



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) / MDes Silversmithing & Jewellery Design (Integrated Masters)
New or reviewed	New
Owner/Review Lead and role	Anna Gordon, Programme Leader and Head of S&J
School	School of Design
Date of assessment	August 2025

1. Programme Outline and Characteristics

Programme Outline (please provide a brief outline of the programme)	<p>The BA (Hons) / MDes in Silversmithing and Jewellery Design at The Glasgow School of Art combines undergraduate study with the optionality to undertake an integrated postgraduate taught year of advanced practice and research.</p> <p>Nurturing independent thinking, technical skill, and critical engagement with materials and ideas, the programme embraces a broad disciplinary approach to offer a distinctive and</p>
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specialist learning environment where students explore the traditions, innovations, and future possibilities of silversmithing and jewellery design. Throughout the programme, students engage with key themes such as identity, memory, ritual, and storytelling and consider the cultural, historical, and societal roles of objects and adornment. The programme supports students in developing a strong material awareness and an ability to articulate their ideas through both practice and writing in ways that engage contemporary debates and contexts.

Rooted in material enquiry and critical reflection, the programme supports the development of individually focused creative practices, ranging from work for commercial jewellery and silverware industries to expressive, conceptual outcomes for gallery or exhibition contexts. Graduates emerge with a strong creative voice, prepared for professional practice, postgraduate research, or entrepreneurial and academic pathways in the field of contemporary jewellery and metalwork.

The programme spans 4 years (BA Hons) or 5 years (MDes), sharing a common core in Stages 1, 2, 3, and 4, and affording opportunities for advanced entry into Stage 2 or Stage 3 of study. Students may exit with a BA (Hons) after Stage 4, or progress to a Stage 5 year to graduate with an MDes.

Towards the end of Stage 3, and according to progression requirements, students have the optionality of choosing between the BA (Hons) pathway (Stage 4), or the MDes pathway (Stages 4 and 5). To be eligible for progression to the MDes pathway, a candidate will normally be required to obtain grade B3 or above in all courses of the Stage 3 curriculum. Opportunities for student international exchanges, collaborative learning, live industry

	<p>projects, competitions, and careers and enterprise experiences help support how students develop skills and attributes towards a diverse range of graduate destinations.</p> <p>Within the programme, Studio courses incrementally build core processes, materials, and design methods through projects that encourage students to take creative risks, critically reflect on their work, and establish a personal direction through craftsmanship, experimentation, and an open, research-informed approach to making. Design History and Theory courses explore critical and contextual perspectives, and courses shared with other programmes, including Co-Lab and Design Domain, foster expanded disciplinary perspectives by connecting broader domains of learning and knowledge. In Stage 4, all students can choose from different credit offerings in Design History and Theory and the Stage 4 course Extending Design: Reflective Encounters. In Stage 5, those students pursuing the MDes pathway undertake the final stage of Studio with increasing emphasis on independence and autonomy. They also undertake Design Research Methods, a cross-disciplinary core course shared with other School of Design MDes students, and the Stage 5 course Extending Design: Consolidating Creative Practice, where students can pursue directions that may include research-led visual proposals, speculative design portfolios or critically framed concepts that articulate the next stage of their creative and professional development.</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) / MDes Silversmithing & Jewellery Design (Integrated Masters), which will be situated in the School of Design (SofD) from academic year 2026-27.

The development of this new 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.'

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 three 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 EqlA is presented for a new programme, we do not have specific programme or course-level data. As such, we have drawn upon data at SofD UG level and GSA-level data, and we have also included consideration of recent data for the existing BA (Hons) Silversmithing & Jewellery Design programme which this new integrated BA (Hons) / MDes model will replace. We focus on key approaches towards positive impacts, as outlined in section 3, namely:

- PMAR equality data with broad trends from period of last 5 years circa, in relation to the National Equality Outcomes (NEOs) highlighting specific persistent inequalities associated with each of the protected characteristics under the Equality Act 2010
- Recent consultation activities as related to new programme development
- Student feedback and consultation activities, including student consultation during 2023-24 and 2024-25, student surveys, and SSCCs in related programmes and committee meetings more broadly.

Note: Sections 4 and 5 of this EqlA focus on actions connecting to or 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.

PMAR Equality Data: Broad Trends by Protected Characteristic

Age

Data is consistent across the last five years within the SofD Undergraduate provision, where 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. Over the last five years, BA (Hons) S&J has had an increase in students of 40 and over, which is consistent with the UG SofD population.

Sex

Data is consistent across the last five years within the SofD Undergraduate provision, with approximately 80% identifying 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. Moreover, over the last five years, BA (Hons) S&J has seen a steady decrease from 89% identifying as female to 78%, which is not reflected in the School of Design UG population overall. 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 and BA (Hons) S&J, with predominantly Scots domicile, 20% RUK and approximately 23% International non-EU. 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, and around 75% in BA (Hons) S&J. There has been an increase over the last 5 years in BME students in the SofD UG provision overall. 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, which is consistent with BA (Hons) S&J. 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. In BA (Hons) S&J, 61% - 66% declare No Religion. To support students in having confidence in institutional report and support mechanisms as fit for purpose in response to the NEO for Religion and Belief, 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. For the BA (Hons) S&J, 53% - 63% identify as heterosexual. Over the last 3 years, there has been an increase in those identifying as bisexual, gay and lesbian, and other, within the School of Design, with BA (Hons) S&J broadly consistent. In response to the NEOs highlighting persistent inequalities associated with the protected characteristic of sexual orientation, 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 can be found under section 15 of the GSA NEO Update 2024.

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
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:

Student Recruitment	The programme’s promotion materials (including Graduate Showcase digital portal for SofD programmes) and interviews with applicants can include EDI themes. GSA’s Pre-Enrolment Gateway, which is regularly updated and contains programme-based information, provides support and accessible guidance for offer holders and reaches diverse audiences, framing and supporting transitions into study. Inclusive and culturally sensitive language is used in promotion materials.
Programme Academic Induction	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 will aim to

	<p>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 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</p>

	speakers, including via teaching and talks.
<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 available on Canvas 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</p>

	<p>briefings for students at the beginning of each academic session. Using Canvas and briefs will aid 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 help inform the design of programme and course intended learning outcomes and assessment and feedback methods, with consistent and ongoing consideration and monitoring to identify and address potential barriers to participation.</p>
<p>Learning Resources</p>	<p>To support inclusive approaches at programme and course level, we build on work in partnership with GSA Library to decolonise and diversify learning resources.</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</p>

	<p>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 to support areas, including Student Support Services, including Report and Support.</p>
<p>Staff Development</p>	<p>Staff who will teach on the programme 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 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. More broadly, Programme Leaders and other staff have participated in developmental activities such as PL Forums 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	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. Learning materials and examples will reflect a range of age groups; support intergenerational learning; and consider accessibility for both younger and mature students. Supported by Mental Health and Wellbeing Advisers, a GSA Mature Student Network was established in February 2025.
Disability	In framing the programme and the teaching methods and assessment activities, the programme team has been cognisant of inclusive design principles to ensure that methods and pace of learning will be inclusive and do not create a barrier to participation and

	<p>achievement. Content such as learning activities, resources, assessment and media utilised within the programme are designed to be inclusive and accessible (e.g., captions, alternative text, screen reader compatibility) and can be provided in alternate formats as reasonable adjustments require. Student learners will be signposted to Student Support for reasonable adjustments, with Reasonable Adjustment Reports implemented in a timely manner. 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>Inclusive language will be used in teaching and documentation. Gender neutral toilets are available across campus, including the Reid Building.</p> <p>Through Registry support is available for name/pronoun changes on academic records. Pronouns can be added to Canvas. At the GSA Learning and Teaching conference in June 2024, a member of staff from the</p>

	<p>School of Design presented their research on supporting trans, non-binary and gender non-conforming students in creative higher education. The session covered barriers and explored practical ways to create safe and inclusive learning environments for students. Within the National Equality Outcome Action Plan, the GSA is committing to spread this learning across the institution.</p>
<p>Marriage and Civil Partnership (only applicable to staff)</p>	<p>Flexible working arrangements are available for staff, with teaching involving in person, asynchronous, and blended learning modes.</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 signpost students or staff that this affects. Flexible deadlines are available, e.g., through RARs, Good Cause. There are Wellbeing Spaces across campus for breastfeeding.</p>

<p>Race</p>	<p>In alignment to the cross-institutional Education Strategy, this programme's teaching and learning methods will address the forging of an inclusive curriculum through the regular refreshment of its curriculum and diversification of resources to include non-Western design perspectives. In the School of Design, diverse speakers are invited to support alignment with student representation in the sector and the EDI group lead on identifying and collating further resources, with staff development on the themes of decolonisation and diversification and iterative partnership work with GSA Library on online learning resources that reflect global perspectives and ensure accessibility.</p>
<p>Religion or Belief</p>	<p>To support and advance positive impacts in relation to diversity of religion or belief, programmes and related community events highlight religious celebrations and festivals alongside other days, weeks, and months that recognise and raise awareness of EDI themes. Wellbeing Spaces are available across campus for prayer and meditation.</p>
<p>Sex</p>	<p>Gender representation is a key consideration in learning and teaching, including in relation to the diversity of visiting speakers. There is a 'Menopause at Work'</p>

	<p>module in e-training for staff, a GSA policy for menopause and menstrual health in relation to the workplace, and the Menospace support and advocacy group meets regularly and welcomes students and staff impacted by menstrual and menopausal health issues.</p>
<p>Sexual orientation</p>	<p>The programme will not negatively nor positively impact students as a result of this protected characteristic, which is also addressed through diverse curriculum, positive representation, events, and training.</p>
<p>Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p>If a student/prospective student needs to communicate through a BSL interpreter, accommodations provided 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 signpost GSA Student Support Services, also linking to the Student Welfare intranet area for advice and support regarding the range of pressures students</p>

	<p>might experience, with support relating to pastoral and financial issues available through Student Support. Programmes support students in considering costs, methods, materials, and sustainable approaches to developing work and achieving intended learning outcomes. RARs help towards flexibility in learning needs and caring responsibilities, and the learning and teaching approaches consider the pace of learning. Programmes collaborate with Widening Participation which is committed to fostering equality, diversity, and social inclusion.</p>
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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

<p>Age</p>	<p>Overall: 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</p>
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	<p>programme will undertake a review of this EqIA annually within the PMAR process.</p> <p><i>While this programme is not anticipated to negatively impact students as a result of this protected characteristic, it is likely that the majority of its students may be in the 22-24 age category. While the existing BA (Hons) S&J programme has had an increase in students of 40 and over in the last five years, there may still be barriers to recruitment, e.g. for financial reasons as are full-time programmes. Overall, GSA might consider part-time routes to study, work-based learning, and increased scholarships. Supported by Mental Health and Wellbeing Advisers, a GSA Mature Student Network was established in February 2025, and the SofD could help ensure visibility for this offer e.g. through SofD Community Canvas announcements.</i></p>
<p>Disability</p>	<p><i>While this programme is not anticipated to negatively impact students as a result of this protected characteristic, over the last 4 years, GSA has seen an increase in both applications and admissions for those with a</i></p>

	<p>declared disability. While undertaking reviews of learning spaces and practices, we consider that studio and campus spaces might disadvantage those with disabilities such hearing impairments, those with mental health conditions, and those who may have specific learning needs linked to neurodiversity. Student learners are signposted to Student Support for reasonable adjustments, with Reasonable Adjustment Reports implemented in a timely manner.</p>
<p>Gender reassignment (covers Trans identities)</p>	<p><i>While this programme is not anticipated to negatively impact students as a result of this protected characteristic,</i> misgendering or lack of awareness by staff and students could cause emotional distress. Inclusive language is used in teaching and documentation, and consideration and support for students undertaking gender reassignment, including through Student Support. Through Registry support is available for name/pronoun changes on academic records. Pronouns can be added to Canvas.</p>

<p>Marriage and Civil Partnership (only applicable to staff)</p>	<p><i>While the programme and its delivery is not anticipated to negatively impact staff as a result of this protected characteristic, in lines with EDI in the workplace, flexible working arrangements are available for staff, with teaching and meetings involving in person, asynchronous, and blended modes to avoid exclusion of those with caring or family responsibilities.</i></p>
<p>Pregnancy and Maternity</p>	<p><i>While this programme is not anticipated to negatively impact students as a result of this protected characteristic, studio-based work and assessment deadlines may clash with pregnancy-related health issues or maternity leave. The programme supports 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 signpost students or staff that this affects. Flexible deadlines are available, e.g., through RARs, Good Cause.</i></p>

<p>Race</p>	<p><i>While this programme is not anticipated to negatively impact students as a result of this protected characteristic, the curriculum may underrepresent non-Western design traditions, and students from racialised backgrounds may face unconscious bias. In alignment to the cross-institutional Education Strategy, this programme’s teaching and learning methods will address the forging of an inclusive curriculum through the regular refreshment of its curriculum and diversification of resources to include non-Western design perspectives. In the School of Design, diverse speakers are invited to support alignment with student representation in the sector and the EDI group lead on identifying and collating further resources, with staff development on the themes of decolonisation and diversification and iterative partnership work with GSA Library on online learning resources that reflect global perspectives and ensure accessibility; and initiatives such as the GSASA and GSA Exhibitions collaborative talk series Race, Rights, and Sovereignty fosters meaningful dialogue and spaces to critically explore and engage with EDI</i></p>
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	<p>themes, particularly within creative practice. In 2024, a student consultant-led GSA Diverse Student Voices project emphasised the critical importance of capturing diverse perspectives to improve learning, teaching, and institutional practices in relation to significant challenges, including barriers to engagement for marginalised groups and gaps in understanding the qualitative experiences of diverse students that GSA will continue to address in relation to the GSA Education Strategy and student partnership.</p>
<p>Religion or Belief</p>	<p><i>While the programme is not anticipated to negatively impact students as a result of this protected characteristic,</i> timetabling may conflict with religious observance, and in the campus there may be limited space for prayer and meditation, e.g., availability of Wellbeing spaces. To support and advance positive impacts in relation to diversity of religion or belief, programmes and related community events highlight religious celebrations and festivals alongside other days, weeks, and months that recognise and raise awareness of EDI themes.</p>

<p>Sex</p>	<p><i>While the programme is not anticipated to negatively impact students as a result of this protected characteristic, gender representation is a key consideration in learning and teaching, including in relation to the diversity of visiting speakers. There is a 'Menopause at Work' module in e-training for staff, a GSA policy for menopause and menstrual health in relation to the workplace, and the Menospace support and advocacy group meets regularly and welcomes students and staff impacted by menstrual and menopausal health issues.</i></p>
<p>Sexual orientation</p>	<p><i>While the programme is not anticipated to negatively impact students as a result of this protected characteristic, we undertake an enhancement-led approach to diversifying curriculum, positive representation, events, and training.</i></p>
<p>Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p><i>While the programme is not anticipated to negatively impact students as a result of this protected characteristic, care-experienced students may lack support networks, and low SES students may struggle with hidden</i></p>

	<p>costs. 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 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, with support relating to pastoral and financial issues available through Student Support. Programmes support students in considering costs, methods, materials, and sustainable approaches to developing work and achieving intended learning outcomes. RARs help towards flexibility in learning needs and caring responsibilities, and the learning and teaching approaches consider the pace of learning. Programmes collaborate with Widening Participation. If a student/prospective student needs to communicate through a BSL interpreter, accommodations provided align with our legislative</p>
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	responsibility to provide a BSL interpreter when requested.
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6. How does the outcome of this assessment and the actions undertaken support GSA’s [2021 - 2025 Equality Outcomes](#) and the [National Equality Outcomes](#)

This assessment and the actions undertaken evidence how the amended programme offers 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. Moreover, the GSA Education Strategy and its related action planning centres transformational approaches to ‘models of creative education to meet the needs of students and the challenges of our time’.

GSA Equality Outcomes

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.

National Equality Outcomes

1. The retention outcomes for university students aged 25 and over will improve.

- Synchronous and asynchronous learning options help to accommodate work, family, or caregiving responsibilities.
- Flexible deadlines are available, e.g., through RARs, Good Cause.
- Student Support and Welfare can signpost students to routes for financial support for those with dependents or those returning from a career break.
- Retention data by age is gathered and analysed through PMAR process.
- Supported by Mental Health and Wellbeing Advisers, a GSA Mature Student Network was established in February 2025.

2. The success and retention rates of college and university students who declare a mental health condition will improve.

- RARs are available to students who have declared a mental health condition and are implemented in a timely manner.
- Students are signposted/referred to Student Support services.
- Mental Health Awareness and First Aider training available and signposted to staff, and an eLearning unit in the GSA Student Handbook addresses Mental Health Training for students.
- Retention is monitored via the PMAR process.
- Institutional investing in mental health resource, increasing staff capacity via training opportunities, developing strategies in support of the Scottish Government student mental health action plan and implementing sector guidance such as Universities UK's suicide safer guidance and continuing to develop a whole university approach to wellbeing.

3. Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.

- Student learners are signposted to Student Support for reasonable adjustments, with Reasonable Adjustment Reports (RARs) implemented in a timely manner.

4. Disabled staff and students report feeling safe in the tertiary system.

- Wellbeing Spaces are available across campus, including in the Reid.
- Studios and learning spaces are accessible.
- Digital content is digitally accessible and legally compliant.
- Students are supported in gaining RARs and these are implemented in a timely manner.
- The GSA People Strategy 2023-2027 detailing investment in inclusive and accessible working environments with a focus on staff wellbeing.

5. Trans staff and students report feeling safe to be themselves in the tertiary system.

- Systems (student records, ID cards) support updates of name and gender identity.
- Trans and non-binary voices are reflected in the curriculum and in reflections on learning and teaching.
- Gender neutral toilets are available in the Reid.
- Report and Support is signposted so that trans students/staff can safely raise concerns.
- The GSA Student Handbook contains EDI-themed Inclusive Communities Courses for Students and also includes key policies such as the Student Conduct Policy.

6. Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.

- The Dignity and Respect at Work and Study policy and procedure is designed to enable and encourage students and staff in understanding acceptable and unacceptable standards of behaviour that underpin dignity and respect at the GSA, and what to do where there is a perceived breach of these standards.
- The institution ensures the complaints procedure is well-publicised and available in multiple formats.

- The institution offers diverse representation in investigative or decision-making panels where possible.
- The institution communicates clearly that complainants are protected from retaliation or victimisation.
- The institution signposts the Counselling and Mental Health Service during and after the complaint process.

7. Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.

- The institutional Education Strategy addresses the forging of an inclusive curriculum through the regular refreshment of teaching and learning methods, curriculum and diversification of resources.
- Staff development on the themes of decolonisation and diversification and partnership work with the GSA Library Service supports the development of online learning resources that reflect global perspectives and ensure accessibility.

8. Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.

- Our staff population does not reflect the diversity of our student cohort and despite acknowledging this within our recruitment processes and actively encouraging applications from underrepresented areas, further positive action is required.
- Increasing the ethnic diversity within the GSA staff population has been identified as a core outcome of the People Strategy.
- At School and programme level, diverse speakers are invited to help towards alignment with student representation in the sector.

9. Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.

- Canvas resources such as the GSA Student Handbook support signposting of Student Support Services to students.
- A button on all Canvas homepages links to support areas, including Student Support Services, including Report and Support.

- The institution implements clear policies and monitoring practices, for example the Dignity and Respect at Work and Study procedure, to address discrimination and harassment, with established consequences for prejudiced behaviours.
- Students have access to a range of eLearning units via the GSA Student Handbook including Consent, Understanding Wellbeing, Bystander Intervention, Mental Health Training, and Gender Based Violence.

10. Men (staff and students) know how to access mental health support (recognising intersectionality within that group).

- Canvas resources such as the GSA Student Handbook support signposting of Student Support Services to students. A button on all Canvas homepages links to support areas, including Student Support Services.
- Staff have access to support through HR and the employee assistance portal.
- Staff and students have access to a range of eLearning units, including Mental Health Training.
- While the GSA does not currently collect the data required to ascertain levels of awareness of mental health support from male staff and students, steps are being taken to measure this in 2025 through a staff and student EDI survey and the disaggregation of the Student Experience survey (SES).

11. Institutions will have regard to significant imbalances on courses and take action to address it.

- The institution takes steps to understand why certain courses might disproportionately attract one gender or group and then working to create a more inclusive and balanced environment. This involves reviewing recruitment strategies and promoting diversity within the curriculum.

12. Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.

- Enhancements in inclusive learning and teaching practices, including in relation to the institutional Education Strategy, help

integrate LGBTQ+ issues into the curriculum and wider practices, with belonging and respect through educational practices and social activities.

- The institution implements clear policies and monitoring practices, for example the Dignity and Respect at Work and Study procedure, to address discrimination and harassment, established consequences for prejudiced behaviours, with a commitment to the elimination of discrimination across the Institution to ensure all students and staff feel safe and valued.

7. How does the outcome of this assessment and the actions undertaken support the three main duties GSA has under the 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 also see response to Question 6.

1. Eliminate Discrimination, Harassment and Victimisation

- The review identified potential barriers for students and staff with protected characteristics and proactively addressed them through RARs, inclusive language, name/pronoun recognition for trans students, digital accessibility, etc.
- Staff training helps reduce instances of discrimination or exclusion
- Clear communication channels and reporting procedures are in place to address any incidents of harassment or victimisation

2. Advance Equality of Opportunity

- Targeted support e.g. TSD support for mature students, flexible assessment for pregnancy/maternity and disability, institution-

wide bursaries to help level the playing field for students who may face additional barriers to success.

- Curriculum development has been informed by diverse cultural, social, and global perspectives, helping underrepresented groups feel included and valued.
- Practical actions - such as RARs and alternative submission options – help remove structural obstacles to participation.

3. Foster Good Relations Between People Who Share a Protected Characteristic and Those Who Do Not

- Activities promoting shared understanding - such as recognising religious/cultural/EDI events, and diverse guest speakers - encourage dialogue and collaboration across identities.
- A more representative curriculum challenges stereotypes and enables students to appreciate different lived experiences.
- The creation of supportive environments helps foster empathy and respect among the whole learning community.

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
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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 2026 through PMAR process to ensure currency and relevancy, then annually.
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<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 	<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 the amended programme from September 2026. This will be built into our review processes through PMAR annually as identified within section 8 above.</p>
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the action plan is updated yearly	
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Signed off by Owner/Review Lead	Anna Gordon Prgramme leader 25/8/25
Signed off by Senior Lead	Thea Stevens, ADL, 25/08/25
Signed off by Equality Lead	Ceit Mackintosh, Equality Officer 22/08/25
Signed off by Education Committee	Professor Rachel Dickson, Deputy Director and Vice-Principal [Academic] 11/02/2026