

THE GLASGOW SCHOOL OF ARTS 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)	MDes Design Innovation
New or reviewed	New
Owner/Review Lead and role	Academic Leads: Mafalda Moreira, Iain Reid, Ruth Cochrane
School	Innovation School
Date of assessment	21/07/2023

1. Programme Outline and Characteristics

<p>Programme Outline (please provide a brief outline of the programme)</p>	<p>The MDes in Design Innovation is a one-year masters programme with eight specialism awards: Service Design, Citizenship, Interaction Design, Circular Economy, Future Heritage, Environmental Design, Transformation Design and Collaborative Creativity. This programme is generally characterised by intense group work and live projects with real organisations either from the third sector, government, voluntary sector and non-profit organisations, for example.</p>
<p>Modes of Study</p>	<p>Full-time</p>

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*

As well as the data provided by GSA covering equality and diversity specific to our programme, we make use of a full range of anecdotal evidence from student interactions, including interviews with applicants, and formal feedback mechanisms such as student rep meetings with Student Representatives, SSCCs and Boards of Studies.

Key issues and trends in 2021-22 include:

- The majority of our students identify as female (76% in 2021-22, 80% in 2020-21) showing a rising proportion from 46% (2018-19) as student numbers have increased.
- Chinese students represent 76% of the cohort (64% in 2020-21), a higher percentage than 2018-19 (62%), and a much larger proportion of applicants to our programme. Numbers of White students (14% in 2021-22, and 10% in 2020-21) also rose slightly in comparison to 2018-19 (7%). Numbers of Asian British Indian were lower (2% in 2021-22) than those in 2018-19 (9%) and higher in 2020-21 (12%). This fluctuation can be attributed to the pandemic.
- While this is accounted for partly through the overall increase in student numbers, the actual number of Scottish and EU students and applicants has been declining since the removal of all SFC PGT funding scholarships:
 - o 4% Scottish students (6% in 2020-21, 9% on 2018-19);
 - o 7% of students from the European Union (4% in 2020-21, 10% on 2018-19);
 - o 83% of overseas students (87% on 2020-21, 81% on 2018-19)
- Similarly, to 2018-19, most students identify as heterosexual (average of 68% in 2021-22, average of 64% in 2020-21) and 23-22% refuse to provide data. However, anecdotal evidence from students' projects and discussions during tutorials show a high level of awareness and inclusion of LGBTQ+ identities. The high number of students choosing not to reveal their sexual preference may be due to cultural differences and worries over how the data might be used. We are committed to raise awareness amongst our students on why we gather equality data, how important it is to

inform our learning and teaching activities and how we use it. As we discuss ethics in practice in our programme, raising this awareness is also part of it.

- Data suggests we recruit very few disabled students, however, 5% of students reported having a disability (13% in 2020-21). This number is higher than the 3% reported in 2018-19, and using anecdotal evidence and reflecting on changes in the content of our curriculum this can be interpreted as a rising awareness of disability and the public profile of our programme in research and social media channels.
- 52% of students are aged 22-24 (47% in 2020-21, 67% in 2018-19), 32% of students are aged 25-39 (44% in 2020-21, 22% in 2018-19), and 2% are over 40 years old (4% in 2020-21, 1% in 2018-19). This fluctuating data is not yet conclusive to form a trend in age groups of future cohorts.

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

Since the most recent EqIA, programme changes include:

- a revision of our assessment forms for assessment clarity to include visual and text-based information accounting for staff and students' cognitive diversity.
- a revision of reading lists in line with previous work developed alongside the Library and other schools such as Sim Vis on decolonising the curriculum to offer diverse sociocultural geographical perspectives on key thematic areas of our curriculum.
- revision of stage 1 delivery to embed discussions and activities on ethics in practice throughout studio 1 course. This is key due to the focus of our programme. This revision was co-created with teaching staff who co-delivered Stage 1 across campus, aiming to contribute to a consistent student experience in both campuses.
- implementation of GSA-wide Personal Tutor Scheme to support students in their experience by offering an individual point of contact in teaching staff.

3. b) Please outline how you have advanced/are advancing the principles of Equality, Diversity and Inclusion and how you have addressed any EDI-related issues within the following:

Student Recruitment	Our programme is informed by social innovation frameworks and theories from the Social Sciences and related to critical thinking, diversity and inclusion. The programme's interviews with applicants often include topics related to ethics in practice, design justice, social complexity and sustainability, pushing our EDI agenda forward. This will help the teaching team manage the expectations of applicants and
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	<p>assess their capacity to engage with EDI issues, contributing to the success of future cohorts.</p> <p>The programme’s promotion materials range from text to subtitled video formats reaching diverse audiences. These also show a range of cultural diversity, ethnicity, gender, and geographical origin of students and members of staff.</p>
<p>Programme Academic Induction</p>	<p>The programme’s academic induction includes verbal, text-based and visual content communicating to students their academic journey (e.g., timetables, staff introduction, personal tutor scheme, brief overview of specialism courses and what it means to engage in studio-based learning.)</p> <p>A live induction is supported by Canvas with key links, documents, and videos.</p> <p>The academic activities during the programme’s induction week aims to create a sense of community in the cohort and introduce the students to foundational aspects our programme using a mix of in-person, virtual, individual, group, asynchronous and synchronous activities.</p> <p>Beyond the variety of activities its themes often include:</p> <ul style="list-style-type: none"> - sharing and understanding students and staff expectations for the programme and content - introducing positionality and practical exercises that explore the role of ethics in the practice of design innovation, - and exploring bias and assumptions related to learning and professional roles and pathways.
<p>Curriculum (contents, diversification and decolonisation)</p>	<p>As referred above, the programme’s content has a strong and continuous component of ethics in practice, positionality and bias in relation to project practices and professional conduct. Common project practices for this programme include engagement with members of diverse communities (including marginalised individuals and minorities). So the programme places a strong focus on inclusive engagement practices across specialisms.</p> <p>Every year, a series of talks brings diverse speakers from areas like Public Sector, Finances, Environment, Governance and Technology addressing themes that include inclusivity, diversity, design justice, health and wellbeing, social inclusion. This is intended to offer our students a variety of perspectives to enrich their professional development.</p> <p>Part of building the programme’s curriculum includes staff to co-teach and co-plan Stage One from the diversity of professional/academic experience and backgrounds of teaching staff. Recognising that the group of teaching staff is predominantly White, the use of reading lists seeks to further diversify the curriculum. The latter was informed by work developed between students and staff to review our readings lists and diversify them.</p> <p>Students with English as a second language and neurodivergent students might feel the challenge of intense group work and the need to process it in their own time. Because group work is foundational to the programme, there are timetabled moments of self-directed study that can also be used to accommodate the needs of these students.</p>

	<p>The programme benefits from a close relationship with the Schools' Research Team who often share with our students their practices and knowledge, contributing to our EDI agenda.</p>
<p>Learning and Teaching Approaches (activities and practices)</p>	<p>For students who have experience of more prescriptive approaches to timetabling, or more descriptive briefs, the transition to this programme can be challenging. Stage One introduces students to this approach in stages with each project and activity building on the previous ones so that when the final, assessed, project is introduced, students have experience of managing their time and directing their own studies. Regular group tutorials, and individual tutorials where needed, and the Personal Tutor Scheme, ensure that guidance is provided to enable students to build confidence in time for their Stage Three project.</p> <p>With the support of technology, the programme's learning and teaching includes remote and live teaching across campuses contributing to student proximity between campuses. Canvas, video conference and video recording platforms also ensure accessibility to those who cannot attend due to illness (eg. Covid-19) or any other circumstances that temporarily prevent students from attending the campus. Access to recorded subtitled material and text-based information before classes enables neurodivergent students and those with English as a second language to gain familiarity with academic material before it's discussed in class.</p> <p>The programme's approach to learning and teaching includes frequent discursive moments during tutorials often embedded with discussions around sustainability (eg. social sustainability) and ethics in practice.</p>
<p>Assessment and Feedback Methods</p>	<p>The students' comments on assessment and feedback methods from the Student Experience Survey are overall positive with students sharing that they feel supported.</p> <p>The assessment forms and assessment supporting materials on project documents, for example, provide textual and visual examples to cover different learning styles. These materials are shared with students for a better understanding of assessment and contribute to a greater alignment between the team of assessors.</p> <p>Additionally, and in response to other Student Survey comments: The alignment between assessment criteria and ILOs introduced in project briefs is in continuous revision to ensure clarity to our students.</p> <p>Assessment formats are varied throughout the programme and include written, visual and verbal components.</p> <p>Formative feedback is offered to students informally during studio conversations which can include written notes or diagrams created by staff members. Formal formative moments include live or recorded student presentations and Peer-Review sessions, offering a range of comments aimed to 'feed-forward' the student's work. Part of this conversational format of feedback is a note-taking buddy system encouraging students to take notes for each other and share these.</p> <p>Summative assessment includes live and recorded presentations to staff and the submission of written and visual work. During summative presentations the note-</p>

	<p>taking system is still encouraged and formal comments from staff are uploaded on Canvas SpeedGrader.</p> <p>The use of Canvas announcements at the end of an assessment period (formative or summative) is also a resource to offer general feedback to the whole cohort.</p>
<p>Learning Resources</p>	<p>The use of Canvas helps ensure that students are given key information and allows staff to add useful resources to advance the quality of the curriculum or respond to needs identified during lectures or group tutorials, or questions that arise informally in the studio. The programme’s resources range from academic papers, books, reports, articles, podcasts, practice case studies found online or brought by project partners and speakers, previous lectures and talks on Planet E-stream, discussions boards on Padlet and Miro, to name a few. This variety is aimed to offer relevant information in different format to match the different learning styles of students. Our students in need of extra support (e.g. due to dyslexia) have at their disposal software provided by the Library.</p> <p>As a result of previous work on decolonizing our reading lists, these are frequently reviewed not only to ensure their relevance but also to ensure a diversity of perspectives on similar themes.</p> <p>Most sources in our reading lists tend to be accessed through virtual library catalogues or other online resources to ensure access is possible to students at our Highlands Campus where access to physical libraries is difficult.</p> <p>Although Winter School is not a mandatory activity for students, its international component contributes to widen our students critical, discursive and cultural perspectives, and their international networks by developing work across different countries and universities. The winter School has a virtual component to increase its accessibility and in-person component that contributes to expose students to different cultures of practice.</p>
<p>Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)</p>	<p>The Student Pastoral Tutor Scheme is successfully implemented offering students close support with an assigned member of staff. Personal tutors aim to help students reflect and enjoy their student experience and also direct students to Student Support Services when needed.</p> <p>At our Highland Campus in Forres, the rural context gives rise to some risk of social isolation and loneliness in the student body as well the potential to feel removed from the wider GSA community. To mitigate this, academic staff augment central GSA induction activities to include opportunities to engage with local Forres community throughout induction week. They have also instituted an annual Summer Show as a focal point to build community relationships and offer ongoing support with transport, food and accommodation challenges in collaboration with our Operational colleagues. Additionally, teaching staff based in Glasgow plan visits to the Highlands campus to connect with students in person (one example included Core Research Methods tutorial in situ).</p> <p>RARs, extensions and good cause forms offer students an opportunity to safely share their needs, granting teaching staff with information to implement reasonable adjustments that are considerate and inclusive. Students are encouraged to communicate with staff regarding absence whether this is to adhere to religious holidays, to fulfil carer responsibilities or attend medical appointments.</p>

	<p>The SSCC (Student Staff Consultative Committee) and Education Committee are two other mechanisms for student support. These are places for students to offer feedback and discuss with staff matters related to teaching and learning practices, the social and physical environment of the programme, its structure and policies.</p>
<p>Staff Development</p>	<p>The following development opportunities had a positive impact to update programmes pedagogical approaches from an EDI perspective:</p> <ul style="list-style-type: none"> - Members of staff attended training that included Trans Awareness, Unconscious Bias, Neurodiversity at work, Complaints Handling, for example. - Programme Leads attended a workshop lead by GSA and UAL entitled Belonging in Assessment, a compassionate approach to assessment. - Staff members were encouraged to attend GSA Learning and Teaching conference: 'Creative Curriculum: Supporting Creative Practice and Practitioners for the 21st Century' exploring a range of themes from innovation in curriculum, equality, diversity and inclusion and cocreation and student partnership. <p>Due to the topical nature of this programme, the teaching team often shares with each other resources and case studies or attend conferences that include EDI themes or EDI-adjacent themes.</p>
<p>Any other relevant areas</p>	<p>The research interests of staff can be identified as being aligned with EDI since these include the creation of policy, ethics in practice and social participation/inclusion, contributing to keep our learning and teaching curriculum at the forefront of discussion.</p> <p>Recent programme changes included two approved proposals for academic year 24-25: transfer the award in Transformation Design from our Highlands Campus, to our Glasgow campus, and; close the award in Collaborative Creativity.</p> <p>The transfer of the award in Transformation Design from our Highland Campus is not expected to cause any impact in our cohorts. It will, however, increase their access to diverse players and voices related to their projects.</p> <p>The closure of the award in Collaborative Creativity is not expected to cause a negative impact on the programme. In the case of deferrals from current applicants, they will be offered a priority interview for another programme of their choosing. From the closure, a positive impact is expected as key content of Collaborative Creativity will be delivered in Stage 1 as foundation content for our programme. The Collaborative Creativity's foundational content includes in-depth discussions on collaboration through creativity, assets-based approaches, and participatory approaches which contribute to advance our programme's EDI agenda.</p>

4. How have you ensured the programme being assessed is advancing positive impact on the protected characteristics? – please address each protected characteristic individually

Age	Older students (i.e. mature students and returning students) are positively impacted by the programme by being exposed to state-of-the-art knowledge on research and practices related to Design Innovation. Working closely with younger cohorts will allow older students to update their working practices and tools.
Disability	<p>The nature of the programme attracts students with direct or indirect experience of disability.</p> <p>The programme explores a number of topics related to disability and encourages students to pursue personal research in these areas.</p> <p>The programme has hosted student-led projects on this characteristic, leading, for example to a GSA's Sustainability Prize for Universal Recognition thesis project.</p> <p>Additionally, Academic Leads have been liaising with Estates to create a Reflection Room so that all students and staff (not only those from protected groups) can have a place to recharge or retreat.</p>
Gender reassignment (covers Trans identities)	The programme has hosted student-led projects related to gender assignment and trans identities, and most staff took part in Trans Awareness training. This contributed to wider discussions across the programme on this protected characteristic.
Marriage and Civil Partnership (only applicable to staff)	Our members of staff range from being in a relationship to not being in relationship which offers different perspectives on social themes related to our curriculum and student projects.
Pregnancy and Maternity	GSA's leave of absence, student pregnancy and maternity policy facilitates maternity-related absence from the programme.
Race	<p>The programme saw an improvement in cross-campus collaboration and socialisation with the implementation of Stage 2 summer exhibition in the Highlands Campus, and the in-person Spring event of Winter School in Forres. Bringing together students from both campus, Germany, Spain and East Asia, has improved a sense of connection and encouraged greater curricular and extra-curricular heteronomy of project and social groups.</p> <p>Since the last EqIA, student project briefs included work with local communities (ex: Govanhill Baths) characterised by a wide variety of race and ethnic backgrounds, contributing to the development of inclusive work practices.</p>
Religion or Belief	In partnership with Estates, we are pursuing the creation of a Reflection room in our Glasgow Campus, which can give space for religious observations and prayer. Our Altyre campus doesn't have a dedicated space for these purposes but offers a range of spaces that are flexible enough to be adapted.
Sex	The programme's projects and critical discussions include and encourage a variety of gender related topics from an academic perspective which can also contribute to their personal pursuits related to sexual identity and society.

Sexual orientation	The programme has hosted several student-led projects related to sexual orientation which promoted wider discussions across the cohort on this protected characteristic.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	Work with organisations such as the NHS, Kibble, Police Scotland, Wellbeing Economy Alliance, for example, has ensured that disability, trauma, social exclusion and wellbeing are a focus of many student projects, guest talks and tutorial discussions.

5. Have you identified any negative impact on the protected groups? How have you mitigated it? – please address each protected characteristic individually, providing details of any undertaken actions

Age	The majority of our students age range is 22-24 years old, which can be interpreted that mature students attending the programme might feel compelled to take on more managerial and pastoral roles in their projects, which might impact their academic experience. This is mitigated with the encouragement of equal contribution to projects, discussions on positionality and bias among students to create personal responsibility and ownership over individual learning paths.
Disability	No issues apparent.
Gender reassignment (covers Trans identities)	No issues apparent.
Marriage and Civil Partnership (only applicable to staff)	No issues apparent.
Pregnancy and Maternity	The full-time and collaborative nature of the programme may indirectly discriminate against this group. To mitigate any negative impact in students under this group, we encourage the use Good Cause, leave of absence and put in place flexible adjustments when possible.
Race	Asian/Chinese students dominate the student body and applicants, and this has led to reported issues with their experience due to homogeneity of the cohort. This is a matter in continuous discussion with GSA's recruitment office and as a potential action, the programme leaders can't fully control its implementation or outcome.
Religion or Belief	No issues apparent
Sex	No issues apparent
Sexual orientation	No issues apparent

<p>Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p>The full-time and collaborative nature of the programme may indirectly discriminate against those with caring responsibilities. To mitigate any negative impact in students under this group, we encourage the use Good Cause, leave of absence and put in place flexible adjustments when possible.</p>
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6. How does the outcome of this assessment and the actions undertaken support GSA's [2021 - 2025 Equality Outcomes](#)

Our curriculum and focus on Ethical related practices and critical discussions directly support GSA's Equality Outcome 1 referring to dignity and respect for self and others.

The programme's hybrid and whole person teaching approaches, the support mechanisms (e.g. RAR and Personal Tutor Schemes) also directly support GSA's Equality Outcome 2. Adding to this is also the Academic Leads goal to implement a Reflection Room in our Glasgow based building for all staff and students. Due to its context, our Forres campus currently has spaces that can be used as such.

Contributing to Equality Outcome 4, the speakers and visiting staff who contribute to the programme, the organisational project partners, the degree show and exhibitions offer students the opportunity to network and showcase their work to industry which an open professional doors particularly to students facing persistent inequality throughout and beyond their student learning journey. The award of scholarship and GSA's hardship funds also contribute to this equality outcome.

The evaluation of our equality and diversity data allows us to identify a Race gap which is shared across the HE sector and PGT programmes. This results in an ongoing action to tackle this from the recruitment side and attempts to mitigate this through a variety of guest speakers and resources shares with students. However, while the programme's interests includes EDI themes, it is not always easy to identify students in financial hardship situations or with disabilities due to the sensitive nature of these issues. Teaching staff is aware of this and seeks to informally identify and address these issues with the support of Student Services and Students Association.

7. How does the outcome of this assessment and the actions undertaken support the three main duties GSA has under the Equality Act 2010 [Equality Act 2010](#) to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between people who share a relevant protected characteristic and those who do not?

Teaching and support staff seek to relate closely to students through a whole person approach to education which is linked to the many facets of sustainable development and innovation explored on this programme. With a whole person approach the programme emphasises, as referred above, critical thinking, constructive dialogue and creative friction, ethics in practice and reflexivity, and understanding the student's context culture and characteristics either through RAR's, Personal Tutors' roles or informal conversations. We believe this to have a positive impact in preventing discrimination, harassment and victimisation to happen within the programme. Although unlikely, in situations where discrimination, harassment and victimisation do happen, GSA's Student Misconduct guidelines and Student Services are useful resources which we used successfully in the past.

Project briefs and partners include organisations like the NHS, Kibble, Police Scotland, Wellbeing Economy Alliance, and the DHI (Digital Health and Care Institute) for example, who share their expertise in engaging with people from vulnerable groups and with relevant protected characteristics. This heightens our students' awareness to develop inclusive working practices within their cohort and with partners and participants of their projects.

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

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

Although the following are practices shared throughout the programme, the Academic Induction includes discussions on students' and staff's expectations for the programme, topics on positionality, bias and assumptions and its impact in project practices. This is aimed at encouraging our students to recognise difference and diversity during their practice, and contribute to a sense of recognition in students with relevant protected characteristics so they feel empowered to fully participate in the programme.

The programme's promotion videos and the graduates' final projects showcased in the Degree Show (virtual and in-person events) evidence the programme's inclusive outlook, aiming to attracting those who might otherwise feel they wouldn't fit in.

Contributing to our duty to foster good relationships between people who share relevant protected characteristic(s) and those who do not, are the RAR forms in the first instance, the Personal Tutor Scheme, the formal and informal discursive moments in class/studio, Winter School, student-led end of year Degree Show and Stage 2 summer exhibition in the highlands Campus. These activities have a highly social and relational component that can nourish good relations and a sense of collegiality among students and students and staff.

8. Action plan for positive impact on protected groups – please provide details on any outstanding actions for advancing EDI within your programme, which resulted from the above analysis

- please name an action owner and a timescale for completion
- please keep any completed actions from older versions of the EqIA and provide updates on any actions that have not yet been completed

Action	Equality Impact / Protected Group	Person Responsible	Time frame	Updates/ Completion
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Continue to pursue the implementation of a Reflection Room in the Haldane building	Disability, Religion or Belief	PGT Academic Leads	This is a matter in continuous discussion with GSA's Estates.	TBD
Continue to pursue a strategy to diversify the geographical origin and race of applicants to the programme.	Race	PGT Academic Leads	This is an existing matter across the sector and in continuous discussion with GSA's Recruitment office. Academic Leads can't fully control the implementation of this action.	TBD

<p>Next review date – please consider any outstanding actions outlined above;</p> <ul style="list-style-type: none"> - the whole EqIA form would need to be revised at Periodic Reviews, when there is a major change introduced to the programme, or at intervals of no more than three years (whichever comes first) - nevertheless, EqIAs must also be considered as part of the Programme Monitoring Annual Review (PMAR) process to ensure they are still relevant and the action plan is updated yearly 	October 2024
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Signed off by Owner/Review Lead (Mafalda Moreira, Iain Reid, Ruth Cochrane, PGT Academic Leads)	01/06/23
Signed off by Senior Lead (Gordon Hush, Head of School)	27/07/23
Signed off by Equality Lead (Svetoslava Sergieva, Equality officer)	21/07/23
Signed off by Education Committee (Rachel Dickson, Deputy Director Academic)	10/04/24