

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)	MLitt Curatorial Practice (Contemporary Art)
New or reviewed	Reviewed
Owner/Review Lead and role	Dr Karen Di Franco Programme Leader (Co-Lead)
School	School of Fine Art
Date of assessment	December 2023

1. Programme Outline and Characteristics	
<p>Programme Outline (please provide a brief outline of the programme)</p>	<p>The MLitt Curatorial Practice (Contemporary Art) is a 12-month Master's programme run jointly between The School of Fine Art (GSA) and The School of Culture and Creative Arts (UoG) aimed at graduates wishing to develop a curatorial pathway within the field of contemporary visual arts and other cultural fields. Founded in 2014-15, it was the first academic course devoted to curating in Scotland. The programme is structured to enable and support students to pursue independent and self-directed work, alongside the practical, intellectual and professional foundations for future curatorial roles or contexts. Students have access to highly-regarded and experienced professional curators and practitioners, to acquire key skill sets and attributes alongside a peer network that are vital to the profession at all levels</p> <p>The programme balances practice-based learning, contextual enquiry and professional perspectives, alongside a dynamic exploration of current developments, while supporting students to locate, articulate and refine curatorial interests and approaches.</p> <ul style="list-style-type: none"> • Stage 1 focuses on situating practice and theory, guiding students to locate research collaboratively through connecting with peers and practitioners. • Stage 2 encourages the development of curatorial research, with teaching that responds to the specific research interests within each cohort alongside professional practice • Stage 3 shifts focus towards independent work, as students undertake a substantial curatorial project, dissertation, or a combination of both.
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>Undertaking this assessment now provides opportunity to review the Equality Impact Statement prepared in 2015 during the Programme's development phase and to reflect on mainstreaming equalities in practice and consider potential enhancements.</p> <p><u>Note: SoFA has not been provided with statistics for 2022-23</u></p> <p>The review period includes 2022-23, 2021-22, and 2019-20. Due regard is given to the Public Sector Equality Duty: Equality Act 2010 (PSED) and the impact on the protected characteristic groups has been considered in relationship to the statistical evidence provided by Registry, and the upcoming periodic review (2022-2023). Successive PMAR Equality and Diversity Statistical evidence relating to recruitment and the demography of students joining MLitt CPCA, with reference to the PSED, suggests there is a positive increase in diversity of cohorts on this programme:</p>

AGE: Over this review period the dominant age demographic was **22-24** years. In **2021-22** the age range was 9 (52.9%) 22-24 yrs, and 8 (47.1%) 25-39. This evens out the trend for younger students but decreases students of a more mature age range. In **2020-21** the age range was 2 (7%) in 21yrs, 9 (33%) 22-24, 14 (52%) 25-39 and 2 (7%) in 40+. In **2019-20**, 7 (38%) students were in the 22-24 age bracket, 9 (50%) in the 25-39 and 2 (12%) were over 40. This indicates a shift to younger students in the cohort. In **2015** the course had 10 students, 7 were between 18-25 and 3 were classified as mature students.

FEE status data for **2020/21** 12 (44.4%) home Scotland, 7 (25.9%) Home/EU, 4 (14.8%) RUK and 4 (14.8%) for overseas. In **2019-20** this trend is similar aside from overseas, with 7 Home/Scotland students (38.9%), 2 Home/EU (11.1%), 2 R-UK (11.1%) and 7 OS (38.9%).

Ethnicity data for **2021/22**: 11 students identify as 'white' (64.7%), 2 as 'white Scottish' (11.8%), and 2 as 'Chinese' (11.8%). In **2020/21** 13 students were classed as 'White', 7 as 'White Scottish', 3 as 'Other White Background', 1 as 'Black or Black British – African', 1 as 'Asian or Asian British – Indian', 1 as 'Chinese', and 1 as 'Other Ethnic Background'. In **2019/20**, 7 students were classed as 'White', 3 as 'White Scottish', 1 as 'Other White Background', 1 'Asian or Asian British-Indian', 4 'Chinese', 1 'Mixed – White and Black Caribbean' and 1 'Other mixed background'.

For **gender**, in **2021-22** 13 students identified as 'female' (76.5%), 3 as 'male' and 1 'unknown' (5.95). In **2020/21** 2 (7%) students identified as male, 24 (89%), as female and 1 (8%) as 'Other'. In **2019-20**, 3 (17%) students identified as male, 17 (78%) as female and 1 (8%) as 'Other'. In **2018-19**, 3 (17%) students identified as 'Male' and 15 (83%) as 'Female' (83%).

In **2021-22** students declaring disabilities were 4 (23.5%), in **2020/21** it was 5 (18.5%). In previous years it was 11.1% (2 students per year).

With regards to **religion** and ethical beliefs, in **2021-22** 13 claimed 'no religion' (76.5%), 2 were 'Christian other' (11.8%) and 1 as 'Roman-Catholic' (5.9%). This is very similar to **2020/21**: 21 (78%) claimed 'no religion', 2 (7%) as Christian-Roman Catholic, 1 (4%) as other, and 3 (11%) refused to provide information. In 2019-20 12 students classed as having 'No Religion', 1 as 'Spiritual', 1 as 'Any other religion or belief' and 4 refusing to provide information.

In addition to the statistical evidence in line with PMAR, this evidence is also a reflection of all aspects of the CPCA Programme (in view of the pending CAF and periodic review 2022-2023) including: the programme ethos and position statement, applications and recruitment, the interview process, progression, inductions, curriculum design, progress through the programme, delivery and learning and teaching strategies, assessment, research, and professional practice. It is also reflective of consultation with staff and students as the CAF and periodic review process has unfolded and is mindful of the recruitment strategy regarding protected characteristics. The reflection also considers the External Examiner's Reports (2021-2022).

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

No major changes applicable

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	Attempting wherever possible to offer places to a diverse range of applicants from the pool of applications received. Liaising with the Recruitment Office to re-iterate the desire for a wider scope for promoting and advertising the Programme. Using the CPCA social media account to reach other audiences and promote the course.
Programme Academic Induction	<p>All briefings and inductions are recorded and added to Canvas for access. Student representation is maintained across the year with minuted meetings each term.</p> <p>Reference to access and egress for any students with disability, reference to PEEP forms and fire/emergency evacuation. Reference to gender specific and gender neutral toilet facilities and locations.</p>
Curriculum (contents, diversification and decolonisation)	<p>CPCA offers flexibility in relation to contact and content with one to one tutorials tailored and specific advice and references are suggested to the individual student.</p> <p>Core teaching is reviewed and updated yearly.</p> <p>The Programme supports this by looking to offer greater diversity amongst visiting staff and accessing any opportunities to expand content via wider GSA opportunities. We review our Programme Reading list to respond to current trends and theories prevalent in art education and wider societal factors.</p>
Learning and Teaching Approaches (activities and practices)	We work with colleagues in Learning Support to offer additional English language support for our students and additional help in preparing written submissions for those who have English as a second language.
Assessment and Feedback Methods	Assessment is via PDF submission, via Canvas. Feedback (PDF marksheet) is delivered via email and Canvas. Tutorials are scheduled to take place after assessments to discuss feedback
Learning Resources	CPCA provides a reading and resource list formulated with GSA library learning and teaching team. We

	additionally utilise Padlet and canvas for workshop/seminar resources and sharing spaces
Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)	The Personal Tutor scheme has had a positive impact on setting aside time for short, focussed tutorials with the emphasis on any aspects which may be affecting the students learning. This encourages the students to share any issues which could be affecting their studies or their health and allows staff the opportunity to discuss further and/or signpost students to Student Support Services for specific information and further support.
Staff Development	HR have a series of online training courses for staff to undertake to assist them in their roles with dealing with staff and students, GDPR, Equality and IT security amongst others. First aid, Fire Safety and Mental Health First aid are all available for staff to be able to help and support all students.
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	<ul style="list-style-type: none"> • Work further with UG staff to promote the Programme to UG students thus encouraging progression from UG to PGT. • Continue to increase applications and offers to applicants in the 40+ age group.
Disability	<ul style="list-style-type: none"> • Reasonable adjustment regarding pace of work, deadlines for submissions are agreed with the student in question. • The Personal Tutor role was introduced in 2021-2022. • Work with Student Support and GSA Estates team to identify any physical restrictions to building access and occupation.
Gender reassignment (covers Trans identities)	<ul style="list-style-type: none"> • In response to the discourse arising from gender and sexuality studies the School of Fine Art has introduced a new elective: Queer Strategies in Arts and Culture. • The introduction of gender-neutral toilets. • Work with registry to update student details (deadnames, etc)
Marriage and Civil Partnership (only applicable to staff)	<ul style="list-style-type: none"> • As noted above the Programme is open to candidates from all backgrounds without prejudice.

	<ul style="list-style-type: none"> • See note above re: introduction of a new elective: Queer Strategies in Arts and Culture.
Pregnancy and Maternity	<ul style="list-style-type: none"> • The staff team works flexibly with all students and staff and introduces any measure that can be taken to assist access.
Race	<ul style="list-style-type: none"> • The introduction of a new elective: Decolonising Strategies in the Creative Arts (2022-2023) has been welcomed.
Religion or Belief	<ul style="list-style-type: none"> • Where students who are observant of a faith and require not to be in attendance e.g., specific religious holidays or time required for prayer the staff team accommodates this as requested. • Quiet spaces have been utilised as multi-faith spaces for students
Sex	<ul style="list-style-type: none"> • While historically more women than men have joined the programme, the percentage split has decreased in the last session but still shows disparity in the numbers. Continue to review the application and conversion data.
Sexual orientation	<ul style="list-style-type: none"> • The introduction of the Queer Strategies in Arts and Culture Elective has been well received as well as the Queer Materialities Research Group for staff which feeds into teaching practices.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	<ul style="list-style-type: none"> • Further discussion around the financial impact of fees on student applications. Investigate the potential for more support for this category through scholarship opportunities. • We attempt to be flexible wherever possible in our timetabling to accommodate those with caring responsibilities and try not to change the advertised timetable to aid students in planning the additional responsibilities they may have (jobs, caring, work/study life balance, availability of BSL support). • We attempt to not work later than 5pm to ensure students can leave to attend any caring responsibilities, attend jobs etc. Students with childcare issues may request

	<p>particular times for tutorials and staff contact to assist with this.</p> <ul style="list-style-type: none"> Online tutorials/contact can at times be utilised if we feel this may assist any student who may be unable to attend onsite.
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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	None identified
Disability	None identified
Gender reassignment (covers Trans identities)	None identified
Marriage and Civil Partnership (only applicable to staff)	None identified
Pregnancy and Maternity	None identified
Race	None identified
Religion or Belief	None identified
Sex	None identified
Sexual orientation	None identified
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	None identified

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

The actions and outcomes of this EIA fully align with and will contribute to GSA's Equality Outcomes 2021-2025 by:

- Ensuring that the Programme recruitment model reflects GSA's strategy for Widening Participation (EO: 3 and EO: 4)
- Ensure that the Programme continues to be responsive to mainstreaming in its design and delivery further promoting ethical good practice as central to it. (EO: 1)
- Ensure that the Programme maintains a balanced approach to the use of both physical and digital environments thus optimising inclusivity. (EO:2)
- Ensure that the Programme continues to promote good practice in Health and Safety thus supporting the needs of all students. (EO:1 and EO:2)
- Engaging all staff and students in curriculum development in terms of scholarly and research activity and the potential for the enhancement of curriculum that further supports a diversity of perspectives thus enabling students to operate within an international context. (EO:1, EO:3 EO:4)

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 offers greater diversity through the visiting staff we invite each year. The Programme will continue to consider the staffing in terms of greater diversity to fulfil the requirements.

The Programme successfully recruits from an international spectrum of applicants but we are always keen to encourage a greater diversity of application. The Programme has recorded an international student intake between 50% over the past 2-year period evidencing its inclusivity.

Equality of opportunity is advanced to all students through structured tutorial support, progress reviews and written feedback, access to visiting lecturers from diverse backgrounds, engagement in external public exhibitions (including degree shows) and working with artists and curators to discuss their work at the exhibitions.

Fostering a strong sense of community within cohorts through a range of teaching strategies including group discussion in critiques, seminar discussions and research groups. The students are encouraged to work with other students across the range of the PGT programmes, Art Writing, Fine Art Practice and MFA.

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
No further actions identified				

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

We would like to review the EqIA each year to ensure we are responding to any changes within the Programme or responding to any identified actions or requests.

Next review date 19.12.24

(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	

Signed off by Owner/Review Lead: Dr Karen Di Franco (Programme Lead)	04/01/2024
Signed off by Senior Lead Martin Newth, Head of School of Fine Art	13/01/25
Signed off by Equality Lead – Svetoslava Sergieva, Equality Officer	11/01/24
Signed off by Education Committee	02/04/2025