















| Action  | Equality Impact   | Person responsible                         | Time frame        |
|---|---|--|-------------------|
| <b>1. Access to appropriate resources to engage in hybrid delivery</b>  |   |  |                   |
| <b>Action:</b> Make an assessment of appropriate resources required for staff and students to engage in hybrid delivery.  | <ul style="list-style-type: none"> <li>Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> </ul> | Digital Steering Group and Heads of School | July 2020         |
| <b>Action:</b> Develop appropriate mechanisms by which to identify and assess the needs of students and staff who are effected by digital making appropriate resources available.   | <ul style="list-style-type: none"> <li>Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> </ul> | Digital Steering Group                     | July 2020         |
| <b>Action:</b> Assessment should be made of educational needs at the programme level ensuring essential equipment and software required to successfully achieve ILOs is communicated to students. Where students are required to purchase equipment or other resources these should be communicated to students in advance of commencement of study.  | <ul style="list-style-type: none"> <li>Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> </ul>  | Heads of School and Programme Leaders      | August 2020       |
| <b>Action:</b> Provision will be made to prioritise access to on campus spaces for students and staff who do not have appropriate spaces within their own residence to study and teach. Spaces will need to be assessed to ensure they are accessible in meeting students and staff individual needs based upon their protected characteristics. This should include consideration of accessible travel routes given potential impacts to public transport. | <ul style="list-style-type: none"> <li>Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> </ul> | Estates / Safe Campus Group                | By September 2020 |
| <b>2. Training and support for hybrid teaching and learning</b>   |   |  |                   |
| <b>Action:</b> Training and support will be required to ensure staff have the appropriate digital and pedagogic capabilities to deliver hybrid learning.  | <ul style="list-style-type: none"> <li>Advance equality and meet the diverse needs of students and staff.</li> </ul>  | Digital Capacities Group                   | By September 2020 |

| Action   | Equality Impact   | Person responsible  | Time frame         |
|--|---|---|--------------------|
| <b>Action:</b> Support for students to engage in hybrid learning will need to be built into orientation and academic induction and sustained throughout the period of hybrid delivery.   | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> </ul>  | Programme Leaders   | By September 2020  |
| <b>Action:</b> Training must be inclusively designed and provided in a variety of forms to support engagement from staff and students. Ongoing support for digital skills development must be available as required.   | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> </ul>  | HR, Learning and Teaching, and Learning Technology              | By September 2020  |
| <b>3. Programme Design and Delivery</b>  |   |   |                    |
| <b>Action:</b> Access to existing processes to assess individual needs, IRF and occupational health, will be offered remotely given limited on campus and face to face contact.  | <ul style="list-style-type: none"> <li>• Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>• Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> </ul> | Head of Student Support and Head of Human Resources             | By September 2020  |
| <b>Action:</b> Changes to programme and course specification, and the design and delivery of programmes will require equality consideration and impact assessment with approval of changes through ACG/UPC and associated actions monitored and reported through Boards and UPC throughout the period. | <ul style="list-style-type: none"> <li>• Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>• Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> </ul> | Deputy Director Academic, Heads of School and Programme Leaders | July 2020          |
| <b>Action:</b> Learning resources produced for hybrid delivery will need to be designed to meet digital accessibility requirements.  | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> </ul>  | Programme Leaders and Course Tutors                             | By September 2020  |
| <b>Action:</b> Active consultation with staff and students should be built into implementation of the Hybrid model in order to align and respond to any identified needs and to inform evaluation activities.  | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> </ul>  | Programme Leaders   | Throughout 2020/21 |
| <b>Action:</b> Programmes will be designed and delivered in such a way that allows students to achieve all ILOs through remote online learning.  | <ul style="list-style-type: none"> <li>• Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>• Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> </ul> | Programme Leaders   | By September 2020  |

| Action  | Equality Impact  | Person responsible  | Time frame        |
|---|--|---|-------------------|
| <b>Action:</b> Where specific workshops, equipment or software is required in order to meet ILOs alternative arrangements must be identified and put in place for students engaging through remote online learning. | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> </ul>   | Programme Leaders, Head of Technical Support and Head of IT                     | By September 2020 |
| <b>Action:</b> Detailed timetables information must be available to all students in advance to ensure students can make appropriate arrangements to engage in their learning.                                       | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> </ul>   | Programme Leaders   | By September 2020 |
| <b>Action:</b> Provision within programme should be made to support students' continued engagement where isolating but not ill, and re-engagement following a reasonable period of medical leave due to illness.    | <ul style="list-style-type: none"> <li>• Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>• Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> <li>•</li> </ul> | Programme Leaders   | By September 2020 |
| <b>Action:</b> In order to ensure flexibility of access to taught content provision should be made for recording of taught sessions and the availability of these as standard through Canvas.                       | <ul style="list-style-type: none"> <li>• Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>• Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> </ul>            | Heads of Department, Programme Leaders, Head of IT and Head of Library Services | By September 2020 |
| <b>4. Academic Guidance and Support</b>   |  |   |                   |
| <b>Action:</b> Information relating to learning, teaching and assessment will be made available in an accessible format within Programme and Course based Canvas sites.   | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> </ul>   | Programme Leaders   | By September 2020 |
| <b>Action:</b> Students will be provided a named contact person in programme for support and guidance with regular timetabled contact points throughout the semester.   | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> <li>• Foster good relations between people from different groups</li> </ul>   | Programme Leaders   | By September 2020 |

| Action  | Equality Impact  | Person responsible  | Time frame               |
|---|--|---|--------------------------|
| <p><b>Action:</b> Information relating to support services will be made available in an accessible format within appropriate Canvas/student intranet sites. Provision will be made for support to be offered remotely.</p>  | <ul style="list-style-type: none"> <li>• Advance equality and meet the diverse needs of students and staff.</li> </ul>   | <p>Head of Student Support, Head of Technical Support Department and Head of Library Services</p> | <p>By September 2020</p> |
| <p><b>5. Academic Community</b></p>   |  |   |                          |
| <p><b>Action:</b> Development of appropriate digital spaces and resource to support students to make connections with their 'studio groups', academic communities and peers.</p>  | <ul style="list-style-type: none"> <li>• Advance equality of opportunity between people from different groups and remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>• Foster good relations between people from different groups</li> </ul>                                 | <p>Heads of School and Programme Leaders in partnership with GSASA</p>                            | <p>By September 2020</p> |
| <p><b>Action:</b> Development of appropriate resources and tools to support online engagement in extracurricular activities.</p>  | <ul style="list-style-type: none"> <li>• Advance equality of opportunity between people from different groups and remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>• Foster good relations between people from different groups.</li> </ul>                                | <p>Heads of School and Programme Leaders in partnership with GSASA</p>                            | <p>By September 2020</p> |
| <p><b>6. Mainstreaming inclusive learning and teaching practices</b></p>  |  |   |                          |
| <p><b>Action:</b> Review and evaluate the move to, and delivery of hybrid programmes in order to monitor the experience of students with a view to capitalise on the opportunities to sustain, share and develop best practice in hybrid and/remote learning and support.</p> | <ul style="list-style-type: none"> <li>• Remove or minimise disadvantages suffered by people due to their protected characteristics.</li> <li>• Eliminate discrimination, advance equality and meet the diverse needs of students and staff.</li> <li>• Foster good relations between people from different groups.</li> </ul> | <p>Digital Steering Group / UPC</p>   | <p>By September 2021</p> |

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

The implementation of actions arising from this EIA will be monitored by the Academic Continuity Group with regular report to Senior Leadership Group and reporting/ review through Boards of Study, Undergraduate and Postgraduate Committee and Programme Monitoring and Annual Reporting.

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

Key to the development of this proposal is the principle of equal access and equal participation for all students studying at GSA. As such this proposal will support the following equality outcomes:

Equality Outcome 2: An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.

Equality Outcome 3: An increase in the number of students from currently under-represented groups and achieving successful outcomes.

Equality Outcome 5: An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.

These outcomes are supported through the provision of additional resources to ensure equal access and equal participation and anticipatory actions to meet the needs of individuals regardless of their protected characteristics.

**The outcome of your assessment:**

No action (no potential for negative or positive impact)

Action to remove barriers/mitigate negative impact X

Action to promote positive impact X

**Sign-off, authorisation and publishing**

**Review Lead**

|           |                                  |
|-----------|----------------------------------|
| Name      | Mark Charters                    |
| Position  | Academic Development Coordinator |
| Signature | Mark Charters                    |
| Date      | 2 September 2020                 |

**Executive Lead**

|           |   |
|-----------|---|
| Name      | Paul Chapman  |
| Position  | Senior Head of School, Head of School of Simulation and Visualisation |
| Signature | Paul Chapman  |
| Date      | 2 September 2020  |

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

|           |  |
|-----------|--|
| Signature | Janet Allison, Academic Registrar (on behalf of Head of Student Support and Development) |
| Date      | 2 September 2020   |