

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)	Master of Architectural Studies
New or reviewed	Reviewed
Owner/Review Lead and role	Robert Mantho, Isabel Deakin
School	Mackintosh School of Architecture
Date of assessment	25-10-2023

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief outline of the programme)	<p>The Master of Architectural Studies programme forms part of the Post Graduate School within the Mackintosh School of Architecture. This assessment considers how the current operation of this programme addresses the duties outlined in the Equality Act 2010 and the Equality Action 2010 (Specific Duties) (Scotland) Regulations 2012.</p> <p>The Master of Architectural Studies programme is a research and project driven programme operating across a number of Pathways providing a multi-disciplinary input. It is a one year (3 semester) taught programme which does not hold ARB/ RIBA Part 2 accreditation. The different pathways on offer are as follows: Urban Design, Creative Urban Practices, Urban Building, Digital Creativity, Energy and Environmental Studies, History and Theory of the City.</p>
Modes of Study	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</p> <p>- 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</p> <p>Note: <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. Results:</p> <p>AGE The average age of students within post graduate programmes has stayed consistent over a 4year period with the majority of students aged between 22 and 39 years old.</p> <p>DOMICILE The mix of students within the Masters programme this session was 93.3% overseas. This is consistent over a 4year period.</p> <p>ETHNICITY This year within the Masters programme the 71.4% of students were Chinese.</p> <p>SEX IDENTIFIER The gender balance has remained consistent over a 4year period and is currently sitting at 50% female, 46.7% male, 6.7% unknown.</p> <p>DISABILITY The number of students identifying as having a disability has remained consistent over 4 years with 7.1% identifying in this session.</p> <p>RELIGION OR BELIEF This year the majority of the Masters programme have identified as non-religious which is similar to previous years.</p> <p>SEXUAL ORIENTATION</p>
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The largest group is Heterosexual with 50% of the cohort identifying in this category with 14.3% identifying as Bisexual and 7.1% as other.

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 Masters of Architectural Studies 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.

In line with the requirements within the Common Academic Framework (CAF) the credit weighting and structure has been amended for four courses within semester 1 and 2. The 10 credit courses have been removed and all courses within semester 1 and 2 have an equal weighting of 20 credits.

The course names have been amended to support a clearer understanding of the requirements within each course and to avoid confusion.

The semester 2 course 'Project in the City' has been developed to provide cross disciplinary collaborative working with students across all pathways working together on a shared outcome. The introduction of this collaborative working builds on the pedagogic approach within the Undergraduate School and Diploma Programme.

BEFORE AMENDMENTS		
Programme Title: MASTER OF ARCHITECTURAL STUDIES		
STAGE 3 60 Credits SCQF 11	INDEPENDENT RESEARCH PROJECT 3 60 Credits	
STAGE 2 60 Credits SCQF 11	INDEPENDENT RESEARCH PROJECT 2 10 Credits	RESEARCH PAPER 2 30 Credits
STAGE 1 60 Credits SCQF 11	INDEPENDENT RESEARCH PROJECT 1 10 Credits	RESEARCH PAPER 1 30 Credits
		PG ELECTIVE 20 Credits
		CORE RESEARCH METHODS- RESEARCH PRIMER FOR ARCHITECTS 20 Credits

AFTER AMENDMENTS		
Programme Title: MASTER OF ARCHITECTURAL STUDIES		
STAGE 3 60 Credits SCQF 11	INDEPENDENT RESEARCH PROJECT - ADVANCED 60 Credits	
STAGE 2 60 Credits SCQF 11	INDEPENDENT RESEARCH PROJECT -INTERMEDIATE 20 Credits	PROJECT IN THE CITY 20 Credits
STAGE 1 60 Credits SCQF 11	INDEPENDENT RESEARCH PROJECT - PRELIMINARY 20 Credits	ELECTIVE RESEARCH PAPER 20 Credits
		PG ELECTIVE 20 Credits
		CORE RESEARCH METHODS- RESEARCH PRIMER FOR ARCHITECTS 20 Credits

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.

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:

Student Recruitment	<p>-The information provided on the internet is clear and easily understandable. There are numerous opportunities throughout the recruitment cycle to gain additional information about the programme and the different pathways, including discussions with current students, presentations from the Pathway Leaders, and Q &A sessions with the Admissions Co-ordinator. There are also a series of onboarding events for applicants that have accepted a place.</p> <p>Interviews are undertaken by staff across the school and staff are provided with interview training.</p>
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<p>Programme Academic Induction</p>	<p>-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> <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>Curriculum (contents, diversification and decolonisation)</p>	<p>-Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.</p> <p>- Decolonisation of the curriculum continue within MSA through the review and revision of curriculum content and delivery. The updating of course resources in conjunction with Library Resource List team is part of the CAF revisions to course documentation.</p> <p>- We have increased the number of people from diverse ethnic and cultural backgrounds contributing to the students learning at MSA. We have a diverse range of guests that are supporting students through events. We have developed an inclusive Friday Lecture Series which actively promotes a diverse range of voices, all of which is promoting an inclusive learning and teaching environment.</p> <p>-We are working with an architectural practice ‘New Practice’ which is a women and LGBTQ+ led practice on a live project within the City of Glasgow. Members of the practice will be supporting this project in Semester 2, 2023-24 session. This allows for a diversification of voices and the opportunity for students to collaborate on a project with a progressive architectural practice.</p>
<p>Learning and Teaching Approaches (activities and practices)</p>	<p>-The programme utilises a consistent and comprehensive Canvas structure that enables students to access information and curriculum materials in a recognisable format improving communication and accessibility, particularly for a student cohort with diverse learning needs.</p> <p>-Studio teaching includes a range of activities, from paired tutorials, specialist workshops, 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>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>Learning Resources</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>-All lectures delivered for credit bearing courses are either recorded and uploaded to Canvas for students to review or extensive notes are provided to support different learning needs.</p>
<p>Support for Students (e.g.</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</p>

implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)	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. The Programme Leader provides 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.
Staff Development	<ul style="list-style-type: none"> -Staff attended training that included Equality & Diversity, Unconscious Bias, Neurodiversity at work, Impact of Micro-behaviours, Identifying and Responding to Student Mental Health, De-colonising the Curriculum and others. -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. -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.
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>Through provision of 1 year/ 3 semester Masters programme as opposed to a 2 year Masters programme it provides more opportunities to a wider demographic.</p> <p>Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings</p>
Disability	<p>The number of students identifying with a disability on the programme is 7.1%.</p> <ul style="list-style-type: none"> - There has been an increase in the number of students identifying as having a disability since the EQIA in 2017. - 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. -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. -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. -Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.
Gender reassignment	-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

(covers Trans identities)	<p>signposted to Student Services and the IRFs/RARs have been more extensively used to support different learning needs.</p> <p>Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.</p>
Marriage and Civil Partnership (only applicable to staff)	N/A
Pregnancy and Maternity	No specific positive impact has been identified.
Race	<p>Within the programme there are a series of workshops to support students with English as a second language focusing on Architectural Studies and run by Student Support Services.</p> <p>The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p> <p>The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.</p>
Religion or Belief	The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.
Sex	<p>The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p> <p>The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.</p>
Sexual orientation	<p>The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics.</p> <p>The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long term goals. These were integrated into the discussions which took place as part of the School Forum.</p>

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<p>Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p>Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.</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>	
Age	No specific negative impact has been identified.
Disability	No specific negative impact has been identified.
Gender reassignment (covers Trans identities)	No specific negative impact has been identified.
Marriage and Civil Partnership (only applicable to staff)	No specific negative impact has been identified.
Pregnancy and Maternity	No specific negative impact has been identified.
Race	No specific negative impact has been identified.
Religion or Belief	No specific negative impact has been identified.
Sex	There is a lack of diversity of gender within the current teaching staff on the Masters programme.
Sexual orientation	No specific negative impact has been identified.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	-The programme incurs additional costs in the form of a preparation for a physical Degree Show in and regular model making/ drawing materials. This could disadvantage students from a low socio-economic status

<p>6. How does the outcome of this assessment and the actions undertaken support GSA's 2021 - 2025 Equality Outcomes</p>
<p>This assessment and the actions that emerged from it support: <i>OUTCOME 1: Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias is challenged.</i></p>

Through the promotion of our inclusive curriculum and teaching practice we aim to promote respect for self and others. We actively encourage peer support and a positive studio culture and facilitate this through the curriculum and group activities. We support mutual respect within our reviews and do not tolerate inappropriate behaviour. We encourage our students to voice their opinions and support their individual interests through the self-directed projects within the Masters programme. Any inappropriate behaviour can be reported to staff through a variety of mechanisms including through Class Reps, Lead Reps and more formal committee structures.

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.

Through the RARs and the Personal Tutor Scheme we aim to support all our students and create equal opportunities for them throughout the course. We actively promote an inclusive and accessible environment through our studio culture and through the support provided digitally via Canvas, the Virtual Learning Environment. We have established a variety of different teaching activities to provide students with different needs to feel comfortable and support diverse ways of learning.

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

Our Admissions strategy is designed to promote an inclusive approach and we actively encourage students from currently under-represented groups to apply. Through our variety of conversion events (both digital and physical) we recognise the diverse needs of all groups.

Through the Person Tutor Scheme and our inclusive curriculum and teaching methods we are supporting currently under-represented groups. Through our EDI working group, EDITT, we are providing an important space for all groups to participate in a wider discussion and look at ways to achieve successful outcomes.

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.

We have increased the number of people from diverse ethnic and cultural backgrounds contributing to the students learning at MSA. We have a diverse range of guests that are supporting students through events. We have developed an inclusive Friday Lecture Series which actively promotes a diverse range of voices, all of which is promoting an inclusive learning and teaching environment.

Through the work of Missing in Architecture, MiA, a research group in MSA we are researching equality, diversity and inclusivity within architecture and architectural education.

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 programme is developing ways to embed equality, diversity and inclusion within the curriculum 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 possibility of a part time course and the modes of study to allow for more flexibility for students to undertake the Masters programme.	Age, Disability, Gender Reassignment, Pregnancy + Maternity, Other Groups	Post Graduate Programme Leader	CAF implementation 2024-25	A Part time mode and other modes of flexible learning continue to be investigated but the implementation of this has been removed from the Common Academic Framework Implementation timeline.

<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 	<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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Signed off by Owner/Review Lead Robert Mantho (MSA ADL)	05/12/2023
Signed off by Senior Lead Isabel Deakin (MSA PG PL)	02/12/2023
Signed off by Equality Lead – Svetoslava Sergieva, Equality Officer	25/10/2023
Signed off by Education Committee R - Rachel Dickson, Deputy Director Academic	10/04/24