GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	October 2017
School or Executive Group Area:	Mackintosh School of Architecture
Department:	Mackintosh School of Architecture
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Area of decision making/title of policy, procedure, programme or relevant practice:	Diploma in Architecture, Master of Architecture (by conversion)

Please indicate if this is:	New:	☐
	Existing/Reviewed:	☒

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

This summary report of Equality Impact Assessment reflects the outcomes of an analysis of the Dip Arch program in relation to the Public Sector Equality Duty (PSED). The assessment was undertaken using statistical information from PMAR reports, GSA Staff and Student Equality Monitoring reports and information regarding the professional context for the discipline of architecture.

The assessment considered how the current operation of the program addresses the PSED and identified actions at program level to enhance performance of PSED. The Curriculum Design, Curriculum Delivery, Assessment and Feedback and Student Engagement were examined to determine the both positive and negative equality impact within the program and its potential to contribute to the delivery of GSA's Equality Outcomes and improve the MSA student experience.

2. Evidence used to make your assessment:
- PMAR Equality & Diversity statistics 2013-14, 2014-15, 2015-16.
- GSA Equality Monitoring Reports (EMR): Students -2011-12, 2012-13, 2013-14, 2014-15, 2015-16.
- GSA Equality Monitoring Reports (EMR): Staff - 2011-12, 2012-13, 2013-14, 2014-15, 2015-16. GSA
- MSA NSS free comments from 2016-17. Stage 4 and Stage 5 QLT surveys from 2014-2017.

Statistical Analysis
Age:
The age profile of students in the Dip.Arch (FT) programme using an average over the 2013-16 period is %70.2 of 21-24 year olds and %29.8 of 25-39 year olds. This compares with a GSA profile of %2 of 17 year olds, %7.7 of 18 year olds, %26.4 19-20 year olds, %41.9 21-24 year olds, %19.1 25-39 year olds and %4.2 40 year olds.

Because the programme requires the completion of the B.Arch degree or the first 3 years of the B.Arch Honours programme, this difference in age profile is to be expected. There are no students over 40. This may derive from the length of the academic course and period required to achieve professional accreditation, and the expectations of graduates in professional context. Research into this should be considered.

Disability:
The average percentage of students in the Dip.Arch programme who disclosed a disability over the 2013-16 period is %10.4, which compares to the GSA average of %16.9. 2015-16 data indicates an increase to %12.5 of disclosed disabilities by MSA students.

The predominant disability reported is coded as Specific Learning Difficulty; however there is a marked increase in the reporting of Mental Health Conditions . The RIBA is active in relation to student mental health in Architecture programmes and a focused review of how the Mackintosh School supports mental wellbeing within the programme and its delivery would be useful.

Ethnicity:
The averages over the period of 2013-16 for the DipArch program cohort are %70 White, %27.4 BAME and %2.6 unknown or information refused. This compares with the GSA %78 White, %20.5 BAME and %1.5 unknown or information refused.

The largest segment of the MSA BAME cohort is Chinese, with all other segments being small percentages of this category. The data available for UK Domiciled BAME students in the MSA does not breakdown between Postgraduate and Undergraduate and is reported for 2015-16. For this reporting period the MSA has %12 UK Domiciled BAME students, which is higher than the GSA average of %9.

Sexual Orientation:
Over the 2013-16 period the majority of the Dip.Arch cohort identified as Heterosexual at %81.1, with the Information Refused category at %14.98 being the next largest response; Lesbian, Gay and Bisexual (LGB) students are however represented as are those identifying with other. The student cohort at GSA institutional level has a higher percentage of students identifying as LGB.

Gender Identity:
During the period 2013-16 the Dip.Arch cohort identified as %45.3 Female and %54.7 Male with slight fluctuations year on year and a gradual reduction in the number of female students in the Mackintosh School as a whole from a high of 63% in 2007-08.   It is recognised that this is an area which needs to be addressed, particularly in light of information gathered from the NSS and QLT (see Qualitative Data below).

Religion or Belief:
The data for 2013-16 show that the Dip.Arch cohort was %47 No Religion, %22 Christian, %7.5 Muslim, %6 Buddhist, %2 Other, %1.5 Sikh, %1 Spiritual and %11 Information Refused. For the GSA during this period the data was %54 No Religion, %19 Christian, %2 Muslim, %3 Buddhist, %3 Any Other, %1 Hindu, %1 Jewish %.5 Sikh, %1 Spiritual and %14.5 Information Refused. This data shows little variation in the main categories but indicates diverse representation of religion/belief and no belief within the cohort.

Qualitative data
The need for further qualitative data on the student experience as it relates to identity based concerns and the learning environment/culture has been identified as a priority for further action.
A free comment from the 2016-17 NSS and a comment in a QLT from 2015 suggest that explicit measures to address sexism within the culture of architecture should be considered.

Staff data
The GSA wide staff data does not currently allow detailed analysis at programme level however there is a clear majority of male staff, which reflects the gender balance of the profession. However, it is recognised that this may be related to comments with regard to sexism highlighted above. The lack of diversity in the staff cohort needs to be addressed and work will be undertaken in liaison with Human Resources to develop a plan to address data gaps and all areas of under representation.

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

Admissions

The DipArch reviews all applications and all online portfolios to determine a list of those candidates to be invited to a personal interview. The admissions criteria are based on academic performance as well as a portfolio of work. This allows the consideration of candidates from diverse background and staff are aware that candidates of various ages, range of experience and cultural background can meet the criteria for admissions in a range of different ways. However at this time the Dip.Arch does not have WP goals appropriate at a Postgraduate level, this will be considered for future admission cycles in the context of under representation.

The interview is seen as an opportunity to engage in a more developed appraisal by both the candidate and Dip.Arch staff and allows staff to examine the work with context provided by the candidate. This provides an opportunity to ensure assumptions about candidates are not being made by contextualizing each application to understand the candidate beyond what can be gained from transcripts, application materials and on-line portfolios in isolation.

Overseas students are offered a Skype interview; to ensure that all students are able to discuss their work with staff members and that they have the opportunity to question staff about the program. Interviews are carried out by 2 members of staff and whenever possible with staff of both genders. Many of our applicants are female and gender balance is a recognized issue in the profession; demonstrating the presence of women on the staff and in the profession can contribute to the recruitment of female students. Additional efforts to market the Dip.Arch programme to students from diverse backgrounds could encourage a more diverse student cohort.

There is potential to extend positive impact for women and UK domiciled students from BAME groups by reviewing recruitment materials and processes in conjunction with the BArch programme team, GSA recruitment, marketing and the WP team. This will be an important strand of the forthcoming review of the Dip Arch programme.

Curriculum Design

The programme Learning Outcomes require students to demonstrate their ability to work with their peers and to "Deal with complex ethical and professional issues and make judgements on issues not addressed by current professional ethical codes and practices." This explicit requirement for the DipArch to contain academic material requiring students to directly consider the complexities of contemporary society embeds equality, consideration of cultural differences, varied social viewpoints, global concerns and the exchange of ideas between professionals and user groups in the program and clearly contributes positively to the mainstreaming of equality. This aspect of the curriculum has a positive impact on the MSA PSED, and it places the responsibility to consider equality at the centre of a student's education. This is demonstrated through the approach to the design of the programme which provides a rich, wide ranging set of theoretical and practical learning experiences that exposes students to the complex territory of the discipline of architecture.

The practice of architecture requires a broad understanding of the social, cultural, political, economic and historical factors that influence the built environment. This exposes students to the varied aesthetic, health and well-being, regulatory and ergonomic demands of contemporary society. The focus of the program is the European city, first Glasgow and then a selected city on the continent of Europe, with the mix of user groups and programmatic requirements present in these diverse contexts. The curriculum requires students to gain first-hand experience in communities with specific and unique characteristics and needs which have both differences and similarities. The ability to understand needs of users and colleagues from across various spectrums, gender, ethnicity, age, sexual orientation and ability is implicit in the discipline of architecture. These issues are discussed in contextualization of design briefs, subjects of lectures in Architectural Technology and Housing and Urban Studies, in Studio tutorials and project reviews. This highlights the central role that issues of equality and diversity play in the program curriculum and clearly evidences that student's engagement with these issues is in every sense a mainstream aspect of the programme.

Curriculum Delivery

The teaching practices in the DipArch include lectures, group tutorials, individual tutorials, peer learning to project reviews, seminars and workshops. These diverse practices are aimed at effectively delivering the program and also contribute to meeting the diverse learning styles and needs of students regardless of protected characteristic.

The goal of all teaching instruments in the DipArch is to provide students with a structured, self-directed learning experience that is predicated on critical reflection. Critical reflection is in the first instance student based, with staff providing outside critical feedback, founded on the material presented by the student in pursuit of personal academic goals. This approach is not specifically aimed at supporting students with diverse needs, backgrounds and abilities, however the attention given to the development of self-confidence and critical practice supports the individual needs of each student, necessarily recognizing and valuing their unique qualities, histories and perspectives. Respect for individual characteristics in the delivery of the program with the objective of enabling each student to confidently pursue their personal and architectural identity is an explicit acceptance of the GSA's PSED and equality agenda.

In addition the Dip.Arch seeks to advance equality through the following means:

Good communication to support disabled students; those with caring responsibilities or commitments due to religion or belief; international students
- Students are supplied with a diagram outlining the structure of both the program and the individual components which form it, a yearly timetable and course outlines, which present the briefs, the aims and the learning outcomes of each course and the plan of events for each individual week of the academic year. This material is introduced verbally and the documentation is available on the GSA's VLE.
- Regular communication through the VLE announcement of any changes, additions or relevant information raised by students or staff. While this clear communication of the organization and structure of the academic calendar is aimed at the smooth operation of the program and a good experience for all students, it also supports students with a range of needs, from students who are coordinating part time employment, to those who require additional time to digest written material.

Demonstrating the mainstreaming of diverse cultural perspectives through the operation of the program:
- Stage Leaders and Specialist Subject tutors provide a visual presentation of the range of responses by previous students to project briefs and their development. These as well as further examples are placed on the Stage VLEs for student reference. These pieces of work demonstrate the variety of student background and interests and also provide students with a clear understanding of the range of responses that are appropriate to the program assignments, as well as illustrating different approaches to learning or varied backgrounds and references.
- Staff and students meet each week during the school year in a selection of teaching and learning fora; providing the opportunity for students and staff to build collaborative working relationships where teaching staff can develop a strong understanding of the characteristics, skills and interests of individual students.
- Structured peer reviews, peer assessment and informal studio peer learning are supported by the physical studio and both reflect and contribute to the studio ethos of the D.Arch. Exposure to different opinions from both staff and peers establishes the value of exposure to a range of opinions, experiences and approaches, extends student awareness of diversity and the need to account for various perspectives in their practice.
- A critical self-reflection journal has recently been introduced in the D.Arch program to help students build a robust practice of critical self-reflection to support their peer exchanges in the studio. While this has no explicit relationship to equality issues, critically aware practitioners whose attention is directed to the diverse nature of the society they serve, should reflect on these issues and it can be expected that this practice raises awareness of the role each of us plays in ensuring difference is valued and celebrated within the learning

environment and the profession.

Proactive support for disabled and international students:
- Stage Leaders review all student IRF reports with the student and provide appropriate adjustments to the course where required to support student learning. This approach to the support of individual needs is an extension of the program's design which anticipates diverse needs and commitments
- Academic support for curriculum delivery and student progression is delivered through a range of additional skills inputs at programme level, from seminars, workshops and individual tutorials; Stage Leader office hours also allow students with individual needs to receive support if necessary.
- MSA have an active and productive relationship with GSA's Student Support and Development Services (SSDS) and students have access to a range of learning support workshops and specific provision for those for whom English is not their first language

Flexible delivery:
- The potential for MSA to enhance flexibility of access to course materials and teaching through use of the VLE has been identified as an opportunity to meet the needs of students relative to preparation for lectures, revision/checking of content and comprehension. This will be particularly useful for some disabled students, students with caring or faith based commitments, students for whom English is not there first language and students regardless of protected characteristic who may from time to time be unable to attend. This may also be of particular benefit to Part time students.

Assessment and Feedback

Significant work has been undertaken in the Dip.Arch in direct response to student feeback, to improve student comprehension of the assessment process. While the student feedback has raised no explicit equality issues, feedback that discusses the complexity of the language used in the LOs clearly has implications for students, particularly those with specific learning disabilities and for whom English is a second language. To that end 4 separate staff led assessment workshops have been designed, which are supported by scheduled peer review and assessment. In both Stage 4 and Stage 5 there is an assessment workshop in both semesters, in which staff lead a structured discussion of the learning outcomes and where students then work in groups to utilize the LOs with a piece of historical work. The students also use peer activities to develop their understanding of the assessment process, helping to consolidate the knowledge outlined in the staff led workshops.

These efforts to clarify assessment for students are directly related to the MSA's delivery of the PSED in that it provides an understanding of the assessment criteria well in advance for all students, allowing students with specific learning disabilities or those with diverse cultural/educational backgrounds or experience to address any concerns prior to the assessment period. This also allows staff to identify and work with students who may require additional support during the examination period. It also provides information and insight regarding the assessment process beyond the text based format of information published in the Programme Specifications, allowing all students to work with the information and one another to develop their knowledge of the process in ways appropriate to their personal needs.

Assessment procedures and the use of variable assessment tools across the program recognises and anticipate diverse learning experience, style and needs, providing students with an opportunity to evidence their learning and competency in various ways; including presentations, written submissions, portfolio submissions, exhibition submissions, individual and group submissions and formal examinations. Using a range of assessment and feedback processes is critical to support student learning and particularly for those with learning differences/disabilities, students from a range of educational backgrounds and cultures and for those for whom English is a second language including those who use BSL.

The goal of recent revisions to the presentation of feedback and assessment procedures has been to

provide all students with an understanding of the assessment process, while also ensuring that they realise that assessment is not simply the end, but provides information that has educational benefits and is integral to their learning process. The approach to assessment is designed to have a positive impact by building confidence and reducing anxiety regardless of protected characteristic.

Student Engagement
The views and critiques of the programme by students are collected through the formal SSCC process as well as QLT questionnaires and inform MSA wide reflection as well as the refinement of the program each year. This offers the program team the opportunity to examine the experience of students and to identify areas of programme delivery and assessment methods that can be adjusted to better anticipate diverse needs. The MSA also uses a student-led forum to address the day-to-day delivery of the program and in which course content can also be discussed at an operational level. In the Dip.Arch regular year meeting in both Stage 4 and Stage 5 also offer students the opportunity to raise the day to day issues that they wish to address during the academic year.

Direct action by students in 2016/17 however made it clear that these processes are not well understood by students and that MSA needs to more effectively communicate both the importance of student feedback and the process by which students contribute to curriculum development and delivery. To address these issues, during 2017-18 academic session, the Dip.Arch students will twice undertake a Quality Enhancement Questionnaire coordinated by the GSA Learning and Teaching department with the objective of enabling action to be taken during the year.

Over the course of the current academic session 2017-18 students will be engaged in a discussion of their views regarding equality and diversity within the Dip.Arch programme and the profession. The goal of these discussions is to gather qualitative evidence regarding the student experience and to involve students in MSA's developing approach to mainstreaming equality and meeting the requirements of the PSED.

As part of the effort to understand the student experience, including student's identity based experience and perceptions of equality and diversity, there will be consultation workshops with Dip.Arch students. Over the course of the current academic session 2017-18: students will be engaged in discussion of their views regarding equality and diversity within the Dip.Arch program and the profession. The goal of these discussions is to gather qualitative evidence regarding the student experience and to involve students in MSA's developing approach to mainstreaming equality and meeting the requirements of the PSED.

Professional Context
Although the objective of this assessment is to understand how the Dip.Arch program effectively addresses the PSED , a brief summary of the conditions and concerns regarding equality in the professions is relevant.

The profession is attempting to understand the reasons for both perceived and actual inequalities in the architecture and construction industries. The historically white heterosexual male dominated culture of architecture and construction has undergone some change, however a recent study of women in architecture revealed the stubborn persistence in the disparity in pay between women and men and a shocking level of women who experience sexist attitudes in their careers. People from BAME groups are also under represented in the profession and in leadership roles, much lower than in society as a whole.

The RIBA has initiated a variety of programs to address these problems, from a mentoring program, a role models program and guidance documents for practitioners. These concerns in the professional context play a direct role in the MSA's efforts to encourage diversity and inclusion, with careful consideration and reflection of all aspects of our operation, from extending opportunities to study as well as efforts to support students during their time at the school. It is however clear that more work is required and that the perceptions of the profession may play a role in which students choose to consider studying and also progressing to a career in architecture.

The MSA has been engaged in revisions to the program over the last 7 years that highlight the range of career options that an architectural education can provide. The B.Arch program introduces students to various forms of architectural practice. For example: the role of the community architect pursuing socially concerned practice, who works to generate outcomes for communities that go beyond individual buildings. This is reinforced in the Dip.Arch program in Stage 5 where students who are interested are encouraged to explore alternate forms of practice in the Final Design Thesis (FDT). This has resulted in numerous FDT proposals that are founded on research that identifies community initiatives and user agency in the development of the architectural agenda. The FDT also encourages students who have an interest in architectural theory and are considering alternatives to working in a normative professional practice, such as speculative design or writing. The goal of the FDT is to present and encourage a wide range of architectural thinking, to explore diversity and to support each student's individual academic and professional goals.

Evidence that this results in a less gendered academic culture, or definitively a more diverse set of approaches and outcomes for students is not available. However it does introduce students to the potential for more open outcomes that meet the varied needs, ambitions and circumstances of our graduates.

There is an intention to further pursue the goal of mainstreaming equality and diversity in more explicit ways as the Dip.Arch program is developed. The programme is currently being reviewed for possible revisions to enhance the learning experience and to address issues raised by students. The goal of mainstreaming equality in more explicit ways is part of this review and the PSED is being discussed, as are the concerns within the profession. The engagement and involvement of students in considering equality within the program and profession will be a key element in the Dip.Arch review.

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

Action	Equality Impact	Person responsible	Time frame
Staff Development Dip.Arch Programme Leader to schedule MSA staff development session to discuss the PSED of the MSA and to examine methods to mainstream equality in the programme.	Increase awareness of PSED and issues specific to MSA. Develop a strategy for mainstreaming equality in the program	Dip.Arch Programme Leader	Semester 2 of 2017-18 academic year
Student Consultation Dip.Arch Programme Leader to schedule student consultation sessions to discuss equality and diversity.	Increase student participation in mainstreaming equality and diversity. Provide information and improve evidence base.	Dip.Arch Programme Leader, Stage 4 Leader and Stage 5 Leader	Semester 2 of 2017-18 academic year
Contact and work with the RIBA regarding gender inequality to develop programs and tools for addressing inequality in profession.	Generate potential tactics for improving gender balance in D.Arch program and address gendered perceptions of the discipline.	Dip.Arch Programme Leader	Semester 2 of 2017-18 academic year
Dip.Arch Programme Leader to discuss with Stage Leaders the use of the GSA VLE to increase	Advance equality by improving access to learning and teaching for students regardless of	Dip.Arch Programme Leader, Stage 4 Leader and Stage 5 Leader and MSA SMG	Semester 1 of 2017-18 academic year

flexibility of access to curriculum, teaching and support.	protected characteristic.		
Research possible causes for low numbers of older students and potential of PT BArch/Dip.Arch in this respect.	Advance equality for older people.	MSA SMG	By 2018-19 academic session.
Review Programme level support and curriculum design/delivery with reference to student wellbeing	Advance equality for disabled people and support wellbeing through inclusion regardless of protected characteristic.	Dip.Arch Programme Leader, Stage 4 Leader and Stage 5 Leader	Consult 2017-18 with implementation form 2018-19 academic session.
MSA SMG to agree and initiate action to address the underrepresentation of women and people from BAME groups in the MSA staff group.	Eliminate discrimination and advance equality for women and people from BAME groups.	MSA SMG/GSA HR	Through 2017-18 academic session.
PG PL to work with staff team to address sexism and all forms of discrimination or harassment when it arises in the learning environment.	Eliminate discrimination and harassment.	Dip.Arch Programme Leader	Semester 1 of 2017-18
Initiate discussions with GSA Recruitment/Marketing and WP to discuss goals, develop and implement a plan to recruit a more diverse range of students.	Advance equality for women, people from UK domiciled BAME groups and from socio economically disadvantaged backgrounds.	Dip.Arch Programme Leader	Semester 2 of 2017-18

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 Dip.Arch Programme PMAR and implemented 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 assessed through the structured processes of the MSA and equality and diversity concerns will be addressed explicitly, with a particular focus on regular iterative consultation on equality over the coming academic year to support ongoing and mainstreamed discussion.

6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:
The proposed actions will engage staff directly in delivering GSA's equality outcomes and will also raise the awareness and knowledge about equality and diversity within the context of architectural education. Actions will contribute to staff awareness of the explicit and tacit issues involved in ensuring equality of opportunity and outcome for students regardless of protected characteristic in addition to their role in delivering an inclusive learning environment and experience.
(GSA Equality Outcome 2017-21 EO1 and EO2)

Student Consultation and involvement will ensure that action is relevant and build student confidence in contributing and engaging with equality and identity based experience in their work and study environment. (EO1).

Actions to address under representation in both staff and student cohorts will contribute to

EO3, EO4,EO5

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

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Date	October 2017

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Signature	**Jill Hammond**
Date	**October 2017**