

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)	Postgraduate Certificate Learning and Teaching in the Creative Disciplines
New or reviewed	New
Owner/Review Lead and role	Mark Charters, Head of Learning and Teaching
School	School of Design (host School)
Date of assessment	21st February 2023

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief outline of the programme)	The Postgraduate Certificate Learning and Teaching in the Creative Disciplines is a professional development programme designed to support those teaching or supporting learning in higher education.
Modes of Study	Online part-time learning only.

<p>2. Evidence used when undertaking this assessment – please make a reference to your programme-specific EDI data and any other relevant evidence</p> <ul style="list-style-type: none"> - 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>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>

The review and development of the programme amendments has drawn upon a range of data to inform the reconceptualisation of the programme and a refocusing of the programme on key strategic themes as outlined in section 3 below.

The primary data sources have been:

- PMAR equality data from 2021/22
- Staff equality monitoring 2020/21
- Progression and attainment data
- External examiner reports and consultation activities
- Student feedback and consultation activities

The programme is designed as a central part of the GSA staff development offer and as such is mainly studied by GSA staff who have a substantive role in teaching and/or supporting learning. As such, the analysis provided below compares the protected characteristics profile of students on the programme to that of the GSA staff population. This is not a clean comparison, however, as not all staff included in institutional monitoring are eligible to undertake the programme.

Analysis of equality data for the programme has shown the following profile of students compared to the GSA staff population:

Protected Characteristic	Programme profile for 2021/22	Staff profile for 2020/21
Age	68% of students are aged 25-39 and 32% are aged 40 years and older	28.6% of staff were aged 21-40 and 71.4% are aged 41 years and older
Gender	64% of students identified as female with 5% unknown	56% identified as female
Domicile	77% of students were Scottish domicile, and 18% were overseas	Domicile is not reported within our staff equality monitoring
Ethnicity	95% of students identified as white	89% of staff identified as white
Disability	27% of students declared a disability	5% of staff disclosed a disability
Religion	82% of students declared themselves as non religious	28% of staff identified as non religious, 28% identified a religious belief, and 52% refused to disclose.
Sexual orientation	55% of students identified as heterosexual, 12% as LGB and 22% declined to specify	40.9% of staff identified as heterosexual, 6.7 identified as LGB and 52% declined to specify

The protected characteristics profile of staff engaging with the programme appears to have some variances to the current profile of GSA staff available through our institutional equality monitoring.

In relation to characteristic profiles of students on the programme, the programme attracts:

- more staff who identify as female than are presented within the staff population.
- a higher proportion of staff who identified as white, compared to the overall staff population.
- a higher proportion of staff who declared no religion or belief
- a higher proportion of staff who identified as heterosexual, compared to the whole staff population.
- a greater number of students on the programme with a declared disability than in the wider staffing body
- a greater number of students on the programme who identify as LGB.

These variances may in some part be due to the much lower number of staff on the programme reporting 'preferred not to say' at enrolment compared to staff through established equality monitoring at recruitment and appointment. Further analysis of this breakdown is limited due to the nature of institutional reporting.

Data relating to progression indicates a 100% retention and completion rate. Withdrawals were not recorded within the data.

In developing this EqIA the programme team have also drawn heavily upon the research literature in relation to blended, online and inclusive learning as part of the amendment process.

3 a) Major changes introduced to the programme since the most recent EqIA (where applicable) – please provide an overview and refer 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 proposed amendments propose a minor change to the programmes title and revisions to programme level ILOs in order to reflect a new focus on curriculum. Major changes are proposed to course level ILOs and assessment to ensure alignment to the revised Professional Standards Framework (PSF) and Common Academic Framework (CAF).

In order to meet external accreditation requirements, it is proposed that course 2 and 3 be revised to allow greater learning opportunities and assessment focus on curriculum design and development aligned to the four key strategic themes within the CAF: equality, diversity and inclusion, sustainability and sustainable education, employability and enterprise, and technology enhanced learning and teaching.

Development of research capacities will be realigned to support systematic approaches to scholarship of learning and teaching and the evaluation of practice. These changes support the programme in meeting external accreditation requirements as well as aligning with changes to

research development being proposed within GSA's emerging Research Strategy and expectation for curriculum as set out within the CAF.

Please see Appendix 1. Programme Amendment Diagrams for an overview of the programme changes.

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	The programme is aimed predominantly at GSA staff in order to meet their learning needs relating to learning, teaching and assessment. The programme supports ambitions within the people strategy and equality outcomes to support staff capacity and capability in inclusive learning and teaching.
Programme Academic Induction	The programme offers a bespoke induction due to the January start and provides an overview of key GSA services, systems and processes for students.
Curriculum (contents, diversification and decolonisation)	The curriculum directly addresses equality, diversity and inclusion through the teaching of inclusive learning design, inclusive teaching and assessment practices, and the application of these to students own teaching contexts. The course explores contemporary issues of diversification and decolonisation through a renewed focus on curriculum.
Learning and Teaching Approaches (activities and practices)	<p>The programme is designed as a work-based learning programme which supports students in their professional role and practice as teachers and/or supporters of learning. The programme is delivered online via distance learning using a range of active learning and teaching strategies. These include live synchronous online workshops, supported by asynchronous learning activities and formative tasks. This approach offers flexibility to students on the programme to engage with learning activities as appropriate to their role and context, as well as providing experiential learning of alternate teaching methods beyond the traditional studio based educational approach across the GSA.</p> <p>Learning activities and media utilised within the programme are designed to be inclusive and accessible, and can be provided in alternate formats as reasonable adjustment require.</p>
Assessment and Feedback Methods	<p>Assessment is designed to be authentic to students' teaching practice and context, supporting student agency providing choice in assessment submissions. This offer of options in assessment is also designed to support students own learning needs providing them a useful framework to demonstrate their learning and apply their learning to their role and context.</p> <p>Assessment activities, resources and media utilised within the programme are designed to be inclusive and accessible and can be provided in alternate formats as reasonable adjustment require.</p>
Learning Resources	A range of learning resources are provided to students including texts, journal articles, research reports, policy documents, podcasts, videos and recorded lecturers. This range of resources is used to support engagement with a wide

	<p>range of debates, research and scholarship, as well as supporting a variety of learning approaches to engaging with core content.</p> <p>Learning resources and media utilised within the programme are designed to be inclusive and accessible, and can be provided in alternate formats as reasonable adjustment require.</p>
Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)	The programme leader acts as the personal tutor for the cohort. Through induction students are advised of ongoing support options through one to one tutorials and support meetings, as well as through access to GSA wide services. Students are advised that they now hold a dual role as both a staff member and student of the institution and as such can access support through Student Support and Development as well as through Human Resources.
Staff Development	The programme by its nature is a staff development offer for GSA staff. Staff who teach on the programme are active participants in a range of professional networks and communities of practice ensuring currency in both knowledge and practice. Staff who teach the programme also contribute to a range of research, scholarship and practice activities, networks and sector agencies.
Any other relevant areas	There is no other relevant information.

4. How have you ensured the programme being assessed is advancing positive impact on the protected characteristics? – please address each protected characteristic individually	
Age	The programme does not negatively nor positively impact students as a result of this protected characteristic.
Disability	<p>In designing the programme, and the teaching methods and assessment activities the programme team have been cognisant of ensuing that methods are inclusive and do not create a barrier to participation within the programme nor achievement.</p> <p>Learning activities, resources, assessment and media utilised within the programme are designed to be inclusive and accessible, and can be provided in alternate formats as reasonable adjustment require.</p>
Gender reassignment (covers Trans identities)	The programme does not negatively nor positively impact students as a result of this protected characteristic.
Marriage and Civil Partnership (only applicable to staff)	The programme does not negatively nor positively impact students as a result of this protected characteristic.
Pregnancy and Maternity	In designing the programme, the programme team have been cognicent of ensuing that the structure of the programme supports part time engagement

	and allows for students to take reasonable leave of absence. This would apply to any student requiring leave due to pregnancy or maternity.
Race	The programme directly addresses the development of inclusive curriculum, as well as inclusive learning and teaching practices. This would include current debates and initiative around anti-racist curriculum and social justice curriculum, decolonisation and diversification (see section 3b).
Religion or Belief	The programme does not negatively nor positively impact students as a result of this protected characteristic.
Sex	The programme does not negatively nor positively impact students as a result of this protected characteristic.
Sexual orientation	The programme does not negatively nor positively impact students as a result of this protected characteristic.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	The programme does not negatively nor positively impact students as a result of any of these characteristics.

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

Age	No
Disability	No
Gender reassignment (covers Trans identities)	No
Marriage and Civil Partnership (only applicable to staff)	No
Pregnancy and Maternity	No
Race	No

Religion or Belief	No
Sex	No
Sexual orientation	No
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	Whilst no negative impacts are anticipated for students based upon any of their protected characteristics, we recognise that as a result of the programmes design and the learning, teaching and assessment methods employed there may be unknown and unanticipated barriers to participation and success. As such the programme will undertake a review of this EqIA annually within the PMAR process.

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

The programme is a key staff development programme for GSA and offers staff the opportunity to enhance and develop their capacities and awareness of equality and diversity in relation to learning, teaching, and assessment. It is recognised by mainstreaming opportunities to discuss and consider inclusive practices within the programme there is potential for positive equality impacts to students own teaching practice outside of the programme. This directly supports the following equality outcomes:

- Outcome 1 - An organisational culture in which respect for self and others is understood and practiced; where identity-based ignorance or prejudice is challenged and confidence promoted.
- Outcome 2 – An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for

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?

Please see response to question 6.

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
Programme Monitoring and Evaluation	Given the proposed amendments to the programme ongoing review will be undertaken to identify and mitigate any inadvertent negative equality impacts.	Programme Leader	Annually	November 2025 through PMAR process, then annually.

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

- the whole EqIA form would need to be revised at Periodic Reviews, when there is a major change introduced to the programme, or at intervals of no more than three years (whichever comes first)

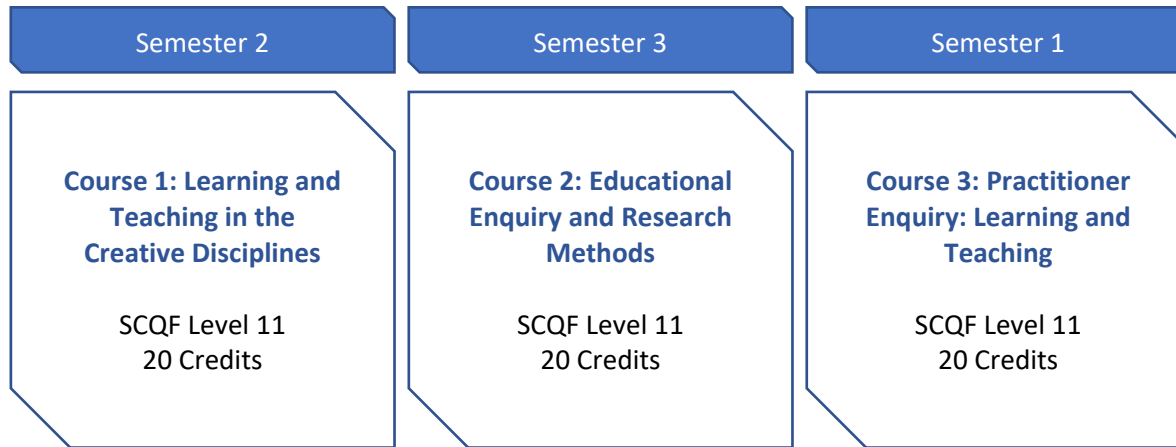
nevertheless, EqIAs must also be considered as part of the Programme Monitoring Annual Review (PMAR) process to ensure they are still relevant and the action plan is updated yearly

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

Signed off by Owner/Review Lead	Mark Charters, Head of Learning and Teaching	Date	21/2/23
Signed off by Senior Lead	(name and role)	Date	
Signed off by Equality Lead	Svetoslava Sergieva, Equality Officer	Date	02/03/23
Signed off by Education Committee	Rachel Dickson, Deputy Director Academic	Date	20/09/23

Appendix 1. Programme Amendment Diagrams

Current Programme Structure



Amended Programme Structure

