

**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)	Co-Lab
<b>New or reviewed</b>	New
<b>Owner/Review Lead and role</b>	Katy West, FYE Coordinator
<b>School</b>	Academic Development, MSA, SoD, SoFA, SIT
<b>Date of assessment</b>	13/10/23

<b>1. Course Outline and Characteristics</b>	
<b>Course Outline</b> (please provide a brief outline of the course)	<p>This course introduces students to sustainable creative practice. It is designed to bring students together from across the schools and programmes of GSA to foster community and enable them to explore their potential as emergent creative practitioners through research, studio-based making, and collaborative encounters.</p> <p>The course will enable students to explore ideas and contexts around making through disciplinary, interdisciplinary, and collaborative learning. It will support students in developing creative and critical approaches to making work and to reflect upon how behaviours, actions and choices may contribute to community, change and sustainable creative practice.</p> <p>Through the course, students will work with support and guidance from tutors within their programme and across GSA. They will develop an awareness of the context within which their chosen discipline operates and its relationship to other disciplines across GSA and the wider creative community.</p> <p>The course will culminate in a celebration and presentation of work produced in response to the course theme and shared project brief.</p>
<b>Modes of Study</b>	<p>This course is designed as a studio and project-based course. It uses a range of learning and teaching methods to support students to engage in explorative and collaborative learning. These include: briefings, talks, studio-based making, disciplinary and interdisciplinary workshops, tutorials, lectures, and seminars, peer review, critiques and presentations of work.</p>

Independent learning skills will be supported and developed through guided activities and digital learning resources made available on the Co-Lab Course Canvas site.

In line with the new CAF, the shared Year 1 curriculum will be reduced to include one interdisciplinary, 20 credit unit. The reform process will ensure that all programmes' stage 1 aims and ILOs continue to be met through the reconceptualised programme structure and component courses. The course will continue to introduce students to 'graduate skill and attributes' as outlined in school-wide documentation.

Programmes to be included within the new course are:

**Mackintosh School of Architecture:** BArch (Hons) Architecture

**School of Design:**

- BA (Hons) Communication Design
- BA (Hons) Fashion Design
- BA (Hons) Interior Design
- BA (Hons) Silversmithing & Jewellery Design
- BA (Hons) Textile Design
- BA (Hons) Interaction Design

**School of Fine Art:** BA (Hons) Fine Art

**Continuing Education:** International Foundation Programme

**School of Innovation & Technology:**

- BDes (Hons) Product Design
- BSc Immersive Systems Design

Two programmes are exceptions from the proposed curriculum reform due to their nature either as articulated direct entry programmes or programmes which are delivered in collaboration with the University of Glasgow. These are:

- BEng/MEng (Hons) Product Design Engineering
- BEng/MEng (Hons) Civil Engineering with Architecture

**2. Evidence used when undertaking this assessment** – please make a reference to your programme/course -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*

Protected Characteristic	Course profile for 2021/22
Age	10% <18 80% 18 - 21 <1% >40
Gender	70% Female 29% Male <1% Other
Domicile	> 50% Scotland

	20% Overseas 18% UK < 10% EU
Ethnicity	70% White (white Scottish, white other) 13% Chinese 12% Other ethnic background (mixed, white, black, Asian, Arab) 5% Do not share or do not know
Disability	80% declare no disability 20% declare a disability
Religion	69% No religion 14% Christian religion 8.3% do not share 6% Muslim, Buddhist, Hindu 5% Spiritual and other religions
Sexual orientation	60% Heterosexual 18% do not share 16% Bisexual 3.5% Gay 2.5% Other

The above data is helpful in gaining an overview of the Year 1 student cohort and insight into the new students enrolling at GSA to undertake UG courses.

**Key to note:**

- 10% of students on the course are under 18 years of age. Whilst this has little impact on the day-to-day delivery of the course, it is important to remind all staff of GSA's safeguarding policy in advance of the course delivery.
- As this data does not define types of disabilities it is imperative to consult and share appropriately all RAR's in advance of the course delivery to ensure different types of disabilities are accommodated in the course delivery. This is particularly pertinent when students are invited to work across campus and engage with new staff and peers.
- When developing cross-disciplinary working groups it is best practice to endeavour to make these groups representative of the range of student's backgrounds, ages and genders.
- When developing curriculum seek to amplify a range of voices from varying backgrounds to ensure diverse perspectives are integral to the course and reflect the wide-ranging student cohort.

**3. a) Major changes introduced to the course 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 course structure, please insert (or attach) two diagrams which illustrate:

This new Co-Lab course has evolved from previous Year 1 cross-school courses and brings with it experience of delivering a shared course across all schools at GSA. Whilst this is a new course, its structural changes are not substantive but align closely with the existing Co-Lab courses (2019 – 2024). That said the EQA for the

existing Co-Lab courses has not been updated since 2017 and therefore this new course, aligning with the CAF, is a timely opportunity to produce an up to date EqIA.

The major changes introduced to the course since the most recent EqIA:

- There will now be 1 (not 2) 20 credit, 4-week course.
- As a result of the Mack fire the course and thematic is no longer centred on the Mackintosh Building but has taken a timely opportunity to embed sustainability as an overarching theme in the course.
- There is no longer an essay assignment at the summative assessment point. The summative assignment is visuals with annotations documenting work made in response to the project brief, focussing on the making processes and student's creative wellbeing. There will be less emphasis put on written work, (in response to student feedback to date,) which we understand will present a levelness across the student cohort in acknowledgment of the introductory nature of the course.

**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:**

<b>Student Recruitment</b>	Documentation of work produced by students undertaking Co-Lab courses has been used to promote Year 1 at GSA for incoming students at programme level and through GSA comms.
<b>Programme Academic Induction</b>	The courses provide students with a range of academic inductions from within programmes and in addition from support staff at GSA, (including library, archives, TSD, student support and sustainability).
<b>Curriculum</b> (contents, diversification, and decolonisation)	The course directly addresses the development of inclusive curriculum, as well as inclusive learning and teaching practices. This includes current debates and initiative around sustainable practice and collaborative encounters. Themes around climate and social justice, anti-racism, decolonisation, and diversification are central to this course's curriculum.
<b>Learning and Teaching Approaches</b> (activities and practices)	Activities and practices are studio-based and will explore a range of teaching approaches that are explanatory, discursive, making-based, and reflective. Learning activities and media utilised within the course are designed to be inclusive and accessible and can be provided in alternate formats as reasonable adjustment require.
<b>Assessment and Feedback Methods</b>	Assessment and feedback are designed to be clear and supportive and provide constructive feedback to enable the students to develop and improve their practice.
<b>Learning Resources</b>	Learning resources include books, journals, films, images and use a Padlet to layout the framework for students to explore and discover further resources to inform their projects and work. This range of resources is used to support engagement with a wide range of debates, research and scholarship, as well as supporting a variety of learning approaches to engaging with core content.
<b>Support for Students</b> (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)	Whilst aspects of this course aim to be collaborative and inter-disciplinary/schools based, the students maintain close contact with their own programme tutors and designated pastoral tutor.  In addition, this course will be an opportunity to introduce students to the range of support available for them through GSA's student support services, including Learning Support and Report and Support services.
<b>Staff Development</b>	Staff who teach on the course are active participants in a cross-GSA course supporting communities of practice ensuring currency in both knowledge and practice. Staff who teach the course have opportunities to work alongside colleagues from different programmes and schools supporting peer-led staff development.

<b>Any other relevant areas</b>	-
---------------------------------	---

**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>	<p>The course is targeted at an introductory level for new art students.</p> <p>10% of students on the course are under 18 years of age. Whilst this has little impact on the day-to-day delivery of the course, it is important to remind all staff of GSA's safeguarding policy in advance of the course delivery.</p>
<b>Disability</b>	<p>As students are invited to work across campus and engage with new staff and peers it is imperative to consult and share appropriately all RAR's in advance of the course delivery to ensure different types of disabilities are accommodated in the course delivery.</p> <p>In designing the course, 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.</p> <p>Learning activities, resources, assessment and media utilised within the course are designed to be inclusive and accessible and can be provided in alternative formats as reasonable adjustment require.</p>
<b>Gender reassignment (covers Trans identities)</b>	The course does not negatively nor positively impact students as a result of this protected characteristic.
<b>Marriage and Civil Partnership (only applicable to staff)</b>	The course does not negatively nor positively impact students as a result of this protected characteristic.
<b>Pregnancy and Maternity</b>	In designing the course, the course team have been cognisant of ensuring that the structure of the course supports part time engagement and allows for students to take reasonable leave of absence. This would apply to any student requiring leave due to pregnancy or maternity.
<b>Race</b>	The course directly addresses the development of inclusive curriculum. Themes around climate and social justice, anti-racism, decolonisation, and diversification are central to this course's curriculum.
<b>Religion or Belief</b>	The course does not negatively nor positively impact students because of this protected characteristic.
<b>Sex</b>	The course does not negatively nor positively impact students because of this protected characteristic.
<b>Sexual orientation</b>	The course does not negatively nor positively impact students because of this protected characteristic.
<b>Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</b>	The course does not negatively nor positively impact students because of any of these characteristics.

**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>	10% of students on the course are under 18 years of age. Whilst this has little impact on the day-to-day delivery of the course, it is important to remind all staff of GSA's safeguarding policy in advance of the course delivery.
<b>Disability</b>	As students are invited to work across campus and engage with new staff and peers it is imperative to consult and share appropriately all RAR's in advance of the course delivery to ensure different types of disabilities are accommodated in the course delivery.
<b>Gender reassignment</b> (covers Trans identities)	No
<b>Marriage and Civil Partnership</b> (only applicable to staff)	No
<b>Pregnancy and Maternity</b>	No
<b>Race</b>	No
<b>Religion or Belief</b>	No
<b>Sex</b>	No
<b>Sexual orientation</b>	No
<b>Any other groups</b> (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	Whilst no negative impacts are anticipated for students based upon any of their protected characteristics, we recognise that as a result of the course design and the learning, teaching and assessment methods employed there may be unknown and unanticipated barriers to participation and success. As such the course will undertake a review of this EqIA annually within the PMAR process.

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

In response to GSA's '21-25 Equality Outcomes this assessment considers and actions the following points:

*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.*

**The course will seek to foster support for students on the course and nurture a safe and supportive learning environment for all.**

*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 course will maintain both a physical and digital learning environment to facilitate students who may not be able to attend campus for any reason, at any point during the course, and in addition be a helpful resource for students who need to revisit aspects of the course curriculum.**

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

**Bringing in additional staff to support the course in acknowledgment of its newness to students and interdisciplinary and collaborative approach.**

*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 focus of the course seeks to provide a caring creative community in which students may develop their sustainable creative practice. This will introduce students to GSA's graduate skills and attributes and support them on their journey to become lifelong learners.**

**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?**

- *Eliminate discrimination, harassment and victimisation*

This course includes the introduction of themes around diversity and inclusivity and seeks to create a culture in which respect for self and others is understood and practiced; where identity-based ignorance or prejudice is challenged and confidence promoted. This includes signposting students to GSA's new 'Report and Support' initiative.

- *Advance equality of opportunity*

&

- *Foster good relations between people who share a relevant protected characteristic and those who do not?*

This course seeks to create an inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for during its 4-week delivery.

**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
Course Monitoring and Evaluation	Given the proposed amendments to the course ongoing review will be undertaken to identify and mitigate any inadvertent negative equality impacts.	Course Coordinator	Annually	

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

- 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

In developing this EqIA we recognise the need for regular review in order that any unanticipated barriers to participation and/or success be identified and responded to as we move to deliver the revised course from January 2024. This will be built into our review processes through PMAR annually as identified within section 8 above.

<b>Signed off by Owner/Review Lead</b> (Katy West, FYE Coordinator)	12/10/23
<b>Signed off by Senior Lead</b> (Katie McKee)	12/10/23
<b>Signed off by Equality Lead</b> – Svetoslava Sergieva, Equality Officer	13/10/23
<b>Signed off by Education Committee</b> – Rachel Dickson, Deputy Director Academic	10/04/24