



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)	Master of Science (MSc) Product Design Engineering
New or reviewed	New
Owner/Review Lead and role	Stuart Bailey, Programme Leader
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 MSc in Product Design Engineering (PDE) programme explores the intersections of design practice and analytical engineering. The programme is delivered jointly between the Glasgow School of Art (GSA) and the University of Glasgow and is accredited by professional engineering bodies.</p> <p>The programme develops confident and skilled product design engineering graduates who can apply their creative process to complex</p>
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problems, designing products that meet people's needs and those of the planet. The programme develops independently minded students that are also able to work in teams and inspires them to become the developers, facilitators, and leaders in the development of responsible, ethical, and innovative products within sustainable and circular product-service-systems.

The MSc PDE programme employs a range of pedagogical approaches focussing on practice-based research and critical analysis, enabling students to acquire key skill sets and attributes, enhance design thinking, develop innovative strategies, and reflect upon their professional practice. The GSA elements of the programme are based in the School of Design and embrace a creative and critical reflection work ethos within a studio-based learning and teaching environment and the wider GSA community.

The engineering elements of the programme are provided by the College of Science and Engineering, through the James Watt School of Engineering. The mix of practical studio-based work at GSA with engineering lectures and labs at the James Watt School of Engineering offers students with an engineering background and students that have a technical design background to develop their design and engineering knowledge and skills through a human-planet-centric design process. By recognising the needs of people and the planet, students explore and develop design opportunities for innovation that reflect circular and regenerative design principles. The PDE design process enables students to identify and respond to the needs and requirements of people while understanding the required engineering and technology and how to apply it to deliver a

sustainable product design within an appropriate product-service ecosystem.

The programme fosters independence, creativity, critical thinking, experimentation and prototyping, enabling students to address the evolving needs of society with empathy, social awareness, conceptual mindsets, and diverse forms of expression. To facilitate this, the programme is delivered in three Stages that includes subject material from Product Design Engineering, Design Research Methods, Human Factors, and Mechanical, Electrical/Electronic and Software Engineering.

Stage 1 introduces design research methods with human-centred design process and strategies for product design engineering with the opportunity for formal and informal discourses through group projects and sharing. Stage 2 develops and broadens students' knowledge and skills in design and technical subjects through collaborative projects and elective courses from the Glasgow School of Art and University of Glasgow. In Stage 3, students draw upon their learning in Stages 1 and 2 to propose, manage and direct their own self-initiated major project, demonstrating resourcefulness, inventiveness, and challenging product design engineering norms to prepare graduates with the thinking and tools to navigate complexity and design with care for people and planet.

Running through the core of the programme is the emphasis on *Process* and the ability to evidence, validate and justify research, design decisions and directions that determine the design outcome; *Presentation* and communication of process with oneself and others through visualisation and storytelling; and how the *Product* delivers the requirements

	<p>determined by research and the benefits intended through the design process. Abbreviated as the 3Ps, the PDE design process cultivates a student's ability to externalise, visualise and communicate their design process through appropriate visual design narratives, identifying and justifying the need for a product by applying an analytical and reflexive design process that describes not only what a product does and how it does it but more importantly, why.</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

The updating of this EqIA is contextualised within Programme Monitoring Annual Reporting (PMAR) and curriculum review and development relating to the Common Academic Framework (CAF) Major Programme Amendments and new programme and course specification documents.

We have drawn upon a range of data to inform the current reconceptualisation of the MSc Product Design Engineering and this

EqIA, focusing 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 external examiner reports and consultation activities
- Student feedback and consultation activities, including student consultation during 2023-24 and 2024-25, student surveys, and SSCCs.

Note: Sections 4 and 5 of this EqIA 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 for session 2023/24 is consistent with previous data. The MSc PDE programme has a majority of students in the 22-24 age category (72%) which aligns with the overall PGT population in the School of Design (SofD).

Sex

Data is consistent across the last five years within the programme, with approximately 64% identifying as male, which is higher than other SofD PGT programmes which have a majority of students identifying as female and 32% identifying as male. MSc PDE has more students identifying as female compared to the median in the UofG engineering disciplines. The School of Design PGT population includes transgender students. There has been an increase in students who identify as 'other' over the last 5 years. 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 PGT provision, with a predominance of overseas domicile at 84% for this programme and an overall PGT percentile of 87%. RUK/Home stands at 12%, with a School-level decrease in Scottish and RUK applications over time. Post-Brexit, there has been a decline in EU students over the last 5 years (<5%) but an increase in Overseas (non-EU).

Ethnicity

Data is broadly consistent over the last five years within the SofD PGT provision, with approximate percentages at circa 88% BME for this MSc PDE and 84% for School of Design, given the international market for PGT programmes. 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 PGT provision, with 72% declaring as no disability for MSc PDE, aligned to 77% in the SofD PGT population overall.

Religion

Data is broadly consistent over the last five years within the SofD PGT provision, with 72% in MSc PDE declaring No Religion and 69% in PGT overall. There has been an increase in Hindu students in PGT and also in PDE for the previous two years. 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 PGT provision, with 72% identifying as heterosexual in MSc PDE and 64% overall in PGT SofD programmes. Over the last 2 years in SofD PGT provision overall, there has been a slight increase in those identifying as bisexual, gay and lesbian, and other. 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.

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

Structural and Curriculum Amendments

Since the most recent EqIA, and at the time of this review, MSc Product Design Engineering is undertaking Major Programme Amendments within the process of implementing the Common Academic Framework (CAF), bringing it into alignment with other SofD PGT programmes that undertook revalidation in 2023-24 and 2024-25. We are carrying out this work through the lens of the competencies and core themes informing the CAF student learning journey, such as GSA's cross-cutting graduate skills and attributes, climate literacy, and EDI.

MSc PDE has amendments to its credit structure and those course credit blocks delivered by GSA, with the approach to these major amendments underpinned by future-proofing our curriculum and the refreshing and streamlining of aims and intended learning outcomes in relation to course design. Notably, we have used the CAF Exceptions Clause to combine two pre-existing courses, the core course Design Research Methods and the PDE Introduction Project, into one 30-credit block for Stage 1 (Semester 1), entitled PDE Research Methods & Design Strategies, to optimally bring together design research methods appropriate to the MSc PDE in relation to people-centric design processes and strategies for sustainable design.

While a 30-credit block does not comply with the CAF’s endorsed credit volumes, our use of the Exceptions Clause under CAF Section 6 relates to specific requirements due to accreditation by a professional body and for programmes with shared delivery with the University of Glasgow. The benefits of the 30-credit block to the programme align to the exception being one of credit rather than content, in lines with the pedagogical values of the PDE learning experience at GSA and the joint delivery with the University of Glasgow, supporting graduate outcomes.

Overall, CAF has supported us in refreshing and streamlining programme aims and intended learning outcomes (ILOs), reducing them in number and ensuring student-friendly language. In the GSA-delivered programme and course specifications for the MSc PDE, we have aligned our programme ILOs to the Graduate Attributes and broader SofD and GSA educational priorities to balance discipline-specific clarity with consistency across SofD programmes. We have also enacted substantive changes to course-level aims and ILOs to ensure alignment with programme aims and ILOs and to reflect cross-cutting competencies, including the GSA Graduate Skills and Attributes, along with considerations driven by climate literacy, equality, diversity and inclusion and broader educational priorities.

Programme structure before amendments

Major Programme Amendments (CAF) Stage 1					
Programme Title: MSc Product Design Engineering					
Stage	Courses				Semester
1 60 Credits SCQF 11	PDE Introduction Project 10 Credits	Design Research Methods (DRM) 20 Credits	<i>UoG Micro Electronics in Consumer Product</i> 10 Credits	<i>UoG Advanced Manufacture</i> 20 Credits	1
2 60 Credits SCQF 11	PDE Human Factors 10 Credits	GSA PGT Elective 20 Credits	<i>UoG PGT Elective</i> 10 Credits	<i>UoG Integrated Engineering Design</i> 20 Credits	2
3 60 Credits SCQF 11	PDE Final Project 60 Credits				3

Programme structure after amendments

Major Programme Amendments (CAF) Stage 2: CREDIT STRUCTURE AMENDMENT PROPOSED								
Programme Title: MSc Product Design Engineering								
Stage	Courses			Semester				
1 60 Credits SCQF 11	<table border="1"> <tr> <td>PDE Research Methods & Design Strategies 30 Credits</td> <td><i>UoG Micro Electronics in Consumer Product</i> 10 Credits</td> <td><i>UoG Advanced Manufacture</i> 20 Credits</td> </tr> </table>			PDE Research Methods & Design Strategies 30 Credits	<i>UoG Micro Electronics in Consumer Product</i> 10 Credits	<i>UoG Advanced Manufacture</i> 20 Credits	1	
PDE Research Methods & Design Strategies 30 Credits	<i>UoG Micro Electronics in Consumer Product</i> 10 Credits	<i>UoG Advanced Manufacture</i> 20 Credits						
2 60 Credits SCQF 11	<table border="1"> <tr> <td>PDE Human Factors 10 Credits</td> <td>GSA PGT Elective 20 Credits</td> <td><i>UoG PGT Elective</i> 10 Credits</td> <td><i>UoG Integrated Engineering Design</i> 20 Credits</td> </tr> </table>			PDE Human Factors 10 Credits	GSA PGT Elective 20 Credits	<i>UoG PGT Elective</i> 10 Credits	<i>UoG Integrated Engineering Design</i> 20 Credits	2
PDE Human Factors 10 Credits	GSA PGT Elective 20 Credits	<i>UoG PGT Elective</i> 10 Credits	<i>UoG Integrated Engineering Design</i> 20 Credits					
3 60 Credits SCQF 11	<table border="1"> <tr> <td>PDE Final Project 60 Credits</td> </tr> </table>			PDE Final Project 60 Credits	3			
PDE Final Project 60 Credits								

Consultation

The major amendments have received support from extensive consultation, including the PDE Visiting Professor and the PDE Joint Management Board. Moreover, throughout this process, we have endeavoured to implement a student-centred approach that strives to support inclusivity and clarity for the diverse needs of student learners. Student consultations supported our drive to give further clarity to student learners regarding the curriculum's intents and expectations, particularly by streamlining and refreshing programme and course narratives, aims, and ILOs through the lens of inclusive learning methodologies. Building on previous partnership work between a student consultant for curriculum enhancement and the Academic Development Lead, the programme leader for MSc PDE conducted specific consultations with students around the major amendments through the lens of pedagogical reflection and graduate attributes, with student representation central to the approvals process. In particular, students welcomed the opportunities that the proposed 30 credit course creates for integrating the theoretical understanding of research methods with the tangible and practical nature of design practice.

Impacts

Our refreshed programme and course specifications capitalise on cross-institutional work and aim to deliver an explicit, clear, and accessible narrative that speaks to a growth mindset towards graduate attributes, opportunities for shared learning spaces to broaden

perspectives, and the value of flexible, creative, and speculative approaches. The programme and course specifications have moved to new proformas introduced across GSA to make programme and course specifications more user-centred and accessible for students and staff.

Like all other programmes in the SofD portfolio, the GSA components of the MSc PDE and its shared cross-programme courses use a range of learning and teaching methods to support students' learning and development. While the proposed amendments streamline and enhance the clarity of the learning experience, they do not alter the overall teaching approach. Furthermore, the impact of changes on students should be minimal outside of the positive refreshing of modes of assessment and curriculum, with all students benefiting from the clarity of the curricular provision towards graduate attributes and outcomes.

Accordingly, the negative impacts of changes should be minimal, although we make value of how the major amendments process necessitates iterative consideration and review. At the programme level, we also consider our progress in attaining previous EqIA goals as connected to the continuous evaluation within Programme Monitoring Annual Review (PMAR), and we will continue to use PMAR as a lens through which to review our curriculum development work, including advancing the intended positive impacts from and within the CAF implementation process.

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

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

	<p>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 explore contemporary issues of diversification and decolonisation through a renewed 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. In the School of Design and at programme level, we have advanced and will continue to develop the diversity of voices delivered into the programme through invited and visiting speakers, including via teaching and talks.</p>
<p>Learning and Teaching Approaches (activities and practices)</p>	<p>Learning activities and media utilised within the programme are designed to be inclusive and accessible and can be provided in alternate formats as reasonable adjustments require. The programme and its courses 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 employs a variety of teaching and learning</p>

	<p>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 conducts assessment and feedback briefings for students at the beginning of each academic session. Using Canvas and briefs aids clarity in setting out assessment tasks. A range of activities with staff and peers, such as workshops, reviews and tutorials, support students' learning and offer ongoing formative feedback as they progress through the course. The programme uses 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 CAF process, EDI considerations help inform the design of programme and course intended learning outcomes and assessment and feedback</p>

	<p>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 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 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,</p>

	<p>safeguarding, and disability awareness. As part of recent and ongoing staff development, including in relation to CAF, 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>
<p>Any other relevant areas</p>	<p>There is no other relevant information.</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>	<p>The programme does not negatively nor positively impact students as a result of this protected characteristic. We 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 reflect a range of age groups; support intergenerational learning; and consider</p>
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	<p>accessibility for both younger and mature students. Supported by Mental Health and Wellbeing Advisers, a GSA Mature Student Network was established in February 2025.</p>
<p>Disability</p>	<p>In re-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 are inclusive and do not create a barrier to participation and achievement. Content such as learning activities, resources, assessment and media utilised within the programme are designed to be inclusive and accessible (e.g., e.g., captions, alternative text, screen reader compatibility) and can be provided in alternate formats as reasonable adjustments require. Student learners are 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</p>

	<p>not currently accessible to wheelchair users.</p>
<p>Gender reassignment (covers Trans identities)</p>	<p>Inclusive language is 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 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>In lines with EDI in the workplace, this programme does not negatively or positively impact staff as a result of this protected characteristic. Flexible working</p>

	<p>arrangements are available for staff, with teaching involving in person, asynchronous, and blended learning modes.</p>
<p>Pregnancy and Maternity</p>	<p>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. 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 addresses 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</p>

	reflect global perspectives and ensure accessibility.
Religion or Belief	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.
Sex	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.
Sexual orientation	The programme does not negatively nor positively impact students as a result of this protected characteristic, which is also addressed through diverse curriculum, positive

	<p>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 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</p>

	Participation which is committed to fostering equality, diversity, and social inclusion.
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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>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 programme will undertake a review of this EqlA 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, the majority of its students are in the 22-24 age category. As with all PGT programmes in the SofD, it is a challenge to recruit 25 and over,</i></p>
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	<p>and this could be 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.</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 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</i></p>

	<p>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, 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.</i></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 the 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</i></p>

	<p>unconscious bias. In alignment to the cross-institutional Education Strategy, this programme's teaching and learning methods addresses 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 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</p>
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	<p>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,</i> 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</p>

	<p>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><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 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</i></p>

	<p>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 responsibility to provide a BSL interpreter when requested.</p>
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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
Programme Monitoring and Evaluation	Given the proposed amendments to the programme, ongoing review will be undertaken	Programme Leader	Annually	November 2026 through PMAR process to ensure currency and relevancy,

	to identify and mitigate any inadvertent negative equality impacts.			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 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 	<p>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 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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<p>Signed off by Owner/Review Lead (Programme Leader)</p>	 <p>Stuart G. Bailey, PL MSc PDE, 25 Aug 2025</p>
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Signed off by Senior Lead	Thea Stevens, ADL, 25/08/25
Signed off by Equality Lead	Ceit Mackintosh, Equality Officer 22/08/2025
Signed off by Education Committee	Professor Rachel Dickson, Deputy Director and Vice-Principal [Academic] 11/02/2026