

THE GLASGOW SCHOOL OF ARCHITECTURE

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)	Master of Architectural Studies
New or reviewed	Reviewed
Owner/Review Lead and role	Robert Mantho, Isabel Deakin
School	Mackintosh School of Architecture
Date of assessment	09-04-2025

1. Programme Outline and Characteristics	
Programme Outline (please provide a brief outline of the programme)	The Master of Architectural Studies programme forms part of the Post Graduate School within the Mackintosh School of Architecture. This assessment considers how the current operation of this programme addresses the duties outlined in the Equality Act 2010 and the Equality Action 2010 (Specific Duties) (Scotland) Regulations 2012.

	The Master of Architectural Studies programme is a research and project driven programme operating across a number of Pathways providing a multi-disciplinary input. It is a one year (3 semester) taught programme which does not hold ARB/ RIBA Part 2 accreditation. The different pathways on offer are as follows: Urban Design, Creative Urban Practices, Urban Building, Digital Creativity, Energy and Environmental Studies, History and Theory of the City.
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*

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 data shows that there is an increasing number of students over the age of 25 on the programme with 75% of students are under the age of 25 and 25% are over 25 this session.

DOMICILE

The mix of students within the Masters programme this session was 96.5% overseas. The data shows that the cohort for this programme over the last 2 years has consisted

of mainly Overseas BME students. This has been noted by the External Examiner and the Admissions Co-ordinator has been working hard to increase the diversity of the programme.

ETHNICITY

The majority of students in this programme are BME overseas students, with 82.15% of students being Chinese. It has been identified that the programme would benefit from a more diverse cohort, and the Admissions Coordinator has been working hard to recruit from a wider field.

SEX IDENTIFIER

The gender balance has remained consistent over a 2 year period, roughly staying between 60% female and 40% male. The current balance is 67.86% female, 32.14% male.

DISABILITY

The number of students identifying as having a disability has seen a slight increase over 4 years with 7.1% identifying in this session.

RELIGION OR BELIEF

The majority, (70%) of the Masters programme have identified as non-religious which is consistent over the last 4 years.

SEXUAL ORIENTATION

The largest group is Heterosexual with 95% of the cohort identifying in this category with 5% identifying as LGB and other.

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

In response to the recommendations made by the CAF Programme Approval Panel in March 2024, when the amendments to the Master of Architectural Studies programme were approved, MSA have explored the potential to turn the current pathways within the programme into named awards in order to highlight the

potential specialisation on offer. This proposal further aligns with the GSA Education Strategy objectives “to delivering an extraordinary student experience and transforming our models of creative education to meet the needs of students and challenges of our time.”

Currently all students who undertake this programme receive the title of Master of Architectural Studies on successful completion of all the coursework. However, there is no recognition of their specialism, as identified by their chosen pathway, as part of their degree award.

The proposed amendment to the Master of Architectural Studies programme is to form named awards for these individual specialist pathways. By specifying the student’s specialism on award certificates, graduates will gain enhanced recognition of their expertise in a competitive global job market. This clarity will provide potential employers with a clearer understanding of the student’s educational experience at the Mackintosh School of Architecture and of their qualifications. This would benefit both UK and International students.

It is recognised that named awards can facilitate more targeted career opportunities, allowing graduates to better align their future practice with their specialised skillset. Such specificity is becoming more critical in the expanding field of architecture and the graduate job market.

This amendment will further enhance the MSA’s reputation for providing specialist post graduate architectural education without altering the existing curriculum or credit structure. This clarity will contribute to higher graduate satisfaction and can enhance MSA’s appeal to prospective students.

The amendments will provide the following named awards, all of which are currently specialist pathways on the programme:

Master of Architectural Studies: Urban Design

Master of Architectural Studies: Urban Buildings

Master of Architectural Studies: Creative Urban Practices

Master of Architectural Studies: Digital Creativity

Master of Architectural Studies: Energy and Environment

Master of Architectural Studies: History and Theory

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 Library Resource List team was part of the CAF revisions to course

documentation. Decolonisation is part of MSA's continuous enhancement processes.

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 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.

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 to make the submission window permanent for the MSA.

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

Student Recruitment	<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 Pathway Leaders, and Q & A sessions with the Admissions Co-ordinator. There are also a series of onboarding events for applicants that 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.
Programme Academic Induction	<ul style="list-style-type: none">-MSA's induction activities begin with e-mails supporting the GSA Welcome and Induction efforts prior to the start of each academic session. Highlighting to students the resources and information available on Canvas and MSA contacts if further help is needed.

	<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. This material is reviewed in line with the GSA digital accessibility guidance. MSA inductions also direct students to the GSA Welcome and Induction, the GSA Student Handbook, and Student Support sections of Canvas, outlining the range of resources available to support students. The -MSA inductions reinforce the support these resources provide students in their learning journey. The Inclusive Communities section of the GSA Student Handbook is discussed, with a review of the Inclusive Community courses available for students. Students are also made aware of the GSA policies in place for maintaining an inclusive and supportive learning community.</p> <p>-The range of induction activities establishes 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>-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>- 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>

	<ul style="list-style-type: none"> - We have increased the number of people from diverse ethnic and cultural backgrounds contributing to the students learning at MSA. We have a diverse range of guests that are supporting students through events. We have developed an inclusive Friday Lecture Series which actively promotes a diverse range of voices, all of which is promoting an inclusive learning and teaching environment. -We worked with an architectural practice 'New Practice' which is a women and LGBTQ+ led practice on a live project within the City of Glasgow. Members of the practice supported this project in Semester 2, 2023-24 session. This allowed for a diversification of voices and the opportunity for students to collaborate on a project with a progressive architectural practice. -This year, students worked with the CIC Glasgow Life on a public engagement project, exhibiting an analysis of the architectural resources of Sauchiehall Street. This project engaged students with a cross-section of issues related to the challenges of the contemporary city. -The programme continues to seek live projects with external partners in the diverse city of Glasgow, allowing students to collaborate with both diverse professionals and the general public.
<p>Learning and Teaching Approaches (activities and practices)</p>	<ul style="list-style-type: none"> -The programme utilises a consistent and comprehensive Canvas structure that 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. -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. -All Course Tutors monitor student RARs to ensure any required reasonable adjustments are provided. -Studio teaching includes a range of activities, from paired tutorials, specialist workshops, designed peer learning, online synchronous and asynchronous

	<p>activities and other teaching delivery methods. This varied approach recognises that learners have different strengths and attempts to provide learning models to address this diversity.</p> <p>-MSA staff direct students to the GSA Student Handbook, highlighting the Studio Learning, AI in Learning and Assessment, and Assessment and Feedback guidance. The clear and accessible information and outlining insights into learning and teaching in these guides support students in understanding their place in the GSA-wide learning community.</p>
<p>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. - MSA use peer reviews, reviews and tutorials to provide feed-forward formative feedback to support student learning. - A range of summative assessment methods are used to help students develop assessment skills and evidence their attainment of the programme's intended learning outcomes. -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

	<p>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.</p> <p>-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.</p> <p>- 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> <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</p>

	<p>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>	<ul style="list-style-type: none"> -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. -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. -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. - 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. - 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>	<p>-</p>

4. How have you ensured the programme being assessed is advancing positive impact on the protected characteristics? – please address each protected characteristic individually

Age

- 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 Masters of Architecture Studies programme that 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.’
- Through provision of 1 year/ 3 semester Masters programme as opposed to a 2 year Masters programme it provides more opportunities to a wider demographic.
- 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.

Disability

- The number of students identifying with a disability on the programme is 7.1%.
- There has been an increase in the number of students identifying as having a disability since the EQIA in 2023.
- 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 Masters of Architecture Studies programme that 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.'

- 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 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

	<p>engaged architecture and Professor Ola Uduku who spoke about practicing architecture in the global south.</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>
<p>Gender reassignment (covers Trans identities)</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 Masters of Architecture Studies programme that 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>-The introduction of the Personal Tutor Scheme across MSA has allowed 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.</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</p>

	<p>students experiencing difficulties can receive in resolving issues. Staff are briefed with guidance for signposting to support resources for students with specific needs.</p> <p>-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.</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>Marriage and Civil Partnership (only applicable to staff)</p>	<p>N/A</p>
<p>Pregnancy and Maternity</p>	<p>-The condensing the programme into a single year of study may be beneficial, as it provides more opportunities to a wider demographic.</p> <p>- 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.</p> <p>-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.</p> <p>-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.</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>
<p>Race</p>	<p>-Within the programme there are a series of workshops to support students with English as a second language focusing on Architectural Studies and run by Student Support Services.</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>-The information provided on the GSA website for the MArch Studies programme highlights that 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>-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 outwith the architectural profession. The MSc programme pursues equality and diversity, understanding the need to enhance and continually evolve the programme in relation to external factors and student demographics.</p> <p>-Decolonisation of the curriculum continues within MSA through the review and revision of curriculum content and</p>

	<p>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.</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>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>-The information provided on the GSA website for the MArch Studies programme highlights that 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 MArch Studies programme.</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>-The information provided on the GSA website for the MArch Studies programme highlights that 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 MArch Studies programme.</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,</p>

	<p>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>-While MSA is working to address the gender balance, there is a lack of diversity of gender within the current teaching staff on the Masters programme. Every effort is made to recruit diverse staff, however, 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 year group, shared Interim and Final Reviews and regular year meetings.</p> <p>-The information provided on the GSA website for the MArch Studies programme highlights that 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>-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</p>

	<p>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>-The information provided on the GSA website for the MArch Studies programme highlights that 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 MArch Studies programme.</p> <p>-MSA offer a part-time mode which allows a student to work part-time within an architectural practice whilst also undertaking the MSc programme. This extends the programme to 2 years part-time compared to 1 year 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>5. Have you identified any negative impact on the protected groups? How have you mitigated it? – please address each protected characteristic individually, providing details of any undertaken actions</p>	
<p>Age</p>	<p>No specific negative impact has been identified.</p>

Disability	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.
Gender reassignment (covers Trans identities)	Misgendering or lack of awareness by staff and students could cause emotional distress.
Marriage and Civil Partnership (only applicable to staff)	No specific negative impact has been identified.
Pregnancy and Maternity	No specific negative impact has been identified.
Race	No specific negative impact has 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	While MSA is working to address the gender balance, there is a lack of diversity of gender within the current teaching staff on the Masters programme. 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.
Sexual orientation	No specific negative impact has been identified.

<p>Any other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)</p>	<p>-The programme incurs additional costs in the form of a preparation for a physical Degree Show in and regular model making/ drawing materials. This could disadvantage students from a low socio-economic status.</p>
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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 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.

Through the promotion of our inclusive curriculum and teaching practice we aim to promote respect for self and others. We actively encourage peer support and a positive studio culture and facilitate this through the curriculum and group activities. We support mutual respect within our reviews and do not tolerate inappropriate behaviour. We encourage our students to voice their opinions and support their individual interests through the self-directed projects within the Masters programme. Any inappropriate behaviour can be reported to staff through a variety of mechanisms including through Class Reps, and more formal committee structures.

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.

Through the RARs and the Personal Tutor Scheme we aim to support all our students and create equal opportunities for them throughout the course. We actively promote an inclusive and accessible environment through our studio culture and through the support provided digitally via Canvas, the Virtual Learning Environment. We have established a variety of different teaching activities to provide students with different needs to feel comfortable and support diverse ways of learning.

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

Our Admissions strategy is designed to promote an inclusive approach and we actively encourage students from currently under-represented groups to apply.

Through our variety of conversion events (both digital and physical) we recognise the diverse needs of all groups.

Through the Person Tutor Scheme and our inclusive curriculum and teaching methods we are supporting currently under-represented groups.

OUTCOME 5: Develop a comprehensive and robust equality and diversity data set which enables us to identify gaps, inform action, assess progress and measure impact for each Equality Outcome.

We have increased the number of people from diverse ethnic and cultural backgrounds contributing to the students learning at MSA. We have a diverse range of guests that are supporting students through events. We have developed an inclusive Friday Lecture Series which actively promotes a diverse range of voices, all of which is promoting an inclusive learning and teaching environment.

Through the work of Missing in Architecture, MiA, a research group in MSA we are researching equality, diversity and inclusivity within architecture and architectural education.

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

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

The programme is developing ways to embed equality, diversity and inclusion within the curriculum 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
Review the possibility of a part time course and the modes of study to allow for more flexibility for students to undertake the Masters programme.	Age, Disability, Gender Reassignment, Pregnancy + Maternity, Other Groups	Post Graduate Programme Leader	Programme development 2025-26	A Part time mode and other modes of flexible learning continue to be investigated but the implementation of this was removed from the Common Academic Framework Implementation timeline.

<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>Actions will be reviewed as part of the QEAPs and PMARs each year. Next review semester 1 (Nov. 8, 2025.)</p>
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Signed off by Owner/Review Lead Robert Mantho (MSA ADL)	09/04/2025
Signed off by Senior Lead Isabel Deakin (MSA PG PL)	11/04/2025
Signed off by Equality Lead Ceit Mackintosh, Equality Officer	28/05/2025

Signed off by Education Committee Professor Rachel Dickson, Deputy Director and Vice-Principal [Academic]	11/02/2026
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