

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)	Bachelor of Science in Interior Architecture (Hons)
New or reviewed	Reviewed
Owner/Review Lead and role	Robert Mantho, Alan Hooper
School	Mackintosh School of Architecture
Date of assessment	09-04-25

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief)	The introduction of a new Bachelor of Science in Interior Architecture (Hons) programme at the Mackintosh School of Architecture is aimed at expanding and consolidating the existing UG programme portfolio while retaining a disciplinary focus within the school. This

outline of the programme)	assessment considers how the current operation of this program addresses the duties outlined in the Equality Act 2010 and the Equality Action 2010 (Specific Duties) (Scotland) Regulations 2012. It is a 4-year course honours course.
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*

As this is a new programme there is no data for the BSc in Interior Architecture (Hons). The data below is from the current Bachelor of Architecture programme, which is also a 4-year, 8-semester programme, which we have used to provide a basic framework to anticipate the needs of prospective students. The data set used includes data for the current Stage 5, as the data for Stage 4 cannot be split from the data set provided. While this is not ideal, it does allow for a wider picture, taking into account MSA student data from a large sample.

Evidence Used:

- PMAR data provided by GSA taken from the Student HESA return and internal records from 28.10.2024 covering a 3-year period.
- Bachelor of Architecture, Diploma in Architecture + Master of Architecture (by Conversion), and Masters of Architectural Studies Equality Impact Assessments from 2023.
- NSS/SES Surveys.
- External Examiner reports.
- RIBA Education Statistics 2021/22 (RIBA ES).

Results:

AGE

The age demographic for years 1-3 is consistent, with 60-70% students being in the 18-20 category reflecting the vocational nature of the Programme and the extended period of full-time and practice experience to attain qualification as a practicing architect.

DOMICILE

Over the last four academic sessions Home/EU students are consistently the majority of students in years 1-3 (53-60%). RUK students during the same period have dropped, likely reflecting the impact of the Covid pandemic where students tended to remain at home as curricula delivery was on-line. The rise in the number of RUK students post-pandemic suggests Covid was the factor in the drop in RUK students. EU student numbers have been remarkably consistent at around 10% over the period. Overseas student numbers have increased over the period indicating a trend that has been compounded by the admissions figures in AS Session 202/23.

The mix of students within years 4-5 has remained consistent and evenly split over a 4 year period with an equal mix of Scotland, RUK, EU and Overseas students.

ETHNICITY

The student intakes over the last four academic sessions indicate that the white and Scottish categories provide between 60-70% of the students in years 1-3. The only other sizable ethnic group are the Chinese students who account for approximately 10% of the student numbers with the trend towards increasing numbers from 6.7% in AS 2018/19 to 12.5% in AS 2021/22. Clearly besides the home students the biggest recruitment for MSA remains within China. At 6% MSA has the highest percentage of Asian/British students in relation to SoD and SoFA.

In session 2021-22 within the 14 ethnicities acknowledged within the years 4-5, 37.1% of students identified as white and a further 17.45% identify as white-Scottish. Students identified as Chinese formed 15.2% of the overall cohort a small percentage of students identified as Asian (7.9%), Arabic (2.2%), Black or Black British African (2.8%).

There has been a slight increase over 4 years of the number of Black or Black British African students attending (2.2% in 2018-19) and a slight reduction in the number of Chinese students attending (17.3% in 2018-19).

Overall, the post graduate programme students identify predominantly as white.

SEX IDENTIFIER

The student intakes in years 1-3 over the last four academic sessions indicate that besides a variation in AS 2019/20 where the female/male gender split was 60/40, the gender split has been consistently around 50/50 with a very slight majority of female students (56% F, 44% M).

The gender balance in years 4-5 has remained consistent over a 4 year period and is currently sitting at 55.6% female, 42.1% male, 2.2% unknown.

DISABILITY

The student intakes in years 1-3 over the last four academic sessions indicate a remarkably consistent figure of just over 80% of the intake have no declared disabilities. The statistical data does not breakdown the categories of disability therefore no analysis of the range of disabilities can be offered.

The number of students in years 4-5 identifying as having a disability has steadily increased over 4 years with 18.5% identifying in this session compared to 9.7% in 2018-19.

RELIGION OR BELIEF

The student intakes in years 1-3 over the last four academic sessions indicate that the vast majority of students are not religious with around 15% of the cohort being Christian. While other religious students are low in number it is essential that MSA approach to EDI recognises and the religious beliefs of every student.

In session 2021-22, the majority of years 4-5 have been identified as non-religious, which is similar to previous years. There is a slowly growing community of Buddhist which has risen from 3.1% last session to 3.9% this session.

SEXUAL ORIENTATION

In years 1-3, over the last 5 years, the student intakes over the last four academic sessions indicate that the vast majority of students are heterosexual, 70-78%, with approx. 10% bi-sexual and approx. 15% information refused.

In years 4-5, the largest group of students is Heterosexual, with 68.5% of the cohort identifying in this category. Over the 5 year period there has been an increase from 1.6% to 6.7% of students identifying as Bisexual and a reduction in the numbers of students identifying as a Gay Man (7.0% in 2018-19 down to 3.9% this session) and Gay Woman/ Lesbian (1.1% in 2019-20 down to 0.6% this session).

SCOTTISH INDEX OF MULTIPLE DEPRIVATION (SIMD) QUINTILE

This session students were identified within quintile 1(17.7%), quintile 2(19.7%) and 3 (15.2%) (1 being most deprived, 5 least deprived) with all students in years 1-3. This is significantly more than the proportions of students identified in years 4-5, but less than the averages for these quintiles across the GSA.

This session, students were identified within quintile 1(5.3%) and 3 (3.5%) (1 being most deprived, 5 least deprived), with all students within years 4-5. This is significantly less than the proportions of students identified in years 1-3.

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

With the implementation of GSA's Common Academic Framework (CAF), MSA made major amendments to the programmes and courses which comprise the BSc (Hons) of Interior Architecture Programme.

The amendments aligned the programme with the Common Academic Framework for Taught Degree Programmes which sets out:

- Revised semester structure, with contact teaching and assessment weeks defined at institutional level across GSA's undergraduate and postgraduate taught provision.
- Cross-school curriculum architecture models for undergraduate and taught postgraduate programmes.
- Institutional framework of cross-cutting Graduate skills and attributes.

A comprehensive courseware review was carried out, and all course and programme documentation were amended. These amendments support MSA's three strategic challenges of climate change, increased equality and diversity, and future practice. The revised courseware documents accurately reflect the breadth and depth of learning delivered through the Programme while embedding equality, diversity and inclusion within our programme and course documentation. The courseware is written in clear and accessible language aligned across programmes and courses, ensuring that applicants, students, staff, and visitors have access to comprehensive and coherent information on MSA's curricula, pedagogical approach, and school ethos. This is evident in the Programme aims and Intended Learning Outcomes, where inclusive and ethical considerations are part of the core learning for students.

MSA amalgamated previous content to form a Professional Studio 2 course and to revise the Professional Studio 3 curriculum. The revisions have enhanced the MSA curriculum content to address these important elements of 21st century architectural education. These enhancements impacted credit weightings of some courses within the programme, with the detailed delivery taking place as part of the revisions to the Programme and Course content. These revisions to the curriculum directly address professional ethics and inclusivity in all the courses forming the programme. These changes were developed in cooperation with the staff team who deliver the courses to ensure a consistent student experience.

Decolonialisation of the curriculum continue within MSA through the review and revision of curriculum content and delivery. The updating of course resources in conjunction with Library Resource List team is part of the CAF revisions to course documentation and has been undertaken with an emphasis on equality, diversity and inclusion.

The MSA implemented the GSA Personal Tutor Scheme to support students in their experience by offering an individual point of contact in teaching staff in session 2018-19. A review of this was undertaken by a staff working group and a revised Personal Tutor Scheme has been agreed with GSA Student Support. This will be in place for the academic session 2023-24 and will be reviewed in June 2024.

MSA have introduced a Summative Assessment Submission Window to reduce student submission deadline anxiety and staff workload associated with late submissions.

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>	<ul style="list-style-type: none"> -The information provided on the internet is clear and easily understandable. There are numerous opportunities throughout the recruitment cycle to gain additional information about the programme and the different pathways, including discussions with current students, presentations from the Stage Leaders, and Q &A sessions with the Admissions Co-ordinator. There are also a series of onboarding events for applicants who have accepted a place. -Interviews are undertaken by staff across the school and staff are provided with interview training. -Prospective students are directed to the GSA Pre-enrolment gateway to provide extended information regarding the GSA academic community.
<p>Programme Academic Induction</p>	<p>-MSA's academic inductions include verbal and visual materials to communicate to students the details of the courses that comprise the programme. Timetables, staff introductions, programme structure, course content, assessment information, the personal tutor scheme, and a discussion of peer learning and the studio as a learning resource. This induction is supported on Canvas with key links, documents, and videos available for reference.</p>

	<p>-The range of induction activities establish a key aspect of the MSA academic approach, highlighting that all students and staff belong to a learning community that thrives through everyone's contributions.</p>
<p>Curriculum (contents, diversification and decolonisation)</p>	<p>-Stage 1 introduces students to the fundamental ethical role of the architect in responding to the needs of people with a wide range of diverse needs while developing the fundamental skills and foundational knowledge of the discipline of architecture. Students enrolled in the BSc in Interior Architecture (Hons) undertake a specialist Studio Work 1B/Interior course in Semester 2, with a design brief focused on the demands of interior architecture.</p> <p>-Stage 2 briefs highlight the requirement for social inclusiveness and the social responsibility of being an architect. Staff and students examine architecture that gives people the freedom to interact and to contribute creatively to the environment they live in and to confront the challenges of the climate emergency to pursue a more sustainable, just, and equitable built environment. Students enrolled in the BSc in Interior Architecture (Hons) undertake a specialist Studio Work 2B/Interior course in Semester 2, with a design brief focused on the demands of interior architecture.</p> <p>-In Stage 3 architecture is explored as a medium to explore new social, political and environmental agendas, capable of creating empowered and resilient communities. Students examine strategies for reducing the architecture's carbon-footprint without compromising human needs, spatial experiences and architecture's inextricable link with place and context, its community, its history, and its environment including other species and the land that supports us. Students enrolled in the BSc in Interior Architecture (Hons) undertake a specialist Studio Work 3B/Interior course in Semester 2, with a design brief focused on the demands of interior architecture.</p> <p>-Stage 4 studio theme 'Living in Agreement' highlights the diversity of lived experience in the city of Glasgow. Staff and students explore the spatial requirements and architectural consequences which stem from a broader synthesis of the city, its diversity of inhabitants, and the challenges of the climate emergency upon which a more sustainable, just, and equitable city relies. This theme extends to the Architectural Technology and Professional Studio courses. Students</p>

enrolled in the BSc Interior Architecture (Hons) undertake a specialist Studio Work 4/Interior course in Semester 2, with a design brief focused on the demands of interior architecture.

- Collaborative studio projects delivered throughout the programme develop students' key collaborative skills while facilitating peer interaction and helping students develop interpersonal communication skills. Working with peers from across the cohort and the institution increases the sense of community and belonging.
- Revised studio day sessions to include a morning briefing and/or an evening round-up to inform students of studio activities and address any student issues as they arise while encouraging studio attendance.
- More collaborative studio projects requiring working with others, from pairing students to working in larger groups, to interdisciplinary collaboration, each developing key collaborative skills while requiring peer commitment and contributing to studio activity in the school
- The evolution of design reviews from public tutorial to design forum promoting student engagement, critical thinking and discourse encouraging critical reflection on the part of the students – the shift from review to forum is facilitated both by the structure of the event, students presenting their work in groups followed by group discussion, and the intent to focus on student reflection and learning rather than simply the design output. Specific review models have been used to address student anxiety, allowing students to develop presentation skills, while mitigating negative impacts.
- Decolonialisation of the curriculum continue within MSA through the review and revision of curriculum content and delivery. Course resources were updated in conjunction with Library Resource List team as part of the CAF revisions to course documentation, with an emphasis on equality, diversity and inclusion.
- MSA have increased the number of people from diverse ethnic and cultural backgrounds contributing to the students learning at MSA, primarily through the diverse range of guests invited to contribute to the curriculum. MSA have developed an inclusive Friday Lecture Series which actively promotes a diverse range of voices promoting an inclusive learning and teaching environment.

	<ul style="list-style-type: none"> -MSA have developed institutional teaching and research collaborations with partners from across the globe, including the Graduate School of Architecture at the University of Johannesburg and Rwanda University, enabling staff to share teaching methodologies and curriculum themes with a wider network. -Studio timetables have been revised to include morning and afternoon sessions to discuss studio activities and address issues raised during the day's studio session. -Collaborative studio projects develop key collaborative skills while also facilitating peer interaction and helping students to develop interpersonal communication skills. -Working with peers from across the cohort increases the sense of community and belonging. - A range of design review models have been utilised to promote student engagement, critical thinking and discourse, encouraging critical reflection on the part of the students. Specific review models have been used to address student anxiety, allowing students to develop presentation skills while mitigating negative impacts. -The current courseware documentation supports the mainstreaming of equality, diversity and inclusion. This is evident in the language used, the intended learning outcomes within each course and the programme, the indicative content and assessment methods.
<p>Learning and Teaching Approaches (activities and practices)</p>	<ul style="list-style-type: none"> -Canvas has become the primary tool for staff/student communication, the dissemination of curriculum materials, student assessment, and key aspects of Programme management. A consistent and comprehensive Canvas structure throughout the Programme enables students to access information and curriculum materials in a recognisable format, improving communication and accessibility, particularly for a student cohort with diverse learning needs. -Programme staff now deploy Canvas to deliver course information and materials including stage and course timetables, lecture notes and recorded lectures and pre-recorded introductions to workshops, skills sessions and studio projects – while the adopted modes of delivery enhance the learning, academic experience and accessibility of all students, it is particularly beneficial to those students with adjusted arrangements in relation to declared disabilities, mainstreaming equity and diversity.

	<ul style="list-style-type: none"> -All subject area student assessment and feedback is delivered through Canvas, as is the case with the majority of studio assessment and feedback, with the exception of examination by physical exhibition in studio courses. -Studio activities are posted on Canvas on a weekly basis, enabling students to manage their workload and develop their time management skills. -Student attendance is completed on Canvas, offering an efficient and effective process. -Pre-recorded studio skills sessions addressing the perceived skills deficit due to the impact of Covid offer students the opportunity to access the material asynchronously to suit their learning style and commitments out with the school. -Studio timetables have been revised to include morning and afternoon sessions to discuss studio activities and address issues raised during the day's studio session. -Studio teaching includes a range of activities, from paired tutorials, specialist workshops, external contributors from diverse disciplines and backgrounds, designed peer learning and varied teaching delivery. This varied approach recognises that learners have different strengths and attempts to provide learning models to address this diversity. -Collaborative studio projects develop key collaborative skills while also facilitating peer interaction and providing an active studio environment in the school. - A range of design review models have been utilised to promote student engagement, critical thinking and discourse, encouraging critical reflection on the part of the students. Specific review models have been used to address student anxiety, allowing students to develop presentation skills while mitigating negative impacts. -Lecture-based courses are developing the delivery mode to provide more seminar formats and discussion groups, where appropriate, which supports students with different learning needs. -Canvas provides all the relevant information for all the courses to allow students to work asynchronously.
<p>Assessment and Feedback Methods</p>	<p>-The use of consistent and coherent Intended Learning Outcomes at Programme and Course level supports students' understanding of the assessment process. The introduction of the 6 learning domains is used in every course within MSA,</p>

	<p>further supporting students' understanding of what they are learning and the assessment process. This highlights the progression through the programme and the building of skills and knowledge for all students and brings clarity to the assessment and feedback methods.</p> <ul style="list-style-type: none"> -The use of carefully structured Canvas courses and consistent assessment rubrics for feedback increases clarity and accessibility for students with diverse learning needs. -Students and staff undertake two Assessment Workshops, one in each semester, to provide direct engagement with assessment materials and practices. This helps students utilise assessment as a learning activity and highlights the dialogic nature of assessment, enhancing student belonging. - EDI considerations informed the design of the programme and course intended learning outcomes, as well as the assessment and feedback methods, to limit barriers to participation. As with all MSA programmes, continuous enhancement efforts will be used to monitor the EDI, with required action taken when issues are identified.
<p>Learning Resources</p>	<ul style="list-style-type: none"> -Programme staff deploy Canvas to deliver curriculum information and materials using a diverse range of delivery modes including stage and course timetables, lecture notes and recorded lectures and pre-recorded introductions to workshops, skills sessions and studio projects – while the adopted modes of delivery enhance the learning, academic experience and accessibility of all students, it is particularly beneficial to those students with adjusted arrangements in relation to declared disabilities, an essential aspect of mainstreaming equity and diversity. -All lectures delivered for credit-bearing courses are either recorded and uploaded to Canvas for students to review or extensive notes are provided to support different learning needs. -Pre-recorded studio skills sessions addressing key skills offer students the opportunity to access the material asynchronously to suit their learning style and commitments out with the school. - Decolonisation of the curriculum continue within MSA through the review and revision of curriculum content and delivery. The updating of course resources in conjunction with Library Resource List team is part of the CAF revisions to course documentation.

	<p>-The MSA ADL in collaboration with the SIT ADL is working on a project to develop co-creation guidance for the student -staff partnerships building course resource lists.</p>
<p>Support for Students (e.g. implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)</p>	<p>-The MSA implemented the GSA Personal Tutor Scheme to support students in their experience by offering an individual point of contact in teaching staff in session 2018-19. A review of this was undertaken by a staff working group and a revised Personal Tutor Scheme was agreed with GSA Student Support. This has been in place since the academic session 2023-24 and was reviewed in June 2024, resulting in changes to specific staff involvement, but not the structure of the scheme.</p> <p>-Personal Tutors provide information on Student Support and direct students to the Student Support Canvas pages during academic inductions. The inductions include information regarding the Report and Support online tool, stressing the support students experiencing difficulties can receive in resolving issues.</p> <p>-A pilot project for a Summative Assessment Submission window for academic session 2023-24, to reduce student submission deadline anxiety and a reduction in staff workload, has been approved by the Academic Council. This pilot project was reviewed by MSA and GSA Learning & Teaching to evaluate the impact on student welfare and school resources. Following the review, the decision was taken by Academic Council to make the submission window permanent for the MSA in 2025.</p>
<p>Staff Development</p>	<p>-Staff attended training that included Equality & Diversity, Unconscious Bias, Neurodiversity at work, Impact of Micro-behaviours, Identifying and Responding to Student Mental Health, De-colonising the Curriculum and others.</p> <p>-Academic Development Lead continues to work in collaboration with GSA colleagues on a range of projects to continuously enhance teaching practice based on scholarship and research. The MSA Learning, Teaching and Assessment committee is a platform for mainstreaming enhanced practices.</p> <p>-The HoS and ADL delivered a “New to Assessment at the GSA” workshop on assessment and feedback best practice during the MSA Staff Planning days in June 2024.</p>

	<p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the actions across the programme.</p> <p>- MSA staff have been supported with mandatory and optional staff development and training. MSA planning sessions include EDI discussions, and the e-modules on LearnUpon cover a range of EDI topics, including unconscious bias, student mental health, safeguarding, and disability awareness. At the MSA planning sessions, staff have been shown the curriculum design resources and toolkits available on Canvas. Programme Leaders attended Learning and Teaching team PL Forums to discuss EDI topics such as inclusive curriculum, inclusive and equitable assessment, supporting graduate attributes and outcomes, and liberating the curriculum.</p> <p>- The MSA ADL in collaboration with the SIT ADL is working on a project to develop co-creation guidance for the student - staff partnerships building course resource lists.</p>
Any other relevant areas	-

<p>4. How have you ensured the programme being assessed is advancing positive impact on the protected characteristics? – please address each protected characteristic individually</p>	
Age	<p>-The average age of students within years 1-3 has stayed consistent over a 5 year period with the majority of students aged between 19 and 24 years old.</p> <p>The average age of students within years 4-5 has stayed consistent over a 5 year period with the majority of students aged between 22 and 39 years old.</p> <p>-MSA offer a part-time mode which allows a student to work part-time within an architectural practice whilst also undertaking the BSc (Hons) Interior Architecture programme. This extends the programme to 6 years part-time compared to 4 years on the full-time mode. The part-time mode combining full-time study with part-time work within an architectural practice, increasing access for students who are self-reliant in terms of funding and living costs.</p> <p>-A range of digital technologies are used to ensure all students have access to course materials as needed. This includes pre-recorded studio skills sessions addressing key skills offer students the</p>

	<p>opportunity to access the material asynchronously to suit their learning style and commitments out with the school. This supports students with a range of needs.</p>
<p>Disability</p>	<p>The number of students identifying with a disability on the programme is as follows: Years 1-3 = 20.17%, which an increase of just over 3% over the last 5 years Years 4-5 = 28.4%, which an increase of just over 18.8% over the last 3 years There has been an increase in the number of students identifying as having a disability since the EQIA in 2017. -Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings. - We advertise on the GSA website that within the BSc (Hons) of Interior Architecture we operate an 'inclusive studio culture' and states as follows: 'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.' We actively support this within the studio and courses delivered within the BSc (Hons) of Interior Architecture programme. -Clear and timely issue of timetables and access to curriculum content on Canvas enables students with specific learning needs to manage their time and access curriculum content to meet their requirements. - The Virtual Learning Environment (Canvas) provides students with access to all the information for each course and programme. This is designed to be digitally accessible. -All lectures delivered for credit bearing courses are either recorded and uploaded to Canvas for students to review or</p>

	<p>extensive notes are provided to support different learning needs.</p> <ul style="list-style-type: none"> -The introduction of the Personal Tutor Scheme across MSA has allowed for students to discuss non-curriculum issues with a member of MSA staff. This has allowed for students to be signposted to Student Services and the IRFs/RARs have been more extensively used to support different learning needs. -The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics. Over the last 5 years MSA has invited professionals with a broad set of experts in alternative practice, working in diverse contexts and locations and with specialist interests in architectural practice across the range of protected characteristics. For example, Jos Boys a specialist in architecture for the differently abled, Farshid Mousavi a specialist in inclusive and socially engaged architecture and Professor Ola Uduku who spoke about practicing architecture in the global south. - MSA offer a part-time mode which allows a student to work part-time within an architectural practice whilst also undertaking the BSc (Hons) Interior Architecture programme. This extends the programme to 6 years part-time compared to 4 years on the full-time mode. The part-time mode combining full-time study with part-time work within an architectural practice, increasing access for students who are self-reliant in terms of funding and living costs. -A range of digital technologies are used to ensure all students have access to course materials as needed. This includes pre-recorded studio skills sessions addressing key skills offer students the opportunity to access the material asynchronously to suit their learning style and commitments out with the school. This supports students with a range of needs.
<p>Gender reassignment (covers Trans identities)</p>	<ul style="list-style-type: none"> -Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings. - We advertise on the GSA website that within the BSc in Interior Architecture (Hons) we operate an 'inclusive studio culture' and states as follows:

	<p>‘Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.’</p> <p>We actively support this within the studio and courses delivered within the BSc in Interior Architecture (Hons) programme.</p> <ul style="list-style-type: none"> -The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions that take place as part of the School Forum. -The MSA, working in partnership with students, is committed to creating an inclusive school community and studio environment. Through a range of learning activities across the programme, efforts to include diverse voices are being made. -Personal Tutors provide information on Student Support and direct students to the Student Support Canvas pages during academic inductions. The inductions include information regarding the Report and Support online tool, stressing the support students experiencing difficulties can receive in resolving issues. Staff are briefed with guidance for signposting to support resources for students with specific needs. -The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics. Over the last 5 years MSA has invited professionals with a broad set of experts in alternative practice, working in diverse contexts and locations and with specialist interests in architectural practice across the range of protected characteristics. For example, Jos Boys a specialist in architecture for the differently abled, Farshid Mousavi a specialist in inclusive and socially engaged architecture and Professor Ola Uduku who spoke about practicing architecture in the global south.
<p>Marriage and Civil Partnership (only applicable to staff)</p>	<p>N/A</p>

<p>Pregnancy and Maternity</p>	<ul style="list-style-type: none"> - The Virtual Learning Environment (Canvas) provides students with access to all the information for each course and programme. This is designed to be digitally accessible. -All lectures delivered for credit bearing courses are either recorded and uploaded to Canvas for students to review or extensive notes are provided to support different learning needs. -The introduction of the Personal Tutor Scheme across MSA has allowed for students to discuss non-curriculum issues with a member of MSA staff. This has allowed students to be signposted to Student Services, and the RARS have been more extensively used to support different learning needs. -A range of digital technologies are used to ensure all students have access to course materials as needed. This includes pre-recorded studio skills sessions addressing key skills offer students the opportunity to access the material asynchronously to suit their learning style and commitments out with the school. This supports students with a range of needs.
<p>Race</p>	<ul style="list-style-type: none"> -Within the years 1-3, 59% of students identify as white. There has been an increase in the number of students from Minority Ethnic backgrounds, increasing to 30%. -Within the years 4-5, 63.1% of students identify as white. There has been an increase in the number of students from Minority Ethnic backgrounds, increasing to 32.6%. -Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings. - We advertise on the GSA website that within the BSc (Hons) of Interior Architecture we operate an ‘inclusive studio culture’ and states as follows: ‘Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.’

	<p>We actively support this within the studio and courses delivered within the BSc in Interior Architecture (Hons) programme.</p> <ul style="list-style-type: none"> -MSA's commitment to a supportive and inclusive learning environment is fundamental to the school/programme ethos of engendering graduates who are independent thinkers able to successfully collaborate with a diverse range of partners both within and out with the architectural profession. The BSc in Interior Architecture (Hons) programme pursues equality and diversity, understanding the need to enhance and continually evolve the programme in relation to external factors and student demographics. -Decolonisation of the curriculum continues within MSA through the review and revision of curriculum content and delivery. The updating of course resources in conjunction with the Library Resource List team is part of the yearly enhancement process. Updating of course reading lists and materials in line with current course content systematically is an action in the MSA QEAPs. -The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum. -The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics. Over the last 5 years MSA has invited professionals with a broad set of experts in alternative practice, working in diverse contexts and locations and with specialist interests in architectural practice across the range of protected characteristics. For example, Jos Boys a specialist in architecture for the differently abled, Farshid Mousavi a specialist in inclusive and socially engaged architecture and Professor Ola Uduku who spoke about practicing architecture in the global south.
<p>Religion or Belief</p>	<p>-Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.</p>

	<p>- We advertise on the GSA website that within the BSc (Hons) of Interior Architecture we operate an 'inclusive studio culture' and states as follows: 'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</p> <p>We actively support this within the studio and courses delivered within the BSc in Interior Architecture (Hons) programme.</p> <p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>-The Bourdon building has a prayer space in the basement for use by all MSA community members.</p> <p>-The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics. Over the last 5 years MSA has invited professionals with a broad set of experts in alternative practice, working in diverse contexts and locations and with specialist interests in architectural practice across the range of protected characteristics. For example, Jos Boys a specialist in architecture for the differently abled, Farshid Mousavi a specialist in inclusive and socially engaged architecture and Professor Ola Uduku who spoke about practicing architecture in the global south.</p>
<p>Sex</p>	<p>-Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.</p> <p>- We advertise on the GSA website that within the BSc in Interior Architecture (Hons) programme we operate an 'inclusive studio culture' and states as follows: 'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support</p>

	<p>and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</p> <p>We actively support this within the studio and courses delivered within the BSc (Hons) of Interior Architecture programme.</p> <p>We actively support this within the studio and courses delivered within the BSc (Hons) programme.</p> <p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>-The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics. Over the last 5 years MSA has invited professionals with a broad set of experts in alternative practice, working in diverse contexts and locations and with specialist interests in architectural practice across the range of protected characteristics. For example, Jos Boys a specialist in architecture for the differently abled, Farshid Mousavi a specialist in inclusive and socially engaged architecture and Professor Ola Uduku who spoke about practicing architecture in the global south.</p> <p>-We are actively maintaining an equal gender balance within the teaching staff within the school. While every effort is made to recruit diverse staff, the MSA's staff has a high retention rate, so the pursuit of staff diversity in support of this outcome is a long-term effort. This outcome is addressed through an active effort to provide a wide range of voices through visiting lecturers, for example for the MSA Friday Lecture series, guests at teaching events, such as the Stage 4 Urban Housing Forum and at all reviews throughout the school. All job advertisements comply with HR guidance on inclusive employment.</p>
<p>Sexual orientation</p>	<p>-Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the</p>

	<p>year group, shared Interim and Final Reviews and regular year meetings.</p> <p>- We will advertise on the GSA website that within the BSc in Interior Architecture (Hons) programme we operate an 'inclusive studio culture' and states as follows: 'Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.'</p> <p>We actively support this within the studio and courses delivered within the BSc in Interior Architecture (Hons) programme.</p> <p>-The MSA has established the Equality, Diversity and Inclusion Think Tank (EDITT), and developed a series of short, medium and long-term goals. These were integrated into the discussions which took place as part of the School Forum.</p> <p>-The Friday Lecture Series has supported more diverse guest speakers discussing a broad range of topics. Over the last 5 years MSA has invited professionals with a broad set of experts in alternative practice, working in diverse contexts and locations and with specialist interests in architectural practice across the range of protected characteristics. For example, Jos Boys a specialist in architecture for the differently abled, Farshid Mousavi a specialist in inclusive and socially engaged architecture and Professor Ola Uduku who spoke about practicing architecture in the global south.</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>-Within MSA we operate an inclusive studio culture where the studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. This is evidenced through peer study groups set up within the year group, shared Interim and Final Reviews and regular year meetings.</p> <p>- We will advertise on the GSA website that within the BSc in Interior Architecture (Hons) programme we operate an 'inclusive studio culture' and states as follows:</p>

	<p>‘Our course is studio based and project driven. The studio environment provides a forum for critical discussion, support and encouragement. We foster inclusivity through a mutually respectful, supportive, collaborative studio culture. We recognise diverse ways of teaching and learning and encourage our students to develop their own personal response to architecture.’</p> <p>We actively support this within the studio and courses delivered within the BSc (Hons) of Interior Architecture programme.</p> <p>-MSA work closely with GSA Open Studio to deliver portfolio classes to potential applicants from lower socio-economic backgrounds and have consistently met widening participation targets.</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	
Age	<p>-The length of the course (minimum of 4 years to achieve BSc (Hons)) may explain for the small number of students in the category 40 +.</p> <p>-A range of digital technologies are used to ensure all students have access to course materials as needed. This includes pre-recorded studio skills sessions addressing key skills offer students the opportunity to access the material asynchronously to suit their learning style and commitments out with the school. This supports students with a range of needs.</p>
Disability	<p>Studio spaces may disadvantage those with disabilities such as hearing impairments or mental health conditions. The level of activity and stimulus can have negative impacts for some students. The MSA does provide a quiet space for students who require alternative study spaces as well as those available in the GSA library.</p>
Gender reassignment (covers Trans identities)	<p>Misgendering or lack of awareness by staff and students could cause emotional distress.</p>
Marriage and Civil Partnership (only applicable to staff)	<p>No negative impacts have been identified</p>

Pregnancy and Maternity	While there are a range of digital learning resources and Canvas to support students with caring and employment responsibilities, the course does demand regular physical attendance.
Race	No negative impacts have been identified
Religion or Belief	MSA social events, while providing non-alcoholic beverage options, the alcohol based social culture can be problematic for students from certain backgrounds and requires consideration and action. See Action 2 in Section 8. -Timetabling may conflict with religious observance. A range of digital technologies are used to ensure all students have access to course materials as needed. This includes pre-recorded studio skills sessions addressing key skills offer students the opportunity to access the material asynchronously. -The Bourdon building has a prayer space in the basement for use by all MSA community members.
Sex	No negative impacts have been identified
Sexual orientation	No negative impacts have been identified.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	- While the programme incurs additional costs through study trips in each Stage, which may be a challenge in terms of student costs, MSA subsidises the study trip to minimise the costs for students. -The programme gives students the opportunity to undertake study trips and although this is not mandatory it does incur additional costs. The course is designed so that desktop research and a personal research plan is carried out in advance of the study trip which allows any student not attending the trip to participate in all the relevant research. The preparation for a physical Degree Show in Stage 3 and Stage 4 and regular model making/ drawing materials incur additional costs. This could disadvantage students from a low socio-economic status. MSA endeavours to minimise student outlays, including free hire of drawing boards in Stage 1 and promotion of the GSA Laptop Loan Scheme. The Degree Show layout has been developed to reduce printing costs for each year.

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

This assessment and the actions that emerged from it support:

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.

The MSA has recently participated in the GSA Estates audit of the Bourdon and a University of Cardiff led space evaluation, to explore possibilities for developing our teaching spaces. A Bourdon Building Group has been established to maximise the effective use of the MSA teaching environment. The MSA's explicit focus on ethics, diversity and inclusion in our curriculum, and foster inclusivity through a mutually respectful, supportive, collaborative studio culture.

OUTCOME 3: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body.

While every effort is made to recruit diverse staff, the MSA's staff has a high retention rate, so the pursuit of staff diversity in support of this outcome is a long-term effort. This outcome is addressed through an active effort to provide a wide range of voices through visiting lecturers, for example for the MSA Friday Lecture series, guests at teaching events, such as the Stage 4 Urban Housing Forum and at all reviews throughout the school.

OUTCOME 4: Improve lifelong outcomes for students by identifying and supporting those groups facing persistent inequality throughout and beyond their student learning journey into positive destinations.

The MSA has a strong network of alumni and visiting staff. Additionally, a majority of MSA staff are working professionals, as well as guest speakers, and guest reviewers, providing students with access to professional networks and the opportunity to speak to and present their work to a wide range of professional practitioners. This offers students who may face persistent inequality access to supportive industry partners, who actively recruit MSA graduates. The GSA's scholarship awards and hardship funds also support this equality outcome.

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?**

This programme advances equality of opportunity through catering for a broad range of needs, supporting students from all protected characteristics to participate in architectural education.

The programme has embedded equality, diversity and inclusion within the themes advertised on the website, within the curriculum, within the briefs and within the staff engaging with the students and guests invited to participate in the delivery of the courses which fosters good relations between people who share relevant protected characteristics and those who do not.

The programme is aware of different ways of learning and supports this through a variety of different teaching modes and delivery and provides a diverse and inclusive range of teaching support, working closely with the library to achieve this which further fosters good relationships.

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
Student-led awareness event about alcohol free social activities.	Religion or Belief	Class Reps and ADL		
Gender identities discussion event	Gender Reassignment	MSA Learning, Teaching and Assessment Committee	ongoing	Reviewed at MSA Staff Training June, 2024

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

Actions will be reviewed as part of the QEAPs and PMARs each year. Next review semester 1 (Nov.20, 2025.)

<p>than three years (whichever comes first)</p> <p>- nevertheless, EqIAs must also be considered as part of the Programme Monitoring Annual Review (PMAR) process to ensure they are still relevant and the action plan is updated yearly</p>	
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Signed off by Owner/Review Lead Robert Mantho (MSA ADL)	05/05/2025
Signed off by Senior Lead Alan Hooper (MSA UG PL)	19/06/2025
Signed off by Equality Lead – Ceit Mackintosh, Equality Officer	21/05/2025
Signed off by Education Committee Professor Rachel Dickson, Deputy Director and Vice-Principal [Academic]	11/02/2026