

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)	Diploma in Architecture + Master of Architecture (by Conversion)
<b>New or reviewed</b>	Reviewed
<b>Owner/Review Lead and role</b>	Robert Mantho, Isabel Deakin
<b>School</b>	Mackintosh School of Architecture
<b>Date of assessment</b>	25-10-23

<b>1. Programme Outline and Characteristics</b>	
<b>Programme Outline</b> (please provide a brief outline of the programme)	<p>The Diploma and Master of Architecture (by Conversion) programmes form part of the Post Graduate School within the Mackintosh School of Architecture. This assessment considers how the current operation of these programs address the duties outlined in the Equality Act 2010 and the Equality Action 2010 (Specific Duties) (Scotland) Regulations 2012.</p> <p>The Diploma of Architecture course is Part 2 accredited and provides exemption from the Part 2 of the Examination in Architecture ARB/RIBA. It is a 2 year course with the first year combined with the B'Arch (Hons) final year. There is a part time option which allows students to work part time within an architectural office whilst studying. This option takes 3 years to complete the Diploma programme.</p> <p>Students who complete the Diploma programme have the opportunity to undertake the Master of Architecture (by Conversion) programme. The programme takes an additional 15 weeks (1 semester) of full time study or 2 semesters of part time study.</p>
<b>Modes of Study</b>	Full time & Part time

<p><b>2. Evidence used when undertaking this assessment – please make a reference to your programme-specific EDI data and any other relevant evidence</b></p> <p>- please <b>ensure all data is either presented in percentages only, or that any numbers smaller than five are presented as '&lt;5'</b> to allow for adequate data analysis and trend review without breaching any Data Protection Regulations</p> <p><b>Note:</b> <i>provisions for protected groups must be made regardless of current numbers, however, data is still used to inform action and measure progress</i></p>
<p>Evidence used: PMAR data provided by GSA taken from the Student HESA return and internal records from 28.10.2022 covering a 5-year period. Equality Impact Assessment from 2017.</p> <p>Results:</p> <p><b>AGE</b> The average age of students within post graduate programmes has stayed consistent over a 4 year period with the majority of students aged between 22 and 39 years old.</p> <p><b>DOMICILE</b> The mix of students within the PG programmes has remained consistent and evenly split over a 4 year period with an equal mix of Scotland, RUK, EU and Overseas students.</p> <p><b>ETHNICITY</b> In session 2021-22 within the 14 ethnicities acknowledged within the PG programmes, 37.1% of students identified as white and a further 17.45% identify as white- Scottish. Students identified as Chinese formed 15.2% of the overall cohort a small percentage of students identified as Asian (7.9%), Arabic (2.2%), Black or Black British African (2.8%). There has been a slight increase over 4 years of the number of Black or Black British African students attending (2.2% in 2018-19) and a slight reduction in the number of Chinese students attending (17.3% in 2018-19). Overall the post graduate programme students identify predominantly as white.</p> <p><b>SEX IDENTIFIER</b> The gender balance has remained consistent over a 4 year period and is currently sitting at 55.6% female, 42.1% male, 2.2% unknown.</p> <p><b>DISABILITY</b> The number of students identifying as having a disability has steadily increased over 4 years with 18.5% identifying in this session compared to 9.7% in 2018-19.</p> <p><b>RELIGION OR BELIEF</b></p>

In session 2021-22 the majority of the PG cohort have identified as non-religious which is similar to previous years. There is a slowly growing community of Buddhist which has risen from 3.1% last session to 3.9% this session.

#### **SEXUAL ORIENTATION**

The largest group is Heterosexual with 68.5% of the cohort identifying in this category. Over the 5 year period there has been an increase from 1.6% to 6.7% of students identifying as Bisexual and a reduction in the numbers of students identifying as a Gay Man (7.0% in 2018-19 down to 3.9% this session) and Gay Woman/ Lesbian (1.1% in 2019-20 down to 0.6% this session).

#### **SCOTTISH INDEX OF MULTIPLE DEPRIVATION (SIMD) QUINTILE**

This session students were identified within quintile 1(5.3%) and 3 (3.5%) (1 being most deprived, 5 least deprived) with all students within the Diploma of Architecture programme. This is significantly less than the proportions of students identified in undergraduate years.

**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 have taken the opportunity which exists with the implementation of GSA's Common Academic Framework (CAF) to make some major amendments to the Diploma In Architecture Programme.

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.

There has been a comprehensive courseware review and all course and programme documentation has been amended. These amendments support MSA's three strategic challenges of climate change, increased equality and diversity, and future practice. The revised courseware documents have enabled MSA to more accurately reflect the breadth and depth of learning delivered through the Programme while embedding equality, diversity and inclusion within our programme and course documentation. The courseware is written in clear and accessible language aligned across programmes and courses ensuring that applicants, students, staff, and visitors have access to comprehensive and coherent information on MSA's curricula, pedagogical approach, and school ethos. This is evident in the Programme aims and Intended Learning Outcomes where inclusive and ethical considerations are part of the core learning for students.

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. These enhancements will have an impact on the credit weightings of two courses currently within the programme with the detailed delivery taking place as part of the revisions to the Programme and Course content. 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.

The changes are highlighted in the following diagram:

BEFORE AMENDMENTS				
Programme Title: DIPLOMA IN ARCHITECTURE, MASTER OF ARCHITECTURE BY CONVERSION				
M'ARCH CONV 60 Credits SCQF 11	SPECIALIST STUDY 60 Credits / Semester 1			
STAGE 5 120 Credits SCQF 11	FINAL DESIGN THESIS 60 Credits / Semester 1 & Semester 2	ARCHITECTURAL TECHNOLOGY 5 30 Credits / Semester 1 & 2	PG ELECTIVE 20 Credits / Semester 2	PROFESSIONAL STUDIES 5 10 Credits / Semester 1 & 2
STAGE 4 120 Credits SCQF 10	STUDIO WORK 4 60 Credits / Semester 1 & 2	ARCHITETURAL TECHNOLOGY 4 20 Credits / Semester 1 & 2	RESEARCH PROJECT 4 30 Credits / Semester 1 & Semester 2 Semester 1 & 2	PROFESSIONAL STUDIES 4 10 Credits / Semester 1 & 2

AFTER AMENDMENTS				
Programme Title: DIPLOMA IN ARCHITECTURE, MASTER OF ARCHITECTURE BY CONVERSION				
M'ARCH CONV 69 Credits SCQF 11	SPECIALIST STUDY 60 Credits / Semester 1			
STAGE 5 120 Credits SCQF 11	FINAL DESIGN THESIS 60 Credits / Semester 1 & Semester 2	ARCHITECTURAL TECHNOLOGY 5 30 Credits / Semester 1 & 2	PG ELECTIVE 20 Credits / Semester 2	PROFESSIONAL STUDIES 5 10 Credits / Semester 1 & 2
STAGE 4 120 Credits SCQF 10	STUDIO WORK 4 60 Credits / Semester 1 & 2	ARCHITETURAL TECHNOLOGY 4 30 Credits / Semester 1 & 2	RESEARCH PROJECT 4 20 Credits / Semester 1 & 2	PROFESSIONAL STUDIES 4 10 Credits / Semester 1 & 2

Decolonialisation 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 and has been undertaken with an emphasis on equality, diversity and inclusion.

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.

A pilot project for a Summative Assessment Submission window for academic session 2023-24, 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:**

<b>Student Recruitment</b>	All interviews at Undergraduate and Diploma level were removed as part of the selection process. This limits the possibility of unconscious bias in the interviewing process and also removes potential cultural barriers for applicants.
<b>Programme Academic Induction</b>	-MSA's academic inductions include verbal, and visual materials to communicate to students the details of the courses that comprise the programme. Timetables, staff introductions, programme structure, course content, assessment information, the personal tutor scheme, and a discussion of peer learning and the studio as a learning resource. This induction is supported on Canvas with key links, documents, and videos available for reference.

	<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 everyone’s contributions.</p>
<p><b>Curriculum</b> (contents, diversification and decolonisation)</p>	<p>-Stage 4 studio theme ‘Living in Agreement’ highlights the diversity of lived experience in the city of Glasgow. Staff and students explore the spatial requirements and architectural consequences which stem from a broader synthesis of the city, its diversity of inhabitants, and the challenges of the climate emergency upon which a more sustainable, just, and equitable city relies. This theme extends to the Architectural Technology and Professional Studio courses.</p> <p>-The Stage 5 theme ‘The Ethical City’ asks students to consider the ethical issues surrounding architecture responding to contemporary social and cultural challenges. This theme extended across all the subjects in Stage 5 drawing in Professional Studies and Architectural Technology to allow students to understand the connections across the subjects and to place the ethical responsibilities of the architect.</p> <p>-Studio timetables have been revised to include morning and afternoon sessions to discuss studio activities and address issues raised during the day’s studio session.</p> <p>-Collaborative studio projects develop key collaborative skills while also facilitating peer interaction and helping students to develop interpersonal communication skills.</p> <p>-Working with peers from across the cohort, increases the sense of community and belonging.</p> <p>- A range of design review models have been utilised to promote student engagement, critical thinking and discourse encouraging critical reflection on the part of the students. Specific review models have been used to address student anxiety, allowing students to develop presentation skills, while mitigating negative impacts.</p> <p>-The new courseware documentation has been designed to support the mainstreaming of equality, diversity and inclusion. This is evident in the language used, the intended learning outcomes within each course and the programme, indicative content and assessment methods.</p>
<p><b>Learning and Teaching Approaches</b> (activities and practices)</p>	<p>-Studio timetables have been revised to include morning and afternoon sessions to discuss studio activities and address issues raised during the day’s studio session.</p> <p>-Studio teaching includes a range of activities, from paired tutorials, specialist workshops, external contributors from diverse disciplines and backgrounds, designed peer learning and varied teaching delivery. This varied approach recognises that learners have different strengths, and attempts to provide learning models to address this diversity.</p> <p>-Collaborative studio projects develop key collaborative skills while also facilitating peer interaction and providing as active studio environment in the school.</p> <p>- A range of design review models have been utilised to promote student engagement, critical thinking and discourse encouraging critical reflection on the part of the students. Specific review models have been used to address student anxiety, allowing students to develop presentation skills, while mitigating negative impacts.</p> <p>-Lecture based courses are developing the delivery mode to provide more seminar formats and discussion groups where appropriate which supports students with different learning needs.</p> <p>-Canvas provides all the relevant information for all the courses to allow students to work asynchronously.</p>

<p><b>Assessment and Feedback Methods</b></p>	<p>-The development of consistent and coherent Intended Learning Outcomes at Programme and Course level supports students understanding of the assessment process. The introduction of 6 learning domains that have been introduced to every course within MSA further supports students understanding of what they are learning and what the assessment is. It highlights the progression through the programme and the building of skills and knowledge for all students and brings clarity to the assessment and feedback methods.</p> <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 belonging.</p>
<p><b>Learning Resources</b></p>	<p>-Programme staff now deploy Canvas to deliver curriculum information and materials using a diverse range of delivery modes 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, an essential aspect of mainstreaming equity and diversity.</p>
<p><b>Support for Students</b> (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)</p>	<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 inductions include information regarding the Report and Support online tool, stressing the support students experiencing difficulties can receive in resolving issues.</p>
<p><b>Staff Development</b></p>	<p>-Staff attended training that included 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>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. These were integrated into the discussions which took place as part of the School Forum.</p>
<p><b>Any other relevant areas</b></p>	<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>	<p>The average age of students within post-graduate programmes has stayed consistent over a 5 year period with the majority of students aged between 22 and 39 years old.</p> <ul style="list-style-type: none"> <li>-MSA offer a part-time mode which allows a student to work part time within an architectural practice whilst also undertaking the Diploma course. This extends the course to 3 years part time compared to 2 years on the full-time course.</li> <li>-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.</li> </ul>
<b>Disability</b>	<p>The number of students identifying with a disability on the course is as follows:  DIPLOMA = 18.6%  M'ARCH CONV = 20.7%</p> <p>There has been an increase in the number of students identifying as having a disability since the EQIA in 2017.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>-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.</li> <li>-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.</li> <li>- We advertise on the GSA website within the Diploma of Architecture that we operate an 'inclusive studio culture' and states as follows:  'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</li> </ul>
<b>Gender reassignment (covers Trans identities)</b>	<ul style="list-style-type: none"> <li>-The information provided on the website for the Diploma course states that we operate an 'inclusive studio culture' and states as follows:  'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</li> </ul> <p>We actively support this within the studio and courses delivered within the Diploma and Masters by Conversion programme.</p>
<b>Marriage and Civil Partnership (only applicable to staff)</b>	N/A
<b>Pregnancy and Maternity</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>-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.</li> <li>-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.</li> </ul>
<b>Race</b>	<p>This year within the 14 ethnicities acknowledged within the PG programmes, 37.1% of students identify as white and a further 17.45 identify as white- Scottish. Students</p>

	<p>identifying as Chinese form 15.2% of the overall cohort a small percentage of students identifying as Asian (7.9%), Arabic (2.2%), Black or Black British African (2.8%).</p> <p>-The information provided on the website for the Diploma course states that we operate an 'inclusive studio culture' and states as follows:  'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</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> <p>The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p>
<b>Religion or Belief</b>	<p>-The information provided on the website for the Diploma course states that we operate an 'inclusive studio culture' and states as follows:  'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</p> <p>We actively support this within the studio and courses delivered within the Diploma and Masters by Conversion programme.</p>
<b>Sex</b>	<p>-The information provided on the website for the Diploma course states that we operate an 'inclusive studio culture' and states as follows:  'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</p> <p>We actively support this within the studio and courses delivered within the Diploma and Masters by Conversion programme.</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> <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 information provided on the website for the Diploma course states that we operate an 'inclusive studio culture' and states as follows:  'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</p> <p>We actively support this within the studio and courses delivered within the Diploma and Masters by Conversion programme.</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> <p>The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics. We are actively encouraging a greater gender balance within the teaching staff within the Post Graduate school.</p>
<p><b>Any other groups</b> (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p>-The information provided on the website for the Diploma course states that we operate an 'inclusive studio culture' and states as follows: 'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.' We actively support this within the studio and courses delivered within the Diploma and Masters by Conversion programme.</p>

<p><b>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></p>	
<p><b>Age</b></p>	<p>-To join this programme, applicants need to have completed the B'arch degree or the first 3 years of a B'arch (Hons) degree. -The length of the course (minimum of 5 years to achieve Diploma) may explain for the small number of students in the category 40+.</p>
<p><b>Disability</b></p>	<p>No negative impacts have been identified</p>
<p><b>Gender reassignment</b> (covers Trans identities)</p>	<p>No negative impacts have been identified</p>
<p><b>Marriage and Civil Partnership</b> (only applicable to staff)</p>	<p>No negative impacts have been identified</p>
<p><b>Pregnancy and Maternity</b></p>	<p>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.</p>
<p><b>Race</b></p>	<p>No negative impacts have been identified</p>
<p><b>Religion or Belief</b></p>	<p>No negative impacts have been identified</p>
<p><b>Sex</b></p>	<p>No negative impacts have been identified</p>
<p><b>Sexual orientation</b></p>	<p>No negative impacts have been identified.</p>
<p><b>Any other groups</b> (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p>-The programme gives students the opportunity to undertake a study trip to a European City and although this is not mandatory it does incur additional costs and for some students from out with the UK/EU may require a visa in order to travel. The course is designed so that desktop research and a personal research plan is carried out in advance of the study trip which allows any student not attending the trip to participate in all the relevant research. The preparation for a physical Degree Show in both Stage 4 and Stage 5, and regular model making/ drawing materials incur additional costs. This could disadvantage students from a low socio-economic status. The Degree Show layout has been developed to reduce printing costs for each year. - we offer a part time mode but a student must work part time within an architectural practice whilst also undertaking the Diploma course.</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:

*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.

*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.

*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, and guest reviewers, providing students with access to professional networks and the opportunity to 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 fosters good relations between people who share relevant protected characteristics and those who do not.

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 good 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

Action	Equality Impact / Protected Group	Person Responsible	Time frame	Updates/ Completion
Review the part time course and the modes of study to allow for more flexibility for students to undertake the Diploma course.	Age, Disability, Gender Reassignment, Pregnancy and maternity, Carers	Post Graduate Programme Leader	CAF implementation 2024-25	The Part time mode of study remains within the Diploma of Architecture programme. Further modes of flexible learning continue to be investigated but the implementation of this has been removed from the Common Academic Framework Implementation timeline.

<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)	05/12/2023
<b>Signed off by Senior Lead</b> Isabel Deakin (MSA PG PL)	02/12/2023
<b>Signed off by Equality Lead</b> – Svetoslava Sergieva, Equality Officer	25/10/2023
<b>Signed off by Education Committee</b> Rachel Dickson, Deputy Director Academic	10/04/24