

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)	International Foundation Programme Cert HE (SCQF 7 – 120 Credits)
New or reviewed	Reviewed
Owner/Review Lead and role	Conor Kelly (C.Kelly@gsa.ac.uk) - Programme Leader
School	School of Fine Art
Date of assessment	10/10/23

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief outline of the programme)	<p>The International Foundation (Cert HE (SCQF 7 – 120 Credits) is a one year programme that introduces the study of Art and Design to students from a variety of educational backgrounds. The constituent courses of the programme introduce students to the basic principles of Art and Design through studio-led practice, whilst supporting the development of key communication skills employed in creative practices in Higher Education. The programme provides specialised projects and tuition by a dedicated staff team in the International Foundation studios. The programme supports students’ emerging creative practices and provides tailored teaching in preparation for specialist undergraduate study.</p> <p>Completion of the International Foundation supports students’ applications for entry into Year 2 of GSA undergraduate degree programmes.</p>
Modes of Study	Full 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*

- This assessment uses evidence from a range of sources including:**
- Previous programme level Equality Impact Assessment (Sep 2018)
 - Consultation with GSA Equality Officer (04/11/22)
 - Staff/Student Consultation
 - Glasgow School of Art Equality Outcomes 2021-2025
 - PMAR Equality & Diversity statistics 2018/19, 2019/20, 2020/21, 2021/22
 - Student Equality Monitoring Reports 2018/19, 2019/20, 2020/21, 2021/22
 - Staff Equality Monitoring 2018/19, 2019/20, 2020/21, 2021/22
 - Advance HE Strategy 2021 – 2024
 - Scot Gov Race Equality Project
 - 1998 Human Rights Act - Equality and Human Rights Commission

3. a) Major changes introduced to the programme since the most recent EqIA (where applicable) – please provide an overview and make reference to how those changes

have affected EDI issues (either positively or negatively)

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

The programme is undergoing a **Major Amendment** to its constituent courses as part of a wider academic reform at the Glasgow School of Art to create a Common Academic Framework (CAF). The changes include the introduction of new 10 and 20 credit courses that support the development of key communication skills specific to the study of undergraduate Art and Design. Below are diagrams of the current programme structure (2022/23) and the structure after the proposed amendments.

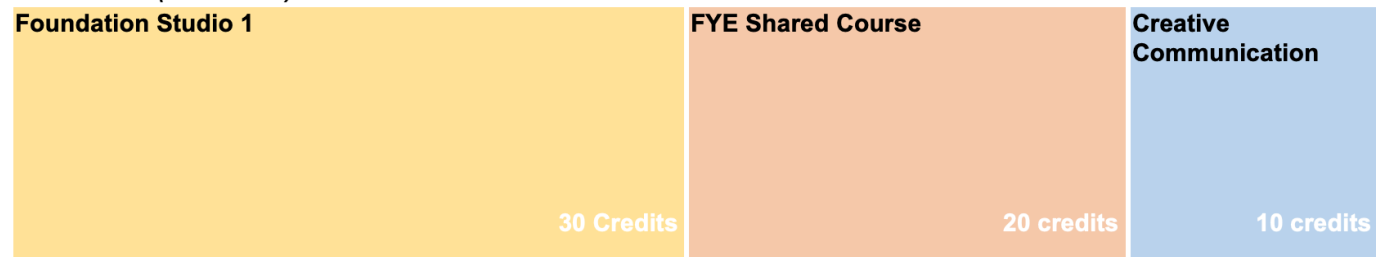
Current Provision (2022/23) - Stage 1 (120 credits) SCQF 7

(Delivery over Semesters 1 and 2)

Foundation Studio Art and Design (only for students with IELTS under 6.0 who are taking the Foundation English course) 60 credits	Foundation English (for students with IELTS under 6.0 not taking the Extended Studio course) 20 credits	Co-Lab 1 (All students) 20 credits	Co-Lab 2 (All students) 20 credits
Foundation Studio Art and Design with Extended Studio (only for students with IELTS over 6.0. Students do a <u>20 credits</u> extended studio project instead of taking the Foundation English course.) 80 credits			

Proposed Changes for Academic Year 2024/25 - Stage 1 (120 credits) SCQF 7

Semester 1 (60 credits)



Semester 2 (60 credits)



The changes have been made with a view to making a positive impact to EDI issues, in particular the better support of an international cohort of learners from diverse educational and cultural backgrounds. The proposed amendment better streamlines the integration of English language provision with studio-led creative practices. This streamlining allows our overseas students to have greater opportunities and access to the undergraduate experience at the GSA.

Foundation Studio 1 (FS1) / Foundation Studio 2 (FS2)

The studio-led teaching on the programme is now delivered through 2 distinct courses. FS1 aims to introduce learners to the fundamentals of creative practice through diverse approaches to 2D and 3D making whilst FS2 supports specialist study across Architecture, 2D/3D Design and Fine Art.

Creative Communication (CC1) / Communication in Context (CC2)

The new suite of communication courses supports international students in the development of key skills in effective communication within a creative context. The courses are delivered through differentiated teaching to ensure a greater parity of experience for students using English as a second language.

FYE Shard Course

This 20-credit course supports the sharing of practice between students across the Glasgow School of Art. Students from diverse cohorts come together in a 'First Year Experience' to engage in a collaborative project.

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	Although the programme answers to the School of Fine Art Board of studies, the programme sits within the school's Open
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	<p>Studio and recruits international learners from diverse backgrounds and prepares them for undergraduate study across all GSA schools. The programme is designed to promote an internationalised cohort and ensures that international students form an integral part of the GSA.</p>
<p>Programme Academic Induction</p>	<p>The Programme induction utilises a range of resources to ensure the removal of any barriers to inducting students. All key information is provided verbally and in print.</p>
<p>Curriculum (contents, diversification and decolonisation)</p>	<p>The curriculum is reviewed by programme staff and external partners in annual cycles. A process of decolonising and diversifying the contents of project briefs, lectures, and course bibliographies is ongoing. Key references and texts are sought outside the 'canon' to ensure that international learners enjoy parity of experience.</p>
<p>Learning and Teaching Approaches (activities and practices)</p>	<p>The studio staff continue to innovate L&T approaches in tandem with our English for Academic Purposes (EAP) staff to ensure that the delivery of teaching is fit for purpose and inclusive for a range of learners and their respective backgrounds. Communication is made using calibrated written and verbal communication to ensure students have every opportunity to understand their learning on the programme. Particular attention is paid to removing barriers for overseas students, ensuring that staff remove the use of colloquialisms from speech during teaching.</p>
<p>Assessment and Feedback Methods</p>	<p>The programme uses clear and transparent modes of assessment and feedback and utilises a range of assessment methods to ensure that students</p>
<p>Learning Resources</p>	<p>Students are provided with clear and understandable inductions to GSA Library facilities and bibliographies are available through the Keylinks system.</p>
<p>Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)</p>	<p>In Academic Year 22/23 all programme studio staff undertook a 2-day training in 'Leading First Aid in Mental Health' (SCQF Level 6 Award). The programme operates a Student Pastoral Tutor Scheme and has been commended by partners (External Examiner 22/23) on the quality of programme level pastoral care. The staff have worked in tandem with colleagues in Student Support to ensure Reasonable Adjustments are made for learners that require them. Our programme-level student handbook signposts the various support from Student Service and Compassionate Distress Response Service. Staff ensure early intervention is made in respect of students with protected characteristics.</p>

Staff Development	<p>To prepare for the programme amendments, the PL attended training sessions by AdvanceHE in 'Inclusive and Equitable Assessment and Feedback'.</p> <p>In addition to the completing Mental Health First Aid training as outlined above, programme staff are committed to the development of their own teaching practice. To date all programme staff have completed training on:</p> <ul style="list-style-type: none"> • 'Leading First Aid in Mental Health' • 'Identifying and Responding to Student Mental Health Problems' • 'Safeguarding' • 'Unconscious bias'
Any other relevant areas	

4. How have you ensured the programme being assessed is advancing positive impact on the protected characteristics? – please address each protected characteristic individually	
Age	<p>The age profile is consistent with a Year 1 (SCQF Level 7) undergraduate programme at the GSA with students aged 18 forming the largest group (46.9% average in 2018-22) with students aged 19-20 in second place (34.6% average for the same period) and students in age range 16-17 at 8.6% for the same period). Over the same period students aged 25-39 averaged at 3.7% with students aged 22-24 at 3.7%.</p>
Disability	<p>Students who identify as disabled can play a part in the design of their learner journey by drafting a Reasonable Adjustment form with Student Support to tailor their learning. The RA is used to ensure that barriers to disability are removed and students identifying as disabled can access the same opportunities as other students on the programme.</p> <p>Staff can also ensure that disability is embedded in the curriculum by introducing the work of artists and designers that identify as disabled in secondary research sources in project briefs. Staff also embed designing for disability into the curriculum highlighting the needs of disabled users when students are engaging in design process.</p>
Gender reassignment (covers Trans identities)	<p>Staff must ensure appropriate pronouns are used for students who identify as transgender or who are undergoing gender reassignment. The programme has a range of learners from</p>

	<p>different backgrounds which may include different social attitudes to trans people, in this situation, our staff can take a leadership role in ensuring that the studio remains a safe space for all students who are impacted by gender reassignment. Staff can ensure that the curriculum does not marginalise students identifying as Trans or non-binary.</p>
Marriage and Civil Partnership (only applicable to staff)	<p>PL must actively ensure that staff members who are married or in civil partnerships are not discriminated against and that any new members of staff are treated equally and in a non-discriminatory manner.</p>
Pregnancy and Maternity	<p>Staff and students should be directed to the school's Pregnancy and Maternity Policy. Good cause procedures can be used to accommodate students who are pregnant.</p>
Race	<p>The programme is designed for an international cohort of learners from diverse backgrounds and the ethos of the studio is an inclusive one where differences in ethnicity are celebrated and promoted. By design, the programme welcomes students from diverse ethnic group and domiciles and facilitates their transition into Higher Education in Scotland through a suite of scaffolded courses that bridge studio practice with language and communication.</p> <p>Between 2018-2022 the largest percentage ethnic groups were 34 Chinese (49.4% average) and 39 Other Asian Background (21% average). These statistics are consistent with the regions where the GSA's international recruitment is most focussed. These ethnic groups are followed by Asian or Asian British – Indian (3.7% average), Information refused (4.9% average) 10 White (7.4% average) and Arab (2.5% average).</p> <p>Decolonising the curriculum</p> <p>The core curriculum was amended in 2018 to ensure higher representation of people from minority ethnic backgrounds. This process must be reviewed and revised at regular intervals to ensure that marginalised voices and the history of marginalised ethnic groups form part of our curriculum. Alongside introducing artist and designers that reflect truly diverse historical and contemporary contexts, staff use resources such as the Anti-Racism Curriculum Project (https://www.advance-he.ac.uk/anti-racist-curriculum-project/project-guide) can introduce students to alternative approaches to viewing the history or art and design in the context of Critical Race Theory (https://www.advance-he.ac.uk/sites/default/files/2021-</p>

	<p>10/3%20Introduction%20to%20Critical%20Race%20Theory.pdf) which ‘offers an account of society based on systemic, deep-rooted racist oppression that saturates our judgements to the extent that all but the most extreme racism appears normal and unexceptional, simply ‘business as usual’ - Delgado and Stefancic (2001).</p> <p>Cultural differences in approaching race and racism Staff on the programme have encountered instances where students inadvertently use images, language and gestures that can be perceived as racist tropes or stereotypes. This is the consequence of learners coming from educational backgrounds with differences of approach to understanding and tackling racism. Staff have encountered students inadvertently using references to people from other ethnic groups (particularly Black African) that constitute racism. The school has an opportunity to educate international students, sometimes for the first time, about the nature of racism and its impact on society.</p> <p>Action: The programme can embed equality and diversity through its induction activities that clearly identifies racist language and behaviours.</p> <p>The PL must ensure staff on the programme are familiar with the Equality and Equity toolkit provided by the Government’s Scottish Race Equality Project (https://education.gov.scot/media/cail41kg/equality-and-equity-toolkit-aug21.pdf) to ensure that students on the programme encounter a space where equality is promoted by both staff and students.</p>
<p>Religion or Belief</p>	<p>Due to the international make-up of the cohort, the programme has a range of representation from different world religions. The programme remains a place where student’s beliefs are protected and respected, where they experience a non-discriminatory, mutually respectful learning environment and feel that their beliefs are respected at the GSA.</p>
<p>Sex</p>	<p>Approach to ‘the canon’ The programme staff reviewed the list of historical and contemporary references to artist and designers for each studio project. The aim of the review was to ensure greater parity between male and female artists and to highlight discriminatory practices as evidenced through the historical</p>

	<p>canon. Staff will continue to ensure that the introduction of new materials promotes equality.</p>
<p>Sexual orientation</p>	<p>The programme curriculum highlights the work of LGBTQIA+ artists and designers. The learning and teaching promotes equality and diversity through inviting students to question the under-representation of marginalised groups throughout historical and contemporary practice.</p>
<p>Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p>Freedom of Expression</p> <p>Students on this programme are recruited from a variety of countries, some of which have poor records of human rights. Where the school actively recruits students from countries where freedom of speech is prohibited then it is the duty of staff on the programme to embed freedom of expression into the curriculum. According to the Equality and Human Rights Commission, ‘Freedom of expression is a key part of the higher education experience. Sharing ideas freely is crucial for learning and allows students to think critically, challenge and engage with different perspectives. Therefore, HEPs should encourage discussion and exchange of views on difficult and controversial issues.’</p> <p>Higher education providers in Scotland have a legal duty to protect freedom of expression for their students and employees and for visiting speakers.</p> <p>The Human Rights Act 1998 says that all public bodies have to comply with the rights set out in the European Convention on Human Rights (ECHR). This includes Article 10, which protects the right to freedom of expression. Article 10 protects your right to hold opinions and express them freely without interference from public bodies. In connection with freedom of expression, HEPs are public bodies for the purpose of the Human Rights Act 1998.</p>

<p>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</p>	
<p>Age</p>	<p>To date the programme has not attracted any learners in the 40+ age range. The programme could look to recruit learners who are in the older age range as this brings greater diversity to the cohort. The lack of representation from older age groups could have a negative impact on the diversity of the</p>

	<p>student cohort and may act as a barrier for learners from older age groups.</p> <p>Mitigation: Raise with student recruitment and remove barriers for applicants from older age groups through student recruitment.</p>
Disability	<p>In the period 2018-2022, there was an 8.6% average of students on the programme who identified as disabled. This stands in contrast to wider school statistics for the same period where 23.3% of students identified as disabled.</p> <p>The lower average can, in part, be attributed to the diverse range of students' backgrounds where different perceptions of disability and different approaches to the disclosure of disability exist. These differences are often cultural and staff work consistently to educate students on taboos and stereotypes surrounding mental health in particular. It is worth noting that during this same period, a consistent number of students required interventions from programme staff and student services in relation to range of mental health issues including but not limited to anxiety disorders, eating disorders and depression; conditions outlined under Instance Code 55: 'A mental health condition such as depression, schizophrenia or anxiety disorder'. In many of these instances, staff have learned of student's reluctance or inability to discuss new and pre-existing mental health issues and the students were often reluctant or unable to identify the issues they faced as symptomatic of a disability.</p> <p>Mitigation: Student Handbook and Student Induction to openly discuss mental health and signpost options for well-being and pre-emptive steps available to new students.</p>
Gender reassignment (covers Trans identities)	<p>Male/Female toilets for current studio provision in McLellan Galleries may have negative impact on trans identities and fail to positively promote trans rights among student cohort.</p> <p>Staff on the programme await the GSA's <i>Design Policy for an Accessible and Inclusive Campus</i> to be published by the Estates team.</p> <p>Mitigation: Raise issue with Estates department.</p>
Marriage and Civil Partnership (only applicable to staff)	<p>No negative impact</p>

Pregnancy and Maternity	No negative impact
Race	<p>Student Diversity As a result of the overseas fee status of the programme, the student profile shows a much higher percentage of students identifying as minority ethnic or minority ethnic background when viewed in the context of wider statistics across the GSA. Between 2018-2022, 84% of IFP students identified as minority ethnic. The high concentration of minority ethnic groups represented in the programme cohort, whilst very positive at a local level, may potentially ‘distort’ or misrepresent levels of diversity across the institution.</p> <p>Diversity is key to the success of a programme such as ours and the international aspect of the programme must be more than in name only. When the programme level statistics are examined, we see that the cohort is made up of students from minority ethnic backgrounds, but they are drawn from very narrow band of HESA groupings. In academic year 2022/23, 94% of students identified as HESA 34 ethnic Chinese. Going forward, the programme must ensure that it is able to recruit from a broad pool of applicants so that students enter the programme in the knowledge that their educational journey is shared by a truly diverse cohort of learners. At programme level, there are no instances of students from African and Caribbean ethnicities.</p> <p>Action: Whilst only limited intervention can take place a programme level, the PL can raise the issue of diversity with Registry and partners in international student recruitment.</p> <p>GSA Equality Progress 2021 According to the GSA Equality Progress Report 2021, ‘the under representation (staff and student) of men or women and people from Black and Ethnic Minority (BAME) backgrounds is common across many of GSA’s programmes. However, a range of positive actions have been identified at a local level addressing recruitment, marketing, and working with current students, professional bodies and external partners to identify and address the factors that lead to under representation including the dynamics through which subjects have themselves become gendered or colonised.’ (7.4)</p>

	<p>Action: Staff and students must actively engage with the disparity in representation across the school ensuring the issue is highlighted until positive change is enacted across the school.</p>
<p>Religion or Belief</p>	<p>Students may be negatively impacted if there are planned learning and teaching activities that coincide with religious festivals or activities.</p> <p>Action: Early timetabling and sign-posting by staff should mitigate against instances where a student’s religious beliefs would have a negative impact on their learning.</p>
<p>Sex</p>	<p>Male to Female Ratio</p> <p>The programme consistently recruits more female students than male which creates a less diverse learning environment for all students.</p>
<p>Sexual orientation</p>	<p>In the period 2018-2022 the programme recorded no instance of students identifying as either Gay Man or Gay Woman/Lesbian. This points to a lack of diversity in relation to sexual orientation.</p> <p>Action: The PI and programme staff can use the GSA website to more actively recruit applicants that identify as Gay Man and Gay Women/Lesbian.</p>
<p>Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p>Refugees, Asylum and Immigration</p> <p>The programme has a poor track record of recruiting students who are refugees or asylum seekers in Scotland.</p> <p>Action: Can the PL supported by GSA find funded places for asylum seekers or is there a way the school can offer one free place for every 10 privately funded places? PL to raise with Head of Open Studio and other stakeholders.</p>

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

The nature of the programme and the way in which it facilitates the learner journey of a diverse international cohort meets Equality Outcome 1 as it actively fosters and supports a ‘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.’

Our commitment to adapting and tailoring our curriculum in the interest of promoting equality and diversity ensures we meet EQUALITY OUTCOME 2 which asks that we 'continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity'. As a staff we recognise that a '[hidden curriculum](#)' disadvantages learners from minority groups and we must ensure that all aspects of the learning environment are viewed through the lens of equality.

Ensuring that students who identify as minority ethnic progress into Year 2 undergraduate programmes will help meet 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'). It is imperative that these students fuse with wider student cohorts and are not faced with the barrier of being 'zoned off' solely within international facing programmes. It is also important for the programme to recruit from diverse backgrounds so that one ethnic background is not favoured over others.

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?**

The outcome of this assessment and the actions taken as a result seek to eliminate discrimination, harassment and victimisation by identifying areas of potential negative impact (age, race, disability, gender reassignment, asylum seekers) and putting in place mitigating actions that ensure any barriers to equal opportunity of learning are removed from within the scope of the programme.

The positive actions in relation to race, gender, disability and freedom of expression are intended to advance equality of opportunity both at programme level and across the wider school. The values promoted at programme level will have a knock-on effect as our students progress into specialist undergraduate programmes in Architecture, Design and Fine Art.

The programme serves to foster good relations by preparing our students to practice in an intersectional community that is home to diverse learners from diverse backgrounds with equally diverse life experiences. The staff promote good relations by agreeing to act as leaders in the discussion surrounding equality and diversity at programme level and beyond. This requires courage and willingness on the part of staff to take account of their activities, identifying strengths in relation to equality and being honest about the existence of potential barriers to students with protected characteristics.

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
<p>PL supported by GSA can research funded places for asylum seekers or identify a mechanism whereby the school can offer one free place for every 10 privately funded places. PL to raise with Head of Open Studio and other stakeholders.</p>	<p>Impact on 'other groups'</p>	<p>PL, Senior Management, other stakeholders</p>	<p>June 2023</p>	
<p>Male-Female toilets may create barriers for students identifying as Trans - raise issue with Estates department.</p>	<p>Gender Reassignment</p>	<p>PL, Estates Dept</p>	<p>Nov 2022</p>	
<p>Staff can mitigate against future under-representation of minority ethnic staff and students across the school by actively acknowledging</p>	<p>Race</p>	<p>PL, programme staff</p>	<p>Ongoing</p>	

<p>the disparity in representation. This can ensure the issue is fore-fronted for all stakeholders until positive change is enacted across the school.</p> <p>Low instance of certain groups - The PI and programme staff can use the GSA website to more actively recruit applicants that identify as Gay Man and Gay Women/Lesbian.</p> <p>The programme staff can raise with Registry and Student Recruitment to identify ways to encourage older learners to apply to the programme and identify other streams of entry for applicants in older age groups.</p> <p>Lack of Diversity in minority ethnic grouping - Whilst only limited intervention can take place at programme level,</p>	<p>Sexual Orientation</p> <p>Age</p>	<p>PL, Student recruitment, Marketing team</p> <p>PL, Registry, Student recruitment</p>	<p>June 2023</p> <p>July 2023</p>	
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the PL can raise the issue of diversity with Registry and partners in international student recruitment.	Race	PL, Registry, Student recruitment	July 2023	
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<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 	September 2025
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Signed off by Owner/Review Lead Conor Kelly ,Programme Leader	21/11/23
Signed off by Senior Lead Shona Paul , Head of Professional and Continuing Education	24/11/23
Signed off by Equality Lead – Svetoslava Sergieva	24/11/2023
Signed off by Education Committee Rachel Dickson, Deputy Director Academic	10/04/24