



Equality Impact Assessment 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) Fashion Narrative
New or reviewed	New
Owner/Review Lead and role	Dr Fiona Jardine (academic lead)
School	School of Design
Date of assessment	November 14th 2024

1. Programme Outline and Characteristics

Programme Outline (please provide a brief outline of the programme)	BA (Hons) Fashion Narrative at GSA is aimed at students who are fascinated by fashion concepts and aesthetics, taking a fresh approach to the way that fashion stories are told through text, image and display. GSA has a long-established, internationally
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	<p>renowned reputation for teaching in the field of design-led fashion and textiles. The ethos of the Fashion Narrative Programme embodies that spirit and tradition. Uniquely, it aims to position its graduates in roles that exist at the intersection of art and fashion, working towards futures that add value to the experience of enjoying fashion in culturally diverse and materially enriched ways. Students are encouraged to explore fashion's relationship with craft traditions, contemporary art, performance, music, film and scenography as well as with societal and environmental concerns. They are asked to research and realise projects that establish, nurture and maintain authentic connections between designers, enthusiasts, collectors, communities, customers, brands and retailers. Verbal and textual communication skills are practised and refined in articles, scripts, interviews and other written content produced for print publication, online and social media platforms while core technical workshops focus on developing in digital skills associated with image and filmmaking. Students learn to work</p>
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	<p>with archives, databases and collections, curating exhibitions for physical and digital contexts, working collaboratively with peers across GSA to explore and interpret ideas. Live briefs with external and industry partners help develop professional acumen – previously, students in the School of Design have worked with Loewe, Celine and Adidas amongst others. Students are eligible to apply for exchange opportunities with our worldwide institutional partners. The programme aims to prepare graduates for employment in content and brand management, PR and event management, community engagement, art direction, journalism and curation.</p>
Modes of Study	Full-Time

2. Evidence used when undertaking this assessment – please make a reference to your programme-specific EDI data and any other relevant evidence

please **ensure all data is either presented in percentages only, or that any numbers smaller than five are presented as '<5'** to

allow for adequate data analysis and trend review without breaching any Data Protection Regulations

Note: provisions for protected groups must be made regardless of current numbers, however, data is still used to inform action and measure progress

Intentions and Aspirations

This Equality Impact Assessment (EqIA) is contextualised within the final-stage development of a new programme, BA (Hons) Fashion Narrative, which will be situated in the School of Design (SofD). Its first intake will be for academic year 2025-26.

The BA (Hons) Fashion Narrative programme aligns with the values and ambitions set out in the GSA Strategic plan to 'transform our distinct models of creative education...to deliver now inclusive ways of learning and teaching', also in 'giving students more agency over how they learn and ways to make a positive impact through their practice.' The programme will be rooted in deep specialism alongside interdisciplinary ways of thinking and reflecting, supporting life-long learning, educational journeys, and future creative lives and careers.

We base this EqIA and the new programme's evolution within ongoing and recent curriculum review and development relating to the implementation of GSA's Common Academic Framework (CAF). Building on course-level validations has afforded the opportunity to align this new programme's aims and intended learning to the GSA Graduate Skills and Attributes and the use of accessible programme and course specification documents.

Moreover, over the last 2 years, student consultations supported our curriculum development drive and how we approach programme and course documentation, aims, and ILOs through the lens of inclusive learning methodologies. Our objective is to deliver an explicit, clear, and accessible programme narrative that speaks to a growth mindset towards graduate attributes and outcomes, opportunities for shared learning spaces to broaden perspectives, and the value of flexible, creative, and speculative approaches.

School- and Institutional-Level Data

Since this EqIA is presented for a new programme, BA (Hons) Fashion Narrative, we do not have programme or course-level data. As such, we have drawn upon data at SofD level provided by GSA. We focus on key approaches towards positive impacts, as outlined in section 3, namely:

- SofD equality data for Undergraduate programmes in years 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 to highlight broad trends from period of last 5 years circa.
- Student feedback and consultation activities, including student consultation during 2023-24 around curriculum enhancements and student surveys
- GSA Equality Outcome Action Plans 2024 and GSA National Equality Outcome Progress Report 2024, which also helps inform Section 3 b) in outlining the advancing of EDI principles.

We focus on actions emerging from the data to inform our thinking towards positive impacts that can be related to protected characteristics and learning methodologies and positive actions or mitigations to address direct or indirect negative impacts.

Equality Data: Broad Trends by Protected Characteristic

Age

Data is consistent across the last five years within the SofD Undergraduate provision. Approximately 85% of the overall population are under 25, with 2% approximately over 40. Across GSA over the last 4 years, there has been a slight reduction in applications and admissions from those over 25 years old.

Sex

Data is consistent across the last five years within the SofD Undergraduate provision, with approximately 80% identify as female. The cohort includes transgender students. There has been an increase in students who identify as 'other' over the last 5 years. In GSA as a whole, the SofD and the School of Fine Art (SoFA) tend to attract a higher percentage of female students which GSA need to consider moving forward. For GSA as a whole, further detail on gender identity

and specific initiatives can be found under section 6 of the GSA National Equality Outcome (NEO) Update 2024. In GSA overall, and over the last 4 years, we have seen a steady decline in application and admission of males, however the retention rate is high and attainment in favour of those enrolled. Further detail can be found under section 15 of the GSA NEO Update 2024 and baseline data can be found in the Student Equality Monitoring Report and referenced within The Equality Update and Mainstreaming Report 2024, section 3.6.

Domicile

Data is consistent across the last five years within the SofD Undergraduate provision, with approximately Scots domicile. 20% is RUK and approximately 23% is International (non-EU), particularly over the last time. Post-Brexit, there has been a decline in EU students over the last 5 years but an increase in Overseas (non-EU).

Ethnicity

Data is broadly consistent over the last five years within the SofD Undergraduate provision, with approximate percentages falling between 65-79% White. There has been an increase over the last 5 years in BME students. In GSA overall, retention rates are particularly high, however we still have a significant attainment gap. Further detail and specific initiatives can be found under section 6 of the GSA NEO Update 2024.

Disability

Over the last 4 years, GSA has seen an increase in both applications and admissions for those with a declared disability. Data is broadly consistent over the last five years within the SofD Undergraduate provision, with 66-77% declaring as no disability. There has been an increase in those declaring a disability and an increase in those preferring not to say.

Religion

Data is broadly consistent over the last five years within the SofD Undergraduate provision, with 68-69% declaring No Religion. There has been an increase in Muslim students and a slight increase in Christian Roman Catholic and Buddhist. In response to the NEOs highlighting Religion and belief as a persistent inequality, a degree classification, attainment and withdrawals analysis by religion and

belief has been incorporated into the GSA's 2021/22 and 2022/23 Student Equality Monitoring Reports 2021/22 and 2022/23 Student Equality Monitoring Reports.

Sexual Orientation

Data is broadly consistent over the last five years within the SofD Undergraduate provision, with 50-56% identifying as heterosexual. Over the last 3 years, there has been an increase in those identifying as bisexual, gay and lesbian, and other. In response to the NEOs highlighting sexual orientation as a persistent inequality, a degree classification, attainment and withdrawals analysis by sexual orientation has been incorporated into the GSA's 2021/22 and 2022/23 Student Equality Monitoring Reports. In GSA as a whole, retention remains high under this protected characteristic and the attainment gap has been consistently in favour of any other sexual orientation other than heterosexual. Further detail of can be found under section 15 of the GSA NEO Update 2024.

3. a) Major changes introduced to the programme since the most recent EqlA (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

n/a (new programme)

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:

<p>Student Recruitment</p>	<p>The programme's promotion materials (including Graduate Showcase digital portal) and interviews with applicants will include EDI themes. GSA's Pre-Enrolment Gateway, which is regularly updated and contains programme-based information, will provide offer holders with support and accessible guidance and reaches diverse audiences, framing and supporting transitions into study. Inclusive and culturally sensitive language is used in promotion materials.</p>
<p>Programme Academic Induction</p>	<p>The programme's academic induction will include verbal, text-based and visual content communicating to students their educational journey (e.g., timetables, staff introduction, personal tutor scheme, a brief overview of courses, nature of engagement in studio-based learning, and assessment briefings). Cognisance of digital accessibility is taken when developing content. During the programme's induction, the academic activities aim to create a sense of community in the cohort and introduce the students to foundational aspects of the programme using an inclusive mix of in-person, digital, individual and</p>

	<p>group activities. GSA Welcome and Induction and the GSA Student Handbook support transitions in and onwards learner journeys via resources and consistently sign-posted help and support on Canvas. The GSA Student Handbook contains EDI-themed Inclusive Communities Courses for Students (sexual consent, understanding wellbeing, mental health, bystander intervention, and gender-based violence). The GSA Student Handbook also includes key policies such as the Student Conduct Policy where it states that misconduct includes bullying, harassment, discrimination, gender-based violence, racism and hate crime.</p>
<p>Curriculum (contents, diversification and decolonisation)</p>	<p>The programme and its courses will explore contemporary issues of diversification and decolonisation by focusing on curriculum through the lens of equality, diversity and inclusion, an enhancement approach involved in implementing the Common Academic Framework. In the School of Design and at programme level, we have advanced and will continue to develop the diversity of voices delivered into the programme through invited and visiting speakers, including via teaching and talks.</p>

<p>Learning and Teaching Approaches (activities and practices)</p>	<p>Learning activities and media utilised within the programme will be designed to be inclusive and accessible and can be provided in alternate formats as reasonable adjustments require. The programme and its courses will use various learning and teaching methods to support students in engaging in an explorative and individual approach to learning. Guided activities and digital online learning resources to be available on Canvas will help foster, develop, and support independent learning skills. The programme will employ a variety of teaching and learning approaches, including in-person, blended, and online synchronous and asynchronous learning activities and delivery, to support student engagement with the curriculum and the achievement of the intended learning outcomes.</p>
<p>Assessment and Feedback Methods</p>	<p>The GSA Student Handbook contains student-facing guides to Studio Learning, AI in Learning and Assessment, and Assessment and Feedback, which support clear and accessible information and insights into learning and teaching while remaining agile to GSA-wide and School-based enhancements. The programme will conduct assessment and feedback briefings for students at the</p>

	<p>beginning of each academic session. Using Canvas and briefs aids clarity in setting out assessment tasks. A range of activities with staff and peers, such as workshops, reviews and tutorials, will support students' learning and offer ongoing formative feedback as they progress through the course. The programme will use an appropriate range of assessment methods to enable students to develop assessment-related skills and capabilities and demonstrate their learning and achievement of the intended learning outcomes. Within the curriculum development process, EDI considerations have helped the design of programme and course intended learning outcomes and will inform assessment and feedback methods, with consistent and ongoing consideration and monitoring to identify and address potential barriers to participation.</p>
Learning Resources	<p>To support inclusive approaches at programme and course level, we build on and will further enhance our work in partnership with GSA Library to decolonise and diversify resource lists, e.g., by exploring co-creative strategies.</p>

<p>Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)</p>	<p>The GSA-wide Personal Tutor Scheme supports students by offering an individual point of contact in teaching staff. Students receive guidance on ongoing support options through induction, one-to-one tutorials, meetings, and access to GSA-wide services. Enhanced Canvas resources such as the GSA Student Handbook support signposting of Student Support Services to students. A button on all Canvas homepages links directly to Student Support Services on the Student Intranet, including Report and Support.</p>
<p>Staff Development</p>	<p>Staff who will teach on the programme and its courses are active participants in a range of communities of practice, ensuring currency in both knowledge and practice. Staff complete a variety of mandatory and optional staff development and training e-modules via LearnUpon on an ongoing basis, with themes covered including unconscious bias, student mental health, safeguarding, and disability awareness. As part of recent and ongoing staff development, including in relation to CAF and curriculum development, staff have access to curriculum design resources and toolkits on Canvas, as well as developmental opportunities, for example via the CrEATE framework and Advance HE training with EDI themes.</p>

Any other relevant areas	There is no other relevant information.
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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 is not anticipated to negatively nor positively impact students as a result of this protected characteristic. We will continue to advance inclusive practices in communication, including not excluding students of a particular age group in communication modes and supporting wellbeing aspects in a manner open to students of all ages.
Disability	In framing the programme and the teaching methods and assessment activities, the academic lead and development team has been cognisant of ensuring that methods are inclusive and do not create a barrier to participation and achievement. Learning activities, resources, assessment and media to be utilised within the programme are designed to be inclusive and accessible and can be provided in alternate formats as reasonable adjustments

	<p>require, with a process in place for addressing reasonable adjustments via the RAR system. Induction loops are fitted in most teaching spaces. Estates continue to consider access issues that have been reported to buildings over 22/23 for wheelchair users, for example two lecture theatres are not currently accessible to wheelchair users.</p>
<p>Gender reassignment (covers Trans identities)</p>	<p>Students are able to change their pronouns on Canvas and there is a GSA-wide form for the purpose of changing name that maps to Registry records.</p>
<p>Marriage and Civil Partnership (only applicable to staff)</p>	<p>In lines with EDI in the workplace, this programme is not anticipated to negatively or positively impact staff as a result of this protected characteristic.</p>
<p>Pregnancy and Maternity</p>	<p>The programme will support leave of absence for any student who requires appropriate reasonable adjustment in the event of pregnancy or maternity leave. Guidance is followed on the pregnancy and maternity policy to ensure appropriate measures are being taken to safeguard and</p>

	signpost students or staff that this affects.
Race	Within its curriculum and teaching and learning methods this programme will address the forging of an inclusive curriculum through the regular refreshment of its curriculum and resources. This will include staff development on the themes of decolonisation and diversification. At a smaller scale, the SofD EDI group also lead on identifying and collating further resources, for example Padlets to support new students from diverse backgrounds at entry point into GSA and to celebrate Black History Month.
Religion or Belief	To support and advance positive impacts in relation to diversity of religion or belief, a 'diversity calendar and events' section available in the EDI section of the GSA staff intranet lists religious celebrations and festivals alongside other days, weeks, and months that recognise and raise awareness of EDI themes.

Sex	There is a 'Menopause at Work' module in LearnUpon e-training for staff, and the Menospace support and advocacy group meets monthly and welcomes students and staff impacted by menstrual and menopausal health issues.
Sexual orientation	The programme is not anticipated to 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)	If a student/prospective student needs to communicate through a BSL interpreter, accommodations provided will align with our legislative responsibility to provide a BSL interpreter when requested. The GSA-wide Digital Inclusion Scheme is in place to offer the long-term loan of GSA laptops to students to enable them to study online, where they may be unable to access this equipment otherwise due to financial hardship, digital exclusion, or other relevant circumstances. The GSA Student Handbook and Canvas homepages signpost GSA Student Support Services, also linking to the Student Welfare intranet area for advice and support regarding the range of pressures students might experience concerning finances. All programmes support students

	in considering costs, methods, materials, and sustainable approaches to developing work and achieving intended learning outcomes.
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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 programme is not anticipated to negatively impact students as a result of this protected characteristic.
Disability	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Gender reassignment (covers Trans identities)	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Marriage and Civil Partnership (only applicable to staff)	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Pregnancy and Maternity	The programme is not anticipated to negatively impact students as a result of this protected characteristic.

Race	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Religion or Belief	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Sex	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Sexual orientation	The programme is not anticipated to negatively 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)	Whilst no negative impacts are anticipated for students based upon any of their protected characteristics, we recognise that as a result of the programme's 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](#)

This assessment and the reflection towards anticipated actions or impacts evidence how this new programme will offer staff and students the opportunity to enhance and develop their awareness of EDI themes in relation to their experience of learning, teaching, and assessment.

Our curriculum development and anticipated impacts will help us to further mainstream opportunities to discuss and enhance inclusive practices and to optimise potential for positive equality impacts in relation to the overarching themes of GSA's Equality Outcomes such as culture and community, environment, and impact and value.

This directly supports the following GSA Equality Outcomes:

- 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.
- 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.

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 to ensure currency and relevancy, then annually.

<p>Next review date – please consider any outstanding actions outlined above;</p> <ul style="list-style-type: none"> the whole EqlA 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, EqlAs 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>In developing this EqlA 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 this new programme from September 2025. This will be built into our review processes through PMAR annually as identified within section 8 above.</p>
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<p>Signed off by Owner/Review Lead Dr Fiona Jardine, Programme Proposer</p>	6/12/24
<p>Signed off by Senior Lead Dr Thea Stevens, Academic Development Lead SofD</p>	27/11/2024
<p>Signed off by Equality Lead Ceit Mackintosh, Equality Officer</p>	26/11/2024

Signed off by Education Committee	02/04/2025
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