

THE GLASGOW SCHOOL OF ART

Equality Impact Assessment Form for Academic Programmes (EqIA)

As a public sector organisation, GSA has a legal duty under the Equality Act 2010 to assess the impact all of its academic programmes may have on protected groups (as defined by the Act).

The purpose of this assessment is to use relevant evidence and critical thinking to identify any impact (positive, negative or neutral) the programme that is being assessed may have on the students and staff members it applies to.

The EqIA is a tool which helps mainstream equality into everything GSA does. It requires us to consider how we can mitigate or eliminate negative impact and, in turn, advance positive outcomes. Therefore, it must be undertaken during the development / review of the programme and not after it has been finalised. Ideally, EqIAs should be a team effort of relevant parties to ensure a variety of perspectives have been consulted. All finalised EqIAs must be signed off by a senior lead, the Education Committee, and either the Head of Student Support and Development or GSA's Equality Officer. Support from the Equality Officer is available at any stage of completion.

Further guidance on how to complete an EqIA can be found on GSA's website and the Equality and Diversity section on the staff intranet. If you have any additional questions, please contact equality@gsa.ac.uk.

Name of Equality Impact Assessment (E.g. Title of Programme)	Graduate Diploma in Art, Design and Creative Practice
New or reviewed	New
Owner/Review Lead and role	Katie McKee Mooneesawmy, Head of Academic Development
School	Cross School Programme Development
Date of assessment	05/03/2025

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief outline of the programme)	<p>The Graduate Diploma in Art, Design and Creative Practice is a full-time programme delivered through a low residency (blended) mode of study, offering pathways in:</p> <ul style="list-style-type: none"> • Communication Design • Contemporary Fine Art Practice • Design Innovation • Interior and Architectural Studies <p>The programme is designed for highly creative and motivated applicants seeking creative direction, challenge, and community who require flexibility to engage in learning and for whom full-time on-campus study is not viable and seeking to extend their studies to the postgraduate level and advance their careers in the creative industries.</p>

Whether joining the programme from another educational system, reskilling for a career change, or returning to education after a period, the programme aims to facilitate students' transition by cultivating and enhancing their specialist skills and broadening their cultural, critical and contextual knowledge and awareness.

The programme aims to foster a vibrant learning community that enables students to explore and develop their knowledge, skills and creative practice within the contexts of disciplinary and interdisciplinary learning.

The programme is designed to align with the GSA Graduate Skills and Attributes and to meaningfully connect with existing GSA programmes through its disciplinary pathways, research and teaching linkages, disciplinary and interdisciplinary curricular opportunities such as shared workshops and lectures, cross-school and programme peer learning, and negotiated input from specialist staff across schools. This emphasis on collaboration aims to instil institutional confidence in the programme's quality, build support for students' applications for further postgraduate study at GSA and, most importantly, positively impact students' sense of belonging and community and encourage their ambitions for continued study at GSA.

The programme curriculum will support students in developing a portfolio of work through theoretical and contextual research, experimentation and enquiry-based practice, and peer, collaborative and independent learning. Professional practice for future study, independent practice, and employability will be supported through workshops, tutorials, and critiques, helping students develop confidence in documenting work, developing written and verbal communication skills, and presenting work in different contexts.

The programme is led by a team of experienced and dedicated creative practitioners and researchers who provide a dynamic, inclusive, and supportive learning experience that centres on a personalised approach to practice-based learning. This approach encourages students to explore their interests, experiences and contexts, fostering experimentation and critical reflection. Through subject-specific learning, peer support, and collaborative opportunities, students are supported to push the boundaries of their chosen discipline and explore ethical, sustainable, and socially responsible practices, integrating these principles into their work.

Learning experiences in this programme are tailored to the specialist pathways and enhanced by cross-disciplinary learning opportunities, bringing students together from across the pathways to research, discuss ideas and support the development of creative practices as part of a critically engaged creative community. Running through all pathways is a curriculum that promotes students' individual interests, using learning and assessment methods that enable flexible engagement and choice.

The programme launches with three weeks of intensive in-person, on-campus learning at the Glasgow campus of GSA. Drawing on Glasgow's rich cultural, artistic, and design heritage, the city serves as a backdrop, providing a context for initial exploratory making, research and critical engagement within a supportive community of students, tutors and specialist technical staff.

	Following this initial three-week period, all course delivery is online, combining synchronous and asynchronous learning. This flexible online format allows students to participate in learning activities, effectively manage their studies, and balance personal commitments without having to relocate. While students take an active role in managing their learning, a variety of online teaching methods are used to promote confident participation, foster respectful and supportive critical discussions, and encourage peer learning and collaboration. As learning is primarily remote and online, students will need access to a computer, high-speed internet, and materials and equipment appropriate to their creative practice.
Modes of Study	Full-time Low Residency (Blended)

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*

This Equality Impact Assessment (EqIA) is contextualised within the final-stage development of a new cross school programme, Graduate Diploma in Art, Design and Creative Practice, that will be centrally managed by the Academic Development department. Its first intake will be for academic year 2026-27.

Through its low residency (blended) mode of study, recruitment strategy and focus on sustainable, ethical and collaborative practice, the programme is entirely in line 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 that provide greater opportunities for collaboration and flexibility, giving students more agency over how they learn and ways to make a positive impact through their practice.'

The design and development of the programme aligns with the GSA Common Academic Framework. Programme and Course level ILO's have been developed to align with the GSA Graduate Skills and Attributes and work has been undertaken to minimise barriers through learning & teaching methods, assessment design and the final programme and course documentation is supported and accessible using recently developed accessible specification documents. Rigorous cross school consultation with academic staff and students, external academic and industry consultation has also ensured a variety of perspectives have informed all aspects of curriculum design and the completion of this EqIA.

Institutional-Level Data

Since this EqIA is presented for a new programme managed within a cross-school context, there is no programme or course level data available. Instead, GSA UG institutional level equality data analysis has been drawn upon for years 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 to highlight broad trends by Protected Characteristics from period of last 5 years circa.

Along with this data analysis, further review and consideration of GSA Equality Outcome Action Plans 2024 and GSA National Equality Outcome Progress Report 2024, also helps inform Section 3 b) in outlining the advancing of EDI principles and Section 4, in outlining actions to advance positive impact on protected characteristics.

Equality Data Reviewed: Broad Trends by Protected Characteristic are set out in the following tables:

Age

Age Group	2019/20	2020/21	2021/22	2022/23	2023/24
Under 25	1791 (74%)	1737 (73.7%)	1810 (74.2%)	2164 (76.2%)	2101 (74.7%)
Over 25	629 (26%)	620 (26.3%)	630 (25.8%)	678 (23.8%)	713 (25.3%)
Total	2420	2357	2440	2842	2814

Sex

Sex	2019/20	2020/21	2021/22	2022/23	2023/24
Female	1585 (65.5%)	1564 (66.4%)	1659 (68%)	1889 (66.5%)	1909 (67.9%)
Male	789 (32.6%)	754 (32%)	746 (30.6%)	897 (31.6%)	815 (29%)
Other	46 (1.9)	39 (1.7%)	35 (1.4%)	37 (1.3%)	54 (1.9%)
Unknown	0	0	0	19 (0.7%)	36 (1.3%)
Total	2420	2357	2440	2842	2814

Domicile

Domicile	2019/20	2020/21	2021/22	2022/23	2023/24
European Union (EU)	323 (13.4%)	293 (12.4%)	217 (8.9%)	201 (7.1%)	157 (5.6%)
Overseas	574 (23.7%)	533 (22.6%)	619 (25.4%)	790 (27.8%)	833 (29.6%)
Rest of the United Kingdom (RUK)	514 (21.3%)	510 (21.6%)	492 (20.2%)	508 (17.9%)	521 (18.5%)
Scotland	1009 (41.7%)	1021 (43.3%)	1112 (45.6%)	1315 (46.3%)	1286 (45.7%)
Unknown	0	0	0	28 (1%)	17 (0.6%)
Total	2420	2357	2440	2842	2814

Ethnicity

Ethnicity	2019/20	2020/21	2021/22	2022/23	2023/24
Any other Asian background	98 (4.1%)	69 (2.9%)	75 (3.1%)	84 (3%)	90 (3.2%)
Any other Black background	*	*	*	*	*
Any other ethnic background	20 (0.8%)	21 (0.9%)	24 (1%)	24 (0.8%)	28 (1%)
Any other Mixed or Multiple ethnic background	40 (1.7%)	44 (1.9%)	31 (1.3%)	42 (1.5%)	54 (1.9%)
Arab	14 (0.6%)	17 (0.7%)	20 (0.8%)	21 (0.7%)	25 (0.9%)
Asian – Bangladeshi or Bangladeshi British	*	*	*	*	*
Asian – Chinese or Chinese British	338 (14%)	355 (15.1%)	410 (16.8%)	501 (17.6%)	562 (20%)
Asian – Indian or Indian British	43 (1.8%)	34 (1.4%)	51 (2.1%)	65 (2.3%)	57 (2%)
Asian – Pakistani or Pakistani British	*	*	14 (0.6%)	22 (0.8%)	24 (0.9%)
Black – African or African British	20 (0.8%)	22 (0.9%)	20 (0.8%)	19 (0.7%)	18 (0.6%)
Black – Caribbean or Caribbean British	*	*	0	*	*
Mixed or multiple ethnic groups - White or White British and Asian or Asian British	27 (1.1%)	40 (1.7%)	41 (1.7%)	48 (1.7%)	58 (2.1%)
Mixed or multiple ethnic groups - White or White British and Black African or Black African British	*	11 (0.5%)	11 (0.5%)	16 (0.6%)	14 (0.5%)
Mixed or multiple ethnic groups -	15 (0.6%)	12 (0.5%)	12 (0.5%)	13 (0.5%)	22 (0.8%)

White or White British and Black Caribbean or Black Caribbean British					
Prefer not to say and unknown	68 (2.8%)	60 (2.6%)	125 (5.1%)	237 (8.3%)	96 (3.4%)
White – Gypsy, Traveller or Showman/Show Woman	*	*	*	*	*
White – Any other background	1044 (43.1%)	973 (41.3%)	933 (38.2%)	996 (35.1%)	915 (32.5%)
White - Scottish	686 (28.4%)	681 (28.9%)	663 (27.2%)	738 (26%)	833 (29.6%)
Total	2420	2357	2440	2842	2814

Note: Figures below 10 are marked with an asterisk (*)

Disability

Disability Status	2019/20	2020/21	2021/22	2022/23	2023/24
Known Disability	467 (19.3%)	529 (22.4%)	552 (22.6%)	591 (20.8%)	800 (28.4%)
No Known Disability	1953 (80.7%)	1828 (77.6%)	1888 (77.4%)	2251 (79.2%)	2014 (71.6%)
Total	2420	2357	2440	2842	2814

Religion and Belief

Religious belief	2019/20	2020/21	2021/22	2022/23	2023/24
Any other religion or belief	33 (1.4%)	32 (1.4%)	41 (1.7%)	109 (3.8%)	116 (4.1%)
Buddhist	48 (2%)	36 (1.5%)	41 (1.7%)	45 (1.6%)	41 (1.5%)
Christian – Church of Scotland	50 (2.1%)	49 (2.1%)	46 (1.9%)	59 (2.1%)	50 (1.8%)

Christian – Roman Catholic	142 (5.9%)	146 (6.2%)	153 (6.3%)	189 (6.7%)	177 (6.3%)
Christian – other denomination	158 (6.5%)	134 (5.7%)	116 (4.8%)	136 (4.8%)	136 (4.8%)
Hindu	17 (0.7%)	10 (0.4%)	23 (0.9%)	44 (1.5%)	40 (1.4%)
Jewish	*	*	*	10 (0.4%)	17 (0.6%)
Muslim	31 (1.3%)	33 (1.4%)	47 (1.9%)	63 (2.2%)	70 (2.5%)
No Religion	1614 (66.7%)	1635 (69.4%)	1671 (68.5%)	1940 (68.3%)	1871 (66.5%)
Prefer not to say/Unknown	229 (9.5%)	179 (7.6%)	190 (7.8%)	245 (8.6%)	279 (9.9%)
Sikh	*	*	*	*	*
Total	2420	2357	2440	2842	2814

Note: Figures below 10 are marked with an asterisk (*)

Sexual Orientation

Sexual Orientation	2019/20	2020/21	2021/22	2022/23	2023/24
Bisexual	259 (10.7%)	303 (12.9%)	330 (13.5%)	413 (14.5%)	438 (15.6%)
Gay or lesbian	139 (5.7%)	131 (5.6%)	135 (5.5%)	163 (5.7%)	178 (6.3%)
Heterosexual or straight	1486 (61.4%)	1417 (60.1%)	1449 (59.4%)	1602 (56.4%)	1514 (53.8%)
Other sexual orientation	87 (3.6%)	78 (3.3%)	75 (3.1%)	78 (2.7%)	91 (3.2%)
Prefer not to say/Not available	449 (18.6%)	428 (18.2%)	451 (18.5%)	586 (20.6%)	593 (21.1%)
Total	2420	2357	2440	2842	2814

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 -This EqIA is for a new programme:

Graduate Diploma in Art, Design and Creative Practice			
Courses	Credits	SCQF Level	Semester
Exploring and Developing Practice	40	10	1
Situating and Communicating Practice	20	10	1
Expanding and Presenting Practice	60	10	2
Total Credits	120		

3. b) Please outline how you have advanced/are advancing the principles of Equality, Diversity and Inclusion and how you have addressed any EDI-related issues within the following:

<p>Student Recruitment</p>	<p>The programme’s promotion and marketing materials contains programme-based information that reaches diverse audiences and provides support and accessible guidance for offer holders using inclusive and culturally sensitive language, framing and supporting transitions into study. Specific and detailed information covers the distinct nature of the Low Residency (Blended) mode of study and ensures clarity on accessibility to GSA wide services and resources.</p> <p>The programme will also be included on GSA’s Pre-Enrolment Gateway, which is regularly updated and contains institutional and programme-based information for applicants and offer holders.</p>
<p>Programme Academic Induction</p>	<p>The programme’s academic induction, including a 3 week intensive residential block of on campus study, 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, detailed leaning and teaching guidance including modes of delivery and flexible engagement with learning, and assessment briefings).</p> <p>The GSA Institutional Welcome & Induction digital platform and the GSA Student Handbook will support transitions in and through student’s learner journeys via resources and consistently sign-posted help and support on Canvas. The GSA Student Handbook also signposts to key policies such as the Student Conduct Policy, Report & Support, Institutional EDI information and access to EDI-themed Inclusive Communities Courses for Students (sexual consent, wellbeing, mental health, bystander intervention, and gender-based violence).</p> <p>Note: all live zoom and webinar taught sessions including talks, lectures and presentations will be accessible via Canvas, pre or post session recorded and subtitled.</p>
<p>Curriculum (contents, diversification and decolonisation)</p>	<p>The programme and its courses explore contemporary issues of diversification and decolonisation through a focus on curriculum through the lens of equality, diversity and inclusion, with enhancements in this area central to the curriculum development involved in implementing the Common Academic Framework.</p> <p>As a department we have led on the development and implementation of the Common Academic Framework and GSA Graduate Attributes and supported EDI educational initiatives through engagement and implementation of various projects aligned to the Education Enhancement strategy. This work will continue to</p>

	<p>inform the ongoing development of the curriculum alongside invited and visiting speakers, including via teaching and talks which will ensure diversity of voice and perspectives.</p> <p>Note: all live zoom and webinar taught sessions including talks, lectures and presentations will be accessible via Canvas, pre or post session recorded and subtitled.</p>
<p>Learning and Teaching Approaches (activities and practices)</p>	<p>Learning and Teaching on the programme is structured to support students to have opportunities to engage in meaningful learning and teaching opportunities and to develop collaborative peer and staff learning communities that will support learning through the duration of the programme.</p> <p>The programme employs a variety of teaching and learning approaches designed to support the low residency (blended) mode of study, to be inclusive and accessible, and to support student engagement with the curriculum and the achievement of the intended learning outcomes.</p> <p>Teaching and learning approaches include in-person on-campus, synchronous and asynchronous online learning and delivery. Independent learning, research and reflective skills will be developed and supported through guided activities and digital online learning resources available on Canvas.</p> <p>Learning resources can be provided in alternate formats as reasonable adjustments require and as standard all live zoom and webinar taught sessions including talks, lectures and presentations will be accessible as pre or post session recorded and captioned resources via Canvas.</p>
<p>Assessment and Feedback Methods</p>	<p>The GSA Student Handbook contains student-facing guides to Studio Learning, Artificial Intelligence, and Assessment and Feedback, which support clear and accessible information and insights into learning and teaching while remaining agile to GSA-wide and programme-based enhancements.</p> <p>The programme conducts assessment and feedback briefings for students at the beginning of each academic session. Using Canvas and project briefs aids clarity in setting out assessment tasks. A range of activities with staff and peers, such as workshops, reviews and tutorials, support students' learning and offer ongoing formative feedback as they progress through the course.</p> <p>The programme uses an appropriate range of assessment methods appropriate to the mode of study and to enable students to develop assessment-related skills and capabilities and demonstrate their learning and achievement of the intended learning outcomes.</p> <p>Within the CAF 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>The programme online learning resources are developed by a range of staff and in partnership with GSA Library to ensure accessibility, and inclusivity, diversification and decolonisation are reflected and maintained through annual review and updates.</p> <p>Learning resources can be provided in alternate formats as reasonable adjustments require and as standard all live zoom and webinar taught sessions</p>

	including talks, lectures and presentations will be accessible as pre or post session recorded and captioned resources via Canvas.
Support for Students (e.g., implementing the Student Pastoral Tutor Scheme; signposting to Student Support services, etc)	The GSA-wide Personal Tutor Scheme supports students by offering an individual point of contact in teaching staff. Students receive guidance on ongoing support options through induction, one-to-one tutorials, meetings, and access to GSA-wide services. Enhanced Canvas resources such as the GSA Student Handbook support signposting of Student Support Services and key policies such as the Student Conduct Policy, Institutional EDI information and access to EDI-themed Inclusive Communities Courses for Students (sexual consent, wellbeing, mental health, bystander intervention, and gender-based violence). A button on all Canvas homepages links directly to Student Support Services on the Student Intranet and Report and Support.
Staff Development	Staff who teach on the programme will be participants in a range of communities of practice, ensuring currency in both knowledge and practice. Staff complete a variety of mandatory and optional staff development and training e-modules via LearnUpon on an ongoing basis, with themes covered, including unconscious bias, student mental health, safeguarding, and disability awareness. As part of recent and ongoing staff development, including in relation to CAF and curriculum development, staff have access to curriculum design resources and toolkits on Canvas, as well as developmental opportunities, for example via the CrEATE framework and Advance HE training with EDI themes.
Any other relevant areas	There is no other relevant information.

4. How have you ensured the programme being assessed is advancing positive impact on the protected characteristics? – please address each protected characteristic individually	
Age	The programme is not anticipated to negatively nor positively impact students as a result of this protected characteristic. We will continue to advance inclusive practices in communication, including not excluding students of a particular age group in communication modes and supporting wellbeing aspects in a manner open to students of all ages.
Disability	In developing and designing the programme and the teaching methods and assessment activities, the programme team has been cognisant of ensuring that methods are inclusive and do not create barriers to participation and achievement. Learning activities, resources, assessment and media to be utilised within the programme are designed to be inclusive and accessible and can be provided in alternate formats as reasonable adjustments require, with a process in place for addressing reasonable adjustments via the RAR system.
Gender reassignment (covers Trans identities)	Students are able to change their pronouns on Canvas and there is a GSA-wide form for the purpose of changing name that maps to Registry records.
Marriage and Civil Partnership (only applicable to staff)	In lines with EDI in the workplace, this programme does not negatively or positively impact students as a result of this protected characteristic.

Pregnancy and Maternity	The programme will support leave of absence for any student who requires appropriate reasonable adjustment in the event of pregnancy or maternity leave. Guidance will be followed on the pregnancy and maternity policy to ensure appropriate measures are being taken to safeguard and signpost students or staff that this affects.
Race	The curriculum and teaching and learning methods of this programme addresses the forging of an inclusive curriculum through the regular refreshment of its curriculum and resources. The programme will ensure staff development on the themes of decolonisation and diversification and seek to work in partnership with students in the development of progressive online learning resources that reflect global perspectives alongside working with the expertise of the GSA Library Service to ensure accessibility.
Religion or Belief	To support and advance positive impacts in relation to diversity of religion or belief, the programme will actively promote the 'diversity calendar and events' section available in the EDI section of the GSA student intranet which lists religious celebrations and festivals alongside other days, weeks, and months that recognise and raise awareness of EDI themes.
Sex	The programme does not negatively nor positively impact students as a result of this protected characteristic
Sexual orientation	The programme does not negatively nor positively impact students as a result of this protected characteristic.
Any other groups (e.g., Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	<p>If a student/prospective student needs to communicate through a BSL interpreter, accommodations provided will align with our legislative responsibility to provide a BSL interpreter when requested. International students may be required to self-fund this.</p> <p>Where required, students can register to complete the GSA reasonable adjustment process with support provided via Teams or Zoom and RARs supplied to the appropriate staff team for implementation.</p> <p>Students will also have access to GSA Student Support online services, including 1-1 counselling, planned mental health workshop delivery, Speaking Your Mind ESOL group, welfare appointments, generic study skills workshops, and UK based mental health appointments.</p> <p>The Glasgow School of Art's 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.</p> <p>The GSA Student Handbook and Canvas homepages signpost GSA Student Support Services and they also link to the Student Welfare intranet area for advice and support regarding the range of pressures students might experience concerning finances.</p> <p>Published Programme Indicative costs outline and support students in considering costs, methods, materials, and sustainable approaches to developing work and achieving intended learning outcomes.</p>

5. Have you identified any negative impact on the protected groups? How have you mitigated it? – please address each protected characteristic individually, providing details of any undertaken actions <i>Section 5 negative impacts – have to be mitigated before programme comes into being</i>	
Age	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Disability	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Gender reassignment (covers Trans identities)	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Marriage and Civil Partnership (only applicable to staff)	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Pregnancy and Maternity	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Race	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Religion or Belief	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Sex	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Sexual orientation	The programme is not anticipated to negatively impact students as a result of this protected characteristic.
Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	Whilst no negative impacts are anticipated for students based upon any of their protected characteristics, we recognise that as a result of the programme’s design and the learning, teaching and assessment methods employed, there may be unknown and unanticipated barriers to participation and success. As such, the programme will undertake a review of this EqIA annually within the PMAR process.

6. How does the outcome of this assessment and the actions undertaken support GSA’s 2021 - 2025 Equality Outcomes
<p>This assessment and the reflection towards anticipated actions or impacts evidence how this new programme will offer staff and students the opportunity to enhance and develop their awareness of EDI themes in relation to their experience of learning, teaching, and assessment.</p> <p>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.</p> <p>This directly supports the following GSA Equality Outcomes:</p> <ul style="list-style-type: none"> • 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 are challenged. • Outcome 2: Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.

7. How does the outcome of this assessment and the actions undertaken support the three main duties GSA has under the Equality Act 2010 [Equality Act 2010](#) to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between people who share a relevant protected characteristic and those who do not?

Please see response to Question 6.

8. Action plan for positive impact on protected groups – please provide details on any outstanding actions for advancing EDI within your programme, which resulted from the above analysis

- please name an action owner and a timescale for completion
- please keep any completed actions from older versions of the EqIA and provide updates on any actions that have not yet been completed

Action	Equality Impact / Protected Group	Person Responsible	Time frame	Updates/ Completion
Programme Monitoring and Evaluation	Ongoing review will be undertaken to identify and mitigate any inadvertent negative equality impacts.	Programme Leader	Annually	November 2027 through PMAR process to ensure currency and relevancy, then annually.

Next review date – please consider any outstanding actions outlined above;

- the whole EqIA form would need to be revised at Periodic Reviews, when there is a major change introduced to the programme, or at intervals of no more than three years (whichever comes first)
- nevertheless, EqIAs must also be considered as part of the Programme Monitoring Annual Review (PMAR) process to ensure they are still relevant and the action plan is updated yearly

In developing this EqIA we recognise the need for regular review in order that any unanticipated barriers to participation and/or success be identified and responded to as we move to deliver this new programme from Academic Session 2026/27. This will be built into our review processes through PMAR annually as identified within section 8 above.

Signed off by Owner/Review Lead - Katie McKee Moonesawmy, Head of Academic Development	11/03/2025
Signed off by Senior Lead – Rachel Dickson, Deputy Director Academic	30/06/2025
Signed off by Equality Lead – Ceit Mackintosh, Equality Officer	11/03/2025
Signed off by Education Committee Professor Rachel Dickson, Deputy Director and Vice-Principal [Academic]	11/02/2026

