

**GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT**

Date of Assessment:	September 2017	
School or Executive Group Area:	Mackintosh School of Architecture	
Department:	Mackintosh School of Architecture	
Lead member of staff: e-mail:	Alan Hooper (a.hooper@gsa.ac.uk)	
Area of decision making/title of policy, procedure, programme or relevant practice:	Bachelor of Architecture (Hons)	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" type="checkbox"/>

**1.Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):**

Conducting this Equality Impact Assessment (EIA) for the B'Arch (Hons) Programme has offered a valuable opportunity to analyse the content and delivery of the programme in relation to the requirements of the Public Sector Equality Duties (PSED). This report contains the outcome of that analysis in relation to the broader issues of equality, diversity and participation within the programme. The assessment was undertaken using statistical information from GSA's PMAR reports and GSA staff and student equality monitoring reports. Evidence from the GSA data sets was supplemented with observations obtained through MSA's student feedback mechanisms including the Student Forum, Programme SSCC's and course-level questionnaires. In order to offer a balanced and informed assessment of the programme, the GSA data was contextualised by reference to PSED guidance offered by the HE sector and to equality and diversity issues currently being addressed by the professional bodies responsible for prescription and validation of the B'Arch Programme.

MSA's commitment to a supportive 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. However the school recognises that offering dedicated studio space does not guarantee such an outcome. As such this assessment offered the opportunity to view the B'Arch(Hons) Programme through the particular lens of equality and diversity in the understanding of the need to enhance and continually evolve the programme in relation to external factors and student demographics. As such, whilst many positive impacts were identified, the intention was to also elicit and explore areas requiring improvement and enhancement. As this assessment is enhancement focused the comments and actions contained within the report also reference current developments within GSA that will impact upon student representation and feedback within the institution.

**2.Evidence used to make your assessment:**

The analysis, reflections and actions contained in this assessment are based on the following data sets:

- GSA PMAR statistics 2011-16
- GSA Student Equality Monitoring Reports 2011-16
- GSA Staff Equality Monitoring Reports 2011-16
- National Student Survey (NSS)

**Race/Ethnicity:**

The GSA statistics from 2015-16 confirm that at school level MSA has a relatively high proportion of students

from BAME backgrounds **(23%)** some 3% above the general GSA total **(20%)**. Additionally at undergraduate/programme level MSA have the highest proportion of BAME (UK Domicile) students within GSA at **11.5%**. The largest ethnic minority groups on the B'Arch Programme being Chinese **(5%)** and Other Asian mainly Malaysian **(8%)** reflects the popularity of UK architecture programmes to Asian students studying in the UK. Whilst the statistics suggest that the B'Arch Programme is an attractive destination for Asian applicants it should be noted that the growth of BAME students within MSA (since 2011 **(1.6%)**) is lower than the overall growth of BAME students within GSA **(2.6%)** over the same period, suggesting the need for MSA to reflect on their recruitment activities in conjunction with GSA Recruitment to ensure a growing diversity of students.

#### **Disability:**

The GSA statistics from 2015-16 confirm that as a school MSA **(17%)** and the B'Arch Programme **(16.4%)** have slightly lower level of students with a disclosed disability than GSA **(18%)** in general. In terms of student withdrawal rates within GSA the 'disclosed disability rate' **(4%)** is largely compatible with the 'no disclosed disability' rate **(3%)**. Clear and timely issue of timetables and access to curriculum content on Canvas enables students with specific learning needs to manage their time and access curriculum content to meet their requirements. Currently MSA integrate the Individual Requirement Form (IRF) support system within the general student pastoral care arrangements delivered by the stage leaders and co-pilots, who also teach on the core studio courses. As such the stage leaders and co-pilots have significant academic and pastoral/support contact with the students, which benefits students with specific personal and academic challenges. Accordingly MSA will carefully monitor the Personal Tutor scheme currently being piloted within MSA's Stage 3 to ensure students diverse needs are being met at programme level.

#### **Age:**

The GSA statistics from 2015-16 confirm that the majority of the cohort enrolled on the B'Arch Programme are in the 19-20 age group **(34%)** which is largely compatible with GSA undergraduate cohort (35%). However the proportion of mature students in the 25-39 age group enrolled on the B'Arch Programme **(8%)** is lower than the GSA proportion for this group **(12%)** and has declined by **5%** since 2010. The drop in mature students entering the part-time mode in recent years requires investigation particularly in relation to offering different modes of access to the programme and increasing opportunities for older students and those who have caring responsibilities regardless of age.

#### **Religion/Belief:**

The information from GSA PMAR statistics indicate that the majority of students on the programme between 2013-14 (55%) and 2016-17(60%) have consistently indicated that they have no religious belief. This percentage has however risen slightly. Over the same period the number of students that preferred not to disclose has fallen steadily from 15% to 7%. All other faiths and beliefs represented in HESA data are represented across this four-year period with a steady increase from 5% in 2013-14 to 8% in 2016-17. The available data at an institutional level highlights that approximately **9%** of the GSA cohort declared they hold religious beliefs other than Christian. MSA need to reflect upon the implications of this changing demographic in terms of the content and delivery of the programme.

#### **Gender/Sexual Identity:**

The GSA statistics for 2015-16 highlights that the B'Arch(Hons) Programme, with a greater percentage of males (55%) than females (47%), differs from the GSA undergraduate norm where females are approximately double that of males. The growing proportion of males at MSA, is symptomatic of the male dominance in the construction industry where approximately 87% of the work force is male. Opportunities exist for MSA to learn from the construction industry and the architectural profession's promotion of female role models, such as the annual Women in Construction Awards in which MSA have participated. The RIBA are increasingly proactive in promoting women working in architectural practice, through a range of initiatives including their Role Models scheme introduced in August 2017, with a gender balance of male and female role models. Whilst the gender balance in the MSA student cohort is proportionate there are a range of initiatives that can improve the number of women joining and progressing through the programme. Recruitment content and activities can offer a more positive message about women entering architectural education, their successes and progressing to a range of destinations. The inclusion of female students at open days and pre-application events can also serve as role-models for female applicants. Female role-models from architectural education and the profession can also be promoted through guest lecturers, external examiners and guest critics.

#### **Sexual Orientation:**

The GSA statistics for 2015-16 highlight a lower proportion of declared bisexual/gay men/gay women **(5%)** on the B'Arch(Hons) Programme than the general cohort at GSA **(9%)**. As with the gender imbalances outlined

above, the promotion of positive role models including the selection of guest lecturers, external examiners and guest critics is an achievable aim.

#### **Academic Staff Profile:**

The approximate ratio of 2:1 male to female staff teaching on the B'Arch Programme does not correlate with the general balance of male and female academic staff within GSA. The number of senior staff teaching on the programme is also male biased with three of the four stage leaders being male, while all three subject leaders are male. Again the dominance of males in the construction industry and the architectural profession coupled with the low number of women maintaining an architectural career beyond their studies may be a factor. In terms of improving women's representation, progression into academia and journey through career milestones MSA could explore membership of the Athena Swan Charter. Whilst senior full-time staff are fully engaged with GSA's approach to mainstreaming equality and diversity, the high percentage of part-time staff teaching on the B'Arch (Hons) Programme presents particular challenges in achieving a shared understanding of the PSED requirements and a general awareness of the support available within GSA. MSA part-time staff have previously attended mainstreaming equality and diversity workshops, however it would be helpful to present the findings and actions resulting from this assessment to the staff teaching on the B'Arch Programme.

#### **NSS:**

GSA have introduced a range of cross-school initiatives to tackle the key problematic areas 'assessment and feedback' and 'management and organisation' which MSA will implement this session in cooperation with GSA's L+T Dept.

Both areas outlined above are of key concern for MSA with 'assessment and feedback' results (**41%**) being well below the GSA norm of (**63%**) and almost half the sector norm (**74%**). The specific issues for MSA are centred on a lack of understanding of the assessment process and how student grades are generated. In response MSA have introduced a range of actions including standardised summative assessment feedback sheets which include reference to the intended learning outcomes for each course, delivery of assessment workshops for students within each stage and better integrated stage timetables which coordinate the assessment and feedback points for all courses in the stage.

Likewise MSA's NSS results for 'organisation and management' (**44%**) are lower than the GSA average (**53%**) and again almost half the sector norm (**75%**). NSS feedback suggests a key issue the miss-management of in-session timetable changes is having a disproportional impact on student perceptions of the programme. In response MSA will implement the proposed timetable change protocols developed by GSA's L+T EWG.

NSS data differentiated by protected characteristic groups is not currently available however it is recognised that programme organisation and management can be anticipated to have a differential impact on students with regard to need related to a protected characteristic for example disabled students and those with caring responsibilities or religious commitments.

The one NSS category that offers some encouragement for MSA is the positive result (**83%**) for 'learning community' which is above both the GSA norm (**75%**) and the sector norm (**77%**). The positive result appears to evidence MSA's studio environment as both inclusive and support which is important for all students and particularly for those from underrepresented groups.

### **3. Outline any positive or negative impacts you have identified:**

The programme was assessed in three key areas:

- recruitment and admissions
- curriculum design, content and delivery
- assessment and feedback

#### **Recruitment and Admissions:**

MSA staff are engaged in a range of pre-application activities including recruitment fairs, open days, portfolio classes and widening participation (WP) workshops. The opportunity to meet and engage with applicants prior

to making their application is particularly helpful for applicants from backgrounds where the route to higher education is less clear. The WP workshops in particular offer staff the opportunity to work with applicants from a range of backgrounds providing direct advice about the application process and requirements whilst introducing them to working in a studio environment. The portfolio classes also offer students from a diverse range of backgrounds the opportunity to work directly with MSA staff and gain valuable insights to the art school environment. The percentage of applicants from the portfolio classes progressing to higher education is extremely high with seven out of eight participants last year obtaining a place in an architecture programme, five of them with MSA. There is potential for MSA, in liaison with Open Studio to extend this work to promote positive impact in relation to students from BAME backgrounds and for women.

Following receipt of UCAS applications, all applicants who meet MSA's entry criteria at that stage are offered an interview either in person or by Skype. The in-school interviews offer applicants the opportunity to meet staff and students and visit the studios giving the applicants an insight to the programme to help inform their choice of school. Admissions interviews are conducted by two members of staff, gender balanced where possible, with all staff having undergone interviewing training. The interviews enable the consideration of applicants from a diverse range of backgrounds and allow staff to make a more informed appraisal of the applications, taking into account background and the applicant's journey to higher education as well as their academic achievement. This is particularly helpful for applicants where written English is a second language or their written skills are less developed. Skype interviews for those students not able to attend in person is particularly helpful for international students and RUK who otherwise would have no direct contact with MSA staff, offering those students the opportunity to show how they meet the criteria beyond the information contained in their application form. Whilst the relatively high proportion of BAME students (refer Race/Ethnicity stats above) entering the programme and MSA's achievement of WP recruitment targets suggest that the recruitment and admissions processes are having positive outcomes there remain areas to be explored including bursaries for WP applicants interested in architecture to undertake the portfolio classes, in-school workshops to schools with low higher-education progression and schools with high numbers of pupils from minority ethnic backgrounds as well as in-country workshops for students domiciled outwith the UK.

#### **Curriculum Design, Content and Delivery:**

##### **Curriculum Design:**

The B'Arch Programme is professionally prescribed annually and validated every five years. As such, in terms of curriculum design, the programme learning outcomes and competence criteria are informed and aligned with the RIBA validation criteria and the student attributes required for achievement of professional qualification. Professional ethics, personal responsibility and a social awareness are core requirements that students must demonstrate in achieving the RIBA Pt 1 qualification through the B'Arch (Hons) Programme. The requirement for professional ethics is reinforced by the Programme learning outcomes, which specifically promote the need to work collaboratively with others in a collegiate and ethical manner, respectful of the needs and views of a diverse range of peers and external parties representing a broad range of backgrounds, implicitly embedding equality and diversity within the curriculum, fostering good relations and building appreciation of difference in the learning and professional environment.

Recent developments within the programme included the introduction of seminar sessions to supplement the lecture series in the History and Urban Studies (HAUS) courses to promote student dialogue and offer a forum for the sharing of different perspectives. The HAUS Reading Group was also established following student feedback requesting more informal opportunities to discuss architectural theory outwith the lecture theatre. Both developments offer other modes of accessing the programme curriculum and the broader architectural discourse which informs it.

Students contribute directly to curriculum design and development through individual course questionnaires completed for all courses delivered on the Programme, which are subsequently discussed and actioned through an extraordinary SSCC scheduled in Semester 2, thereby closing the loop from student feedback to action.

##### **Curriculum Content:**

The content of the B'Arch Programme curriculum is continually informed by contemporary architectural practice reflecting the issues and concerns within the profession so as to remain relevant to graduates

professional practice. The global challenge to contemporary architects and designers to offer sustainable solutions to climate change has informed the content of the B'Arch programme, particularly through the research-teaching linkages of The Mackintosh Environmental Research Unit (MEARU). Studio projects are designed to develop student's awareness of the need for environmentally responsive design, specific to the particularities of climate and culture in a range of global contexts. A primary example is the Indigenous Dwelling project delivered in Stage 2, which analyses precedents from across the globe in terms of diverse social and environmental conditions. Whilst in the first year of the programme students are introduced to working with their peers through studio projects and subject area seminars, it is in the second year of the project that they are introduced to working with external parties. The second year theme of 'community and place' explores the relationship of people to their environment and offers the students the opportunity to engage with people from a diverse demographic with a broad mix of backgrounds. The studio projects engage students with local communities on live projects, exposing students to real world situations and the diverse needs of individuals and community groups. Recent projects include working with the local multicultural community in Garnethill to redevelop the local park, working with an arts organisation in the east end of Glasgow to convert redundant industrial premises to studios and exhibition space, and a live-build project for a play park developed in collaboration with the local community in the town of Beith. Besides the core curriculum, students are offered the opportunity to engage with a diverse range of communities through live-build projects both at home and abroad, extending to live build projects in Africa, working with local communities to fund and build essential educational and healthcare facilities, under the auspices of the children's charity Orchid Studio run by James Mitchel a former of staff at MSA. As a result of the above engagements, both within and outwith the school, students demonstrate through their work an ability to work with their peers and to engage with a diverse range of people in the design and development of architectural proposals. Developing the student's ability to listen, to enter into dialogue and to consider other perspectives and opinions embeds equality and diversity within the programme content, and is reinforced by the open design reviews conducted at MSA where anyone within the school can attend and join in the discourse. The high standing of MSA within the architectural profession, consistently rated top five school in the UK by practitioners through the Architects Journal 100 poll, confirms that MSA graduates are entering practice with the required skill set, including the attributes outlined above in relation to working with others in a respectful, collaborative and productive manner.

#### **Curriculum Delivery:**

**The Learning Environment:** The studio as both environment and practice is core to the delivery of the curriculum where a diverse range of delivery modes and pedagogical approaches are experienced, including group and individual tutorials, lectures, talks, seminars and workshops offering students multiple modes of learning and accessing the curriculum. Students are encouraged to undertake design projects individually and collaboratively in groups with tutorial support ranging from whole class workshop sessions, to group tutorials to one-to-one individual tutorials. MSA's studio environment is central to curriculum delivery, combining learning and social activities to create a supportive and creative environment where peer support can be fostered and multiple identities within the student cohort explored and shared. Besides offering a dedicated studio space, studio interaction is encouraged through a range of initiatives from informal and formal peer design review sessions where students use course assessment criteria to evaluate and discuss their work, to vertical projects where students have the opportunity to work with students out with their stage and the use of buddy-systems across stages to develop supportive relationships between students at different stages of the programme. Evidence from the National Student Survey 2017 (NSS) suggests that delivery of the curriculum within a supportive studio environment is having a positive impact on the student experience within MSA. In the 2017 NSS the student response to the section on 'learning community' where students explicitly state that feel part of a community, was very positive scoring the highest satisfaction rating in the GSA (MSA 83/GSA 75) and five points above the sector average.

**Academic Support:** In terms academic support for curriculum delivery and student progression, students are offered a range of additional skills inputs. Students for whom English is a second language are offered academic writing support, delivered by MSA staff in the History of Architecture and Urban Studies (HAUS) department. Internal MSA academic support is supplemented by GSA-wide learning support workshops and courses delivered by GSA's Student Support and Development Services. The available sessions include the 'Speaking your Mind' workshop which is popular with MSA undergraduate architecture students seeking to develop their written and spoken English. Whilst MSA have an active and productive relationship with GSA's Student Support and Development Services (SSDS), greater staff awareness particularly amongst MSA's part-time studio staff, of the diverse range of student support services delivered by GSA SSDS would benefit all students across protected characteristic groups.

In terms of pastoral support, as the B'Arch (Hons) Programme is predominantly studio-based, pastoral care is

primarily delivered by Stage Leaders and Stage Co-pilots who also coordinate and teach in the studio, enabling a valuable link between academic guidance and pastoral care. Whilst stage leaders are fulltime members of staff and as such generally available to offer pastoral care on an 'as required' basis, the establishment of an 'office hour' per week has assisted in formalising pastoral contact where more complex pastoral issues can be addressed. GSA's Individual Requirement Form (IRF) system is also managed by the Stage Leader who is responsible for briefing all relevant academic staff within the stage, giving them the opportunity to connect pastoral support with specific declared student needs. As outlined above a watching brief over the proposed revision to student support at programme level to ensure the systematic alignment of current and developing procedures will be essential.

#### **Timetabling/Access:**

In recognising that clear and consistent communication is an essential factor in enabling all students to progress through the programme and achieve their full potential, students are issued with a coordinated timetable at the start of the session, covering all the courses within the stage and establishing the timing of studio and subject area inputs, assignments, submissions and feedback. The coordination of individual course requirements across the stage is designed to minimise pinch-points during the academic session enabling students to time-manage their academic activities, particularly helpful for students with specific learning or language difficulties and those with dependants. All studio and subject area assignments along with lecture notes are published on-line and briefing sessions are held at the outset to introduce and discuss the content, learning outcomes and assessment requirements. The timetables throughout the programme generally operate within the core 9-5pm day accommodating the external needs of students with children or other dependants as well as those with part-time employment. Any sessions outwith the core delivery period are identified well in advance in the year timetable which is issued as part of the formal induction to the year. The needs of part-time students, who are generally older than the full-time cohort and as such more likely to have dependants, are taken into account in the timing of lectures to minimise their travel to and from the school. However the grouping of lectures to enable access by part-time students can be challenging for students with specific learning needs and those with language difficulties. In response MSA where possible have split lectures over two days rather than one and created breaks between lectures, enabling the student cohort with a broad range of learning abilities to engage with the lecture content. The timetables are uploaded on Canvas and are updated as required through the Canvas calendar ensuring that any changes are communicated quickly and comprehensively, minimising disruption to students. The mitigation of timetable change is particularly important for students with time management issues related to declared disabilities and for students with dependants who have limited flexibility. Whilst MSA staff work hard to ensure that timetables are carefully constructed, clearly communicated, and meet the general access needs of part-time and full-time students, the school needs to reflect on the construction of timetables and teaching delivery to offer greater flexibility in the delivery of the programme to meet the diverse needs of all students on the programme and improve accessibility.

#### **Student Communication:**

The course inductions at the start of the year, including the issue of timetables, reading lists, project briefs and lecture synopses and notes, are essential in helping students prepare for the coming session, particularly for students who require support with organisation and time-management, require longer to process information, have language differences or have dependants. The posting of lecture notes on the VLE prior to the lecture is particularly important for students whose first language is not English and who are less attuned to spoken English as well as those students with specific organisational and time management issues, and those students with children or dependants.

In the last two years the 'Studio Day' was introduced to each stage of the B'Arch programme where each studio day starts with a short meeting of the cohort to discuss the plans of the days and is followed by a meeting at the end of the day to gain student feedback for the days activities. The session at the end of the day helps those students requiring additional guidance in their learning and keeping the studio activities within the core delivery period assists students with external commitments.

MSA used the recent introduction of Canvas, GSA's new digital platform, to harmonise the structure and layout of the stages and courses with the B'Arch(Hons) Programme offering students both comprehensive and consistent information year-on-year, helping them navigate the programme. MSA have only begun to explore the potential that Canvas offers in terms of the delivery of course content, learning activities and distance learning, particularly for part-time mode students who are more likely to have dependants, have restricted study time and tend to live further from the school.

#### **Student Assessment and Feedback:**

**Course and Project Documentation:** Assessment processes and criteria are available to students through the GSA website and within individual course modules on Canvas. Annual assessment workshops are delivered where students are introduced to the assessment processes within GSA/MSA, the assessment and feedback documentation and are given the opportunity to undertake mock assessment with their peers. The workshops are particularly helpful for students with reading, language or learning differences as tutors can explain the terminology and concepts that underpin the assessment processes. Course assignments and project documents contain the specific course learning outcomes and RIBA assessment criteria allowing students to better understand the alignment between their learning activities and how they are assessed. Whilst MSA students are offered a range of information in paper and digital formats a comprehensive student handbook has not been available for a number of years. Therefore MSA will take the opportunity offered by the GSA L+TEWG standardised student handbooks to produce a new MSA student handbook. The production of the new handbook will also offer the opportunity to shape the content and format in relation to the equality and diversity issues raised in this assessment.

**Modes of Assessment:** Students are offered a diverse range of formative and summative assessment modes offering students the opportunity to demonstrate their learning and competency through a range of methods, including verbal presentations, written submissions, folio submissions, individual and group submissions. Students are offered examples of past submissions to demonstrate the range of responses that reflect student backgrounds and are appropriate to the given assignment. The range of assessment modes allows students from a diverse range of backgrounds and with different academic abilities multiple ways to demonstrate how their work meets the assessment criteria. The Studio courses offer formative feedback through weekly tutorials supplemented by formative feedback following interim student presentations and submissions. Standardised feedback sheets are utilised to help ensure clarity and consistency across each stage of the programme, assisting students with additional language needs or in need of additional support in processing information. Whilst the studio courses are subject to summative assessment at the end of the academic session, interim folio submissions are offered with both written and verbal feedback provided to assist students in their preparations for the summative submission, again helping students with specific learning requirements to demonstrate how they are meeting the course learning outcomes. Subject area courses offer a range of formative feedback modes including drop-in formative feedback sessions at key periods ahead of the summative submission. The use of a range of assessment and feedback processes is particularly helpful for students with learning disabilities, including dyslexia which involves longer processing times, for students where English is a second language where typed feedback can clarify and reinforce verbal feedback and for students from diverse cultural or educational backgrounds for whom the approach to learning in studio is less familiar.

**Timing of Assessment and Feedback:**

The B'Arch(Hons) Programme consists of a broad range of studio-based and subject based courses requiring careful coordination to support students in their academic development and progression through the programme. Accordingly MSA studio staff and subject area staff from HAUS, Architectural Technology and Professional Studies, liaise to produce a coordinated timetable for the coming academic session which coordinates and highlights all of the assignment submissions for the session. Coordination of assessment submissions is intended to minimise assignment submission clashes and assist all students in managing their study time in relation to their particular situation. The timetable is particularly important for students with declared learning disabilities, religious and faith commitments and for those students with dependants, offering the students the opportunity to balance their particular needs with the programme requirements. The Stage Leader issues the coordinated timetable during the stage induction at the beginning of the session and whilst the timetable is fixed it does enable students to plan their time and to identify any particular assessment issues early enough to discuss with their stage leader and if possible make alternative arrangements.

**4.Actions you have taken or planned as a result of your findings:**

Action	Equality Impact	Person responsible	Time frame
<b>Action 1.0:</b> staff development session to explore the findings and actions contained in this EIA	Advance equality through staff awareness of the PSED: its relevance to MSA and the content and delivery of the	UGPL	Sem 1

	programme		
<b>Action 2.0:</b> student consultation sessions to explore student perceptions of equality and diversity in MSA	Advance equality and Improve data/evidence base to inform developments within MSA	UGPL + Lead Reps	Sem 1
<b>Action 3.0:</b> staff development session with GSA'S SSDS and MSA staff to ensure all staff are aware of the support available to students and their role in relation to inclusion and accessibility.	Advance equality through staff awareness.	UGPL	Sem 2
<b>Action 4.0:</b> MSA to produce an MSA student handbook to the format issued by GSA L+TEWG	Improve accessibility of programme documentation to meet diverse needs of all students	UGPL+ PGPL	Sem 2
<b>Action 5.0</b> MSA SMG to develop and implement plan to increase representation of women and BAME staff (consider Athena Swan)	Advance equality and foster good relations for women and for people from BAME backgrounds.	UGPL+PGPL	Sem 2
<b>Action 6.0</b> MSA to develop and implement plan to address underrepresentation in the student cohort specifically women and students from BAME backgrounds.	Advance equality and foster good relations for women and for people from BAME backgrounds.	UGPL+SMG	Sem 2
<b>Action 7.0</b> Promote a range of role models and diverse perspectives through VL's/guest lecturers	Advance equality and foster good relations.	UGPL+SMG	Sem 2
<b>Action 8.0</b> Fully utilise the potential of Canvas (and lecture capture) to improve accessibility and flexibility of student access to programme delivery with particular reference to lectures.	Advance equality in relation to all protected characteristics and specifically disability, religion and belief, sex.	UGPL	Sem 2

**5. Where/when will progress and the outcomes of your actions be reported and reviewed:**

The actions developed through this equality impact assessment will be included in the 2017 B'Arch(Hons) Programme PMAR and progressed through the resulting QEAP. The outcomes will be reported and reviewed through the PMAR process, which involves student participation at programme SSCCs and Boards of Studies. Student feedback will be monitored and reviewed through the processes outlined above with specific attention to equality and diversity issues raised by this assessment.

**6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:**

**Actions 1.0 + 3.0:**

Beyond those staff directly involved in delivering GSA's equality and diversity outcomes, the general raising of staff awareness and knowledge about equality and diversity within the context of the HE sector and with regards to the specific opportunities, challenges and strategies within MSA/GSA is fundamental to the mainstreaming of equality and diversity within GSA. The more aware staff are about the explicit and tacit issues around equality and diversity, the more confident they will be in engaging with difference, diversity and equality in their development and delivery of the programme and be better informed to anticipate the needs of a diverse student cohort.

(EO1 and EO2 of GSA Equality Outcomes 2017-21)

**Actions 2.0 + 4.0:**

The proposed improvements to student representation, programme and course documentation, pastoral support, and timetabling and communication are intended to improve the opportunities for students from under-represented groups to achieve successful outcomes.

(EO3 of GSA Equality Outcomes 2017-21)

The improvements to student representation and feedback is intended to encourage students to participate in the development and delivery of the curriculum and through their participation contribute to the diversity and inclusiveness of the B'Arch(Hons) Programme.

(EO1 and EO2 of GSA Equality Outcomes 2017-21)

**Action 5.0+7.0:**

Increase the diversity of the staff teaching on the B'Arch Programme to offer broader perspectives and experiences, a more diverse range of role models and to reflect the changing student demographic.

(EO5 of GSA Equality Outcomes 2017-21)

**Action 6.0:**

Address issues of underrepresentation to advance equality and foster good relations for women and for people from BAME backgrounds.

(EO3 of GSA Equality Outcomes 2017-21)

**Action 8.0:**

Utilise Canvas to meet the diverse needs of students and advance equality in relation to all protected characteristics and specifically disability, religion and belief, sex.

(EO2 of GSA Equality Outcomes 2017-21)

**The outcome of your assessment:**

No action (no potential for negative or positive impact)

Action to remove barriers/mitigate negative impact

Action to promote positive impact

**Sign-off, authorisation and publishing**

**Review Lead**

Name	Alan Hooper
Position	Undergraduate Programme Leader
Signature	Alan Hooper
Date	October 2017

**Executive Lead**

Name	Sally Stewart
Position	Head of Mackintosh School of Architecture

Signature	<b>Sally Stewart</b>
Date	10 <sup>th</sup> November 2017

**Equality Lead (Head of Student Support and Development)**

Signature	<b>Jill Hammond</b>
Date	<b>11<sup>th</sup> November 2017</b>