

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)	BA (Hons) Fine Art
New or reviewed	Reviewed
Owner/Review Lead and role	Lesley Punton/Dr Zoë Mendelson/Head of SEA (tbc)/Dr Deborah Jackson
School	School of Fine Art
Date of assessment	1 November 2023

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief outline of the programme)	4 year BA (Hons) Undergraduate course with three specialist areas – Painting & Printmaking, Photography & Sculpture & Environmental Art.
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><u>INTERNAL:</u> SES feedback/surveys Stats provided by Registry SSCC minutes Reps meetings Recruitment statistics Informal individual meetings EDI Group RAR meetings with individual students</p> <p><u>EXTERNAL:</u> NSS feedback/surveys EE reports</p>

<p>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)</p> <p>- if the changes are substantive to the programme structure, please insert (or attach) two diagrams which illustrate:</p> <p>i) the programme structure before amendment and ii) the programme structure after amendments</p>
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BA (Hons) Fine Art – before amendments

STAGES Semesters 1 & 2

STAGE 4
120 Credits
SCQF 10

Studio 4 80 Credits Semesters 1 & 2

Fine Art Critical Studies 4: Dissertation 40 Credits Semester 1

STAGE 4
120 Credits
SCQF 10

Studio 4 80 Credits Semesters 1 & 2

Fine Art Critical Studies 4: Extended Essay/Critical Journal/Curatorial Rationale
20 Credits Semester 1

Creative Platforms 20 Credits Semester 1

STAGE 3
120 Credits
SCQF 9

Studio 3 100 Credits Semesters 1 & 2

Fine Art Critical Studies 3 20 Credits Semesters 1 & 2

STAGE 2
120 Credits
SCQF 8

Studio 2 100 Credits Semesters 1 & 2

Fine Art Critical Studies 2 20 Credits Semesters 1 & 2

STAGE 1
120 Credits
SCQF 7

Studio 1 70 Credits Semesters 1 & 2

Fine Art Critical Studies 10 Credits Semester 1

CoLab 1 20 Credits Semester 1

CoLab 2 20 Credits Semester 2

BA Fine Art - Structural Diagram of Courses.
4 Stages - 2 options in Stage 4

Stage 1

STAGE 1	Semester 1															Semester 2														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Orientation: Studio 1 (40 credits)															Orientation Studio 1B (40 credits)														
	GSA Shared Course (20 credits) Co-Lab (4 weeks taught - 9-12)															Fine Art Critical Studies 1 (20 credits)														

Stage 2

STAGE 2	Semester 1															Semester 2														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Immersion: Studio 2A (40 credits)															Immersion: Studio 2B (40 credits)														
	Fine Art Critical Studies 2 (20 credits)															Extended Studio (20 credits)														

Stage 3

STAGE 3	Semester 1															Semester 2														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Expansion: Studio 3A (40 credits)															Expansion: Studio 3B (40 credits)														
	Praxis (20 credits)															Fine Art Critical Studies 3 (20 credits)														

Stage 4 Option 1

STAGE 4 (Option 1 Dissertation)	Semester 1															Semester 2														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Consolidation: Studio 4 (80 credits)																													
	Fine Art Critical Studies 4: Dissertation (40 credits)																													

Stage 4 Option 2

STAGE 4 (Option 2 CP and Essay)	Semester 1															Semester 2														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Consolidation: Studio 4 (80 credits)																													
	Fine Art Critical Studies 4: Extended Writing (20 credits)															Creative Platforms (20 credits)														

In the new structure credits will be banked at the end of each Semester. This will support students who have mitigating circumstances or who are unable to complete a full stage and require a Leave of Absence (for example student with maternity/paternity commitments, or disability related health needs) as the credits will be secured.

There is greater clarity of programme structure in the amended programme which aims to support all students organisation and planning but may be particularly impactful for students that are neurodiverse or have commitments out of education such as work or caring commitments.

Graduate Attributes are embedded within the new programme and course specifications. These aim to support students to aim for and achieve attributes and transferrable skills that will help achieve positive graduate destinations. This should support all students in their transitions out of education but may

particularly impact groups with protected characteristics to align their skills to employer needs. This also aims to support accessibility to education for all.

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	Responsive to individual needs at interview with students able to signpost the department about reasonable adjustments pre interview. E.g. for BSL users who request an interpreter or in-person/online interviews for applicants with different requirements
Programme Academic Induction	Written Induction information is uploaded to Canvas for asynchronous viewing and all Canvas pages have links to student intranet, Learning support, student support, library and more added by default. Video guides are available for technical and academic guidance on a range of subjects. Assessment inductions are recorded and uploaded to Canvas.
Curriculum (contents, diversification and decolonisation)	There are active initiatives to de-canonise and de-colonise curricula and support for students to evolve theory/practice from their own experience.
Learning and Teaching Approaches (activities and practices)	Guides on compiling a digital portfolio of studio assessments for all SoFA students have been uploaded to Canvas. Staff are cognisant of of students RAR's and adapt their teaching to support individual needs where possible.
Assessment and Feedback Methods	RAR's allow for additional time for those with learning differences and other reasonable adjustments.
Learning Resources	The Edit; additional provision for students with RAR's; working with the Library to decolonise and diversify resource lists. All Canvas pages have links to student intranet, Learning support, student support, library and more added by default.
Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)	Personal tutor scheme is now fully embedded in the course at all year levels. information on support options are shared via inductions, tutorials and student rep meetings.
Staff Development	We continue to foster and support an ethical working environment through staff training, student support and the discussion of difficult issues as they arise. Staff undertake the unconscious bias training on LearnUpon, there is a working group in SoFA for Equalities and Diversity and assessment is overseen by parity processes that mitigate against subjectivities.
Any other relevant areas	Variable height desks in particular TSD areas/spatial provision for students with disabilities. Chairs and foot-rests provided for students that have RAR's suggesting this might be beneficial due to medical issues.

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>Personal Tutor Scheme</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p> <p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</p>
Disability	<p>RARs (Reasonable Adjustment Records) have been updated and are routinely shared and discussed in support of students' studies.</p> <p>PEEPs (Personal Emergency Evacuation Plans)</p> <p>Personal Tutor Scheme</p> <p>Some SoFA staff have been trained as mental health first aiders</p> <p>Lifts at Stow</p> <p>Archived talks where possible</p> <p>Assessment briefs</p> <p>Accessibility checking on Canvas</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p> <p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</p> <p>Provision of quiet rooms</p>
Gender reassignment (covers Trans identities)	<p>Personal Tutor Scheme</p> <p>Trans Awareness Training for staff</p> <p>Pronoun awareness on a local level</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p> <p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</p>
Marriage and Civil Partnership (only applicable to staff)	<p>Personal Tutor Scheme</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p> <p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</p>
Pregnancy and Maternity	<p>Personal Tutor Scheme</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p>

	<p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</p> <p>A leave of absence is available for any student in the event of pregnancy or maternity leave</p>
Race	<p>Personal Tutor Scheme</p> <p>The Edit – inclusive and de-canonising bibliography for students of Fine Art embedded into Assessment Briefs and taught sessions.</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p> <p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</p>
Religion or Belief	<p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p> <p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</p> <p>There are quiet rooms that can be used for prayer and reflection</p>
Sex	<p>Personal Tutor Scheme</p> <p>The Edit – inclusive and de-canonising bibliography for students of Fine Art embedded into Assessment Briefs and taught sessions.</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p> <p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</p> <p>Pronoun awareness on a local level</p> <p>Menstrual products are available</p>
Sexual orientation	<p>Personal Tutor Scheme</p> <p>The Edit – inclusive and de-canonising bibliography for students of Fine Art embedded into Assessment Briefs and taught sessions.</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p>

	There is a SoFA representative on the Equality, Diversity and Inclusion Committee
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	<p>Personal Tutor Scheme</p> <p>Digital inclusion scheme</p> <p>Updated approach to programme associated costs</p> <p>The Edit – inclusive and de-canonising bibliography for students of Fine Art embedded into Assessment Briefs and taught sessions.</p> <p>An Equality, Diversity and Inclusion Working Group has been set up within SoFA</p> <p>There is a SoFA representative on the Equality, Diversity and Inclusion Committee</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	
Age	There is no integration of attainment levels and protected characteristics in the statistics, so it would be useful if there was greater intersection of categories and reporting subsets.
Disability	The absence of social spaces within Stow was raised as a barrier for students with a disability (i.e. it is difficult for students with mobility issues to go to the Reid building refectory). This has now been resolved by the completion of the Stow annexe café and gallery space (as of Sept 2023). This will also be beneficial for students with mental health difficulties (and all students more generally) in that a space for conversation, connection with peers and general wellbeing will be enhanced.
Gender reassignment (covers Trans identities)	<p>PMAR statistics inaccurately represent gender (i.e. the only options are male/female/other) so central reporting procedures could be improved to enable more nuanced non-binary/trans responses in the PMAR reflection and analysis.</p> <p>There is no integration of attainment levels and protected characteristics in the statistics, so it would be useful if there was greater intersection of categories and reporting subsets.</p>
Marriage and Civil Partnership (only applicable to staff)	n/a
Pregnancy and Maternity	There is no integration of attainment levels and protected characteristics in the statistics, so it would be useful if there was greater intersection of categories and reporting subsets.

Race	<p>PoC Society wrote a letter to GSA outlining actions they would like undertaken in support of equality at diversity institution-wide.</p> <p>There is no integration of attainment levels and protected characteristics in the statistics, so it would be useful if there was greater intersection of categories and reporting subsets.</p>
Religion or Belief	<p>Central reporting procedures could be improved to enable more nuanced responses in the PMAR reflection and analysis.</p> <p>There is no integration of attainment levels and protected characteristics in the statistics, so it would be useful if there was greater intersection of categories and reporting subsets.</p>
Sex	<p>Statistics provided for PMAR inaccurately represent gender by the category sex identifier. Limited options presented (male, female, unknown).</p>
Sexual orientation	<p>There is no integration of attainment levels and protected characteristics in the statistics, so it would be useful if there was greater intersection of categories and reporting subsets.</p>
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	<p>There is no integration of attainment levels and protected characteristics in the statistics, so it would be useful if there was greater intersection of categories and reporting subsets.</p>

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

The outcomes and actions outlined here are aligned with GSA Equality Outcomes by ensuring commitment to diversity and inclusion across a range of categories in line with the Equality Act 2010, and extending this to include focus on disabilities and mental health.

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?

We continue to foster and support an ethical working environment through staff training, student support and the discussion of difficult issues as they arise. All staff undertake various eLearning modules in unconscious bias and there is a working group in SoFA for Equalities and Diversity and assessment is overseen by parity processes that mitigate against subjectivities. There are active initiatives to de-canonise and de-colonise curricula and support for students to evolve theory/practice from their own experience.

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
Conversation with development office regarding sponsorship from materials manufacturers.	MD20/40 students (not strictly a protected characteristic, but affects inclusion)	Development office/HoDs	By end of Session 2023/24	
Conversations with student support regarding the fluctuating number of students with RAR's and how staff can manage their support in light of growing student numbers, and unpredictable variation between year groups/cohorts	Disability	Head of student welfare and HoD's	By end of Session 2023/24	
Conversation and request for expansion of frame making equipment in TSD workshops	MD20/40 students (not strictly a protected characteristic, but affects inclusion)	Photo HoD & Head of TSD	By end of Session 2023/24	
Develop Systematic Approach to Evaluation of Enhancement - Evaluate success of student evaluation questionnaire used in Year 3 Negotiated Projects to roll out across department.	All Protected Characteristics	Head of Academic Planning, Academic Development Lead, Year Leads	By end of Session 2023/24	

<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 	
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Signed off by Owner/Review Lead Dr Zoë Mendelson/Lesley Punton/Head of SEA (tbc)	01/11/23
Signed off by Senior Lead Martin Newth, HoS SoFA	08/11/2024
Signed off by Equality Lead Ceit Mackintosh, Equality Officer	08/11/2024
Signed off by Education Committee	14/02/2025