diversity.</p> <p>-All subject area student assessment and feedback is delivered through Canvas, as is the case with the majority of studio assessment and feedback, with the exception of examination by physical exhibition in studio courses.</p> <p>-Studio activities are posted on Canvas on a weekly basis enabling students to manage their workload and develop their time management skills.</p> <p>-Student attendance is completed on Canvas offering an efficient and effective process.</p> <p>-Pre-recorded studio skills sessions addressing the perceived skills deficit due to the impact of Covid offer students the opportunity to access the material asynchronously to suit their learning style and commitments out with the school.</p>

<b>Assessment and Feedback Methods</b>	<p>-The use of carefully structured Canvas courses and consistent assessment rubrics for feedback increases clarity and accessibility for students with diverse learning needs.</p> <p>-Students and staff undertake two Assessment Workshops, one in each semester to provide direct engagement with assessment materials and practices. This helps students utilise assessment as a learning activity, and highlights the dialogic nature of assessment, enhancing student agency.</p>
<b>Learning Resources</b>	<p>-Programme staff deploy Canvas to deliver curriculum information and materials using a diverse range of delivery modes including stage and courses timetables, lecture notes and recorded lectures and pre-recorded introductions to workshops, skills sessions and studio projects – while the adopted modes of delivery enhance the learning, academic experience and accessibility of all students, it is particularly beneficial to those students with adjusted arrangements in relation to declared disabilities, an essential aspect of mainstreaming equity and diversity.</p> <p>-Pre-recorded studio skills sessions addressing key skills offer students the opportunity to access the material asynchronously to suit their learning style and commitments out with the school.</p>
<b>Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)</b>	<p>The MSA implemented the GSA Personal Tutor Scheme to support students in their experience by offering an individual point of contact in teaching staff in session 2018-19. A review of this was undertaken by a staff working group and a revised Personal Tutor Scheme has been agreed with GSA Student Support. This will be in place for the academic session 2023-24 and will be reviewed in June 2024. Stage Leaders provide information on Student Support and direct students to the Student Support Canvas pages during academic inductions. The Stage Leaders inform each year cohort about the Personal Tutor Scheme and students will meet with their Personal Tutor to discuss the Personal Tutor scheme. MSA informs all students about the Report and Support online tool, stressing the support students experiencing difficulties can receive in resolving issues. Central to the success of the Personal Tutor Scheme is MSA Personal Tutors 'signposting' their students to the student support available from GSA Student Support Dept, as such all Personal Tutors will receive a staff development session on the range of student support delivered by GSA Student Development Dept.</p>
<b>Staff Development</b>	<p>-Staff training includes Equality &amp; Diversity, Unconscious Bias, Neurodiversity at work, Impact of Micro-behaviours, Identifying and Responding to Student Mental Health, De-colonising the Curriculum and others.</p> <p>- All Personal Tutors will receive a staff development session on the range of student support delivered by GSA Student Development Dept.</p> <p>-Academic Development Lead worked in collaboration with GSA and UAL colleagues on a QAA funded project Belonging through Assessment: Pipelines of compassion. The research was discussed at MSA Learning, Teaching and Assessment committee to inform MSA assessment practice.</p> <p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals presented the School Forum.</p>
<b>Any other relevant areas</b>	<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**

<b>Age</b>	The average age of students within undergraduate programmes has stayed consistent over a 5 year period with the majority of students aged between 19 and 24 years old.
	<p>-MSA offer a part-time mode which allows a student to work part time within an architectural practice whilst also undertaking the BArch programme enabling students to achieve an ordinary degree in 4 years.</p> <p>-A range of digital technologies are used to ensure all students have access to course materials as needed. This supports students with a range of needs.</p>
<b>Disability</b>	<p>The number of students identifying with a disability on the course is 20.17%, which an increase of just over 3% over the last 5 years.</p> <p>-Clear and timely issue of timetables and access to curriculum content on Canvas enables students with specific learning needs to manage their time and access curriculum content to meet their requirements.</p> <p>- The Virtual Learning Environment (Canvas) provides students with access to all the information for each course and programme. This is designed to be digitally accessible.</p> <p>-All lectures delivered for credit bearing courses are either recorded and uploaded to Canvas for students to review or extensive notes are provided to support different learning needs.</p> <p>-The introduction of the Personal Tutor Scheme across MSA has allowed for students to discuss non-curriculum issues with a member of MSA staff while allowing academic staff to signpost students to the range of students services offered by Student Support, offering a joined-up provision for students.</p>
<b>Gender reassignment (covers Trans identities)</b>	<p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>-The MSA working in partnerships with students is committed creating an inclusive school community and studio environment. Through a range of learning activities across the programme efforts to include diverse voices are being made.</p> <p>-The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p>
<b>Marriage and Civil Partnership (only applicable to staff)</b>	N/A
<b>Pregnancy and Maternity</b>	<p>- The Virtual Learning Environment (Canvas) provides students with access to all the information for each course and programme. This is designed to be digitally accessible.</p> <p>-All lectures delivered for credit bearing courses are either recorded and uploaded to Canvas for students to review or extensive notes are provided to support different learning needs.</p> <p>-The introduction of the Personal Tutor Scheme across MSA has allowed for students to discuss non-curriculum issues with a member of MSA staff. This has allowed for students to be signposted to Student Services and the IRFs/RARs have been more extensively used to support different learning needs.</p>

<b>Race</b>	<p>This year within the 14 ethnicities acknowledged within the UG programmes, 36.0% of students identify as white and a further 30.8% identify as white- Scottish. Students identifying as Chinese form 8.9% of the overall cohort a small percentage of students</p>
	<p>identifying as Asian (5.6%), Arabic (1.7%), Black or Black British African (2.0%).</p> <p>-MSA's commitment to a supportive and inclusive learning environment is fundamental to the school/programme ethos of engendering graduates who are independent thinkers able to successfully collaborate with a diverse range of partners both within and outwith the architectural profession. The B'Arch(Hons) Programme pursues equality and diversity, understanding the need to enhance and continually evolve the programme in relation to external factors and student demographics.</p> <p>- Decolonisation of the curriculum continue within MSA through the review and revision of curriculum content and delivery. The updating of course resources in conjunction with Library Resource List team is part of the CAF revisions to course documentation. Updating of course reading lists and materials in line with current course content systematically is an action in the B'Arch QEAP.</p> <p>-The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p> <p>- The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum.</p>
<b>Religion or Belief</b>	<p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>-The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p>
<b>Sex</b>	<p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>-The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p> <p>-We are actively encouraging a greater gender balance within the teaching staff within the Post Graduate school.</p>
<b>Sexual orientation</b>	<p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>-The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p>

<b>Any other groups</b> (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic	MSA offer a part-time mode combining full-time study with part-time work within an architectural practice, increasing access for students who are self-reliant in terms of funding and living costs. MSA work closely with GSA Open Studio to deliver portfolio classes to potential applicants from lower socio-economic backgrounds and have consistently met widening participation targets.
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Status (SES); Asylum Seekers; British Sign Language Users, etc)	
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**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**

<b>Age</b>	The length of the course (minimum of 5 years to achieve Diploma) may explain for the small number of students in the category 40 +.
<b>Disability</b>	No negative impacts have been identified
<b>Gender reassignment</b> (covers Trans identities)	No negative impacts have been identified
<b>Marriage and Civil Partnership</b> (only applicable to staff)	No negative impacts have been identified
<b>Pregnancy and Maternity</b>	While there are a range of digital learning resources and the Canvas to support students with caring and employment responsibilities, the course does demand regular physical attendance.
<b>Race</b>	No negative impacts have been identified
<b>Religion or Belief</b>	MSA social events, while providing non-alcoholic beverage options, the alcohol based social culture can be problematic for students from certain backgrounds and requires consideration and action.
<b>Sex</b>	No negative impacts have been identified
<b>Sexual orientation</b>	No negative impacts have been identified
<b>Any other groups</b> (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	<p>While the programme incurs additional costs in the form of a study trips in each Stage, preparation for a physical Degree Show in Stage 3, and regular model making/ drawing materials, may be a challenge in terms of student costs, MSA endeavour to minimise student outlays including free hire of drawing boards in Stage 1 and promotion of the GSA Laptop Loan Scheme.</p> <p>MSA offer a part-time mode combining full-time study with part-time work within an architectural practice, increasing access for students who are self-reliant in terms of funding and living costs.</p>

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

This assessment and the actions that emerged from it support:

**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 MSA has recently participated in the GSA Estates audit of the Bourdon and a University of Cardiff led space evaluation, to explore possibilities for developing our teaching spaces. The MSA's explicit focus on ethics, diversity and inclusion in our curriculum, and foster inclusivity through a mutually respectful, supportive, collaborative studio culture.

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

While every effort is made to recruit diverse staff, the MSA's staff has a high retention rate, so the pursuit of staff diversity in support of this outcome is a long term effort. This outcome is addressed through an active effort to

provide a wide range of voices through visiting lecturers, for example for the MSA Friday Lecture series, guests at teaching events, such as the Stage 4 Urban Housing Forum and at all reviews throughout the school.

**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 MSA has a strong network of alumni and visiting staff, along with a strongly organised and supported Professional Year Out programme, where a majority of students undertake Part 1 placement year in an architectural office. Additionally a majority of MSA staff are working professionals, as well as guest speakers, guest reviewers, provides students with access to professional networks and the opportunity speak to and present their work to a wide range of professional practitioners. This offers students who may face persistent inequality access to supportive industry partners, who actively recruit MSA graduates. The GSA's scholarship awards and hardship funds also support this equality outcome.

## **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?**

This programme advances equality of opportunity through catering for a broad range of needs, supporting students from all protected characteristics to participate in architectural education.

The programme has embedded equality, diversity and inclusion within the themes advertised on the website, within the curriculum, within the briefs and within the staff engaging with the students and guests invited to participate in the delivery of the courses which mainstreams equality diversity and inclusion while fostering positive relations between all staff and students.

The programme is aware of different ways of learning and supports this through a variety of different teaching modes and delivery and provides a diverse and inclusive range of teaching support, working closely with the library to achieve this which further fosters positive relationships.

## **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

<b>Action</b>	<b>Equality Impact / Protected Group</b>	<b>Person Responsible</b>	<b>Time frame</b>	<b>Updates/ Completion</b>
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Introduction of revised Personal Tutor Scheme	All students including those with protected characteristics	Project Lead: MSA Head Professional Studies	Intro/pilot Session 2023/24	Review MSA Planning Week June 2024
Student led awareness event about alcohol free social activities.	Religion or Belief	Lead Reps and ADL	Semester 1 2023/24	Review with Lead Reps in Semester 2

Gender identities discussion event	Gender Reassignment	MSA Learning, Teaching and Assessment Committee	Semester 1 & 2 2023/24	Review at MSA Staff Training June, 2024
Personal Tutor Session on signposting to Student Support Dept	All Students	ADL/UGPL/ PGPL	Semester 1	Review MSA Planning Week June 2024

<p><b>Next review date</b> – please consider any outstanding actions outlined above;</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- 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</li> </ul>	<p>Actions will be reviewed as part of the QEAPs and PMARs each year. Next review semester 1 (Nov. 8, 2024.)</p>
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<b>Signed off by Owner/Review Lead:</b> Robert Mantho (MSA ADL)	25.10.23
<b>Signed off by Senior Lead:</b> Alan Hooper (MSA UGPL)	19.10.23
<b>Signed off by Equality Lead:</b> Svetoslava Sergieva, Equality Officer	24.10.23
<b>Signed off by Education Committee</b> Rachel Dickson, Deputy Director Academic	10/04/24