

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	2 nd April 2014	
School / Department:	Professional and Continuing Education	
Lead member of staff:	Shona Paul	
Location of impact assessment documentation (contact or web link):	s.paul@gsa.ac.uk	
Area of activity or decision making / Title of policy, procedure or relevant practice:	Accreditation of Continuing Education Provision	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
	Revised/Updated:	<input type="checkbox"/>
<p>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>A central aspect of this programme is to advance equality of opportunity by encouraging people who are under-represented to participate in the provision that is offered at GSA. Therefore consideration was given to the student cohort who registers for continuing education classes to establish a baseline to ensure it is delivering this aspiration and to see if the process of accrediting the provision could result in an adverse impact on equality and diversity of the student body.</p> <p>Analysis of the current cohort was undertaken to identify issues and ensure effective steps are put in place to address these.</p> <p>Analysis of the staff cohort was also undertaken in terms of diversity.</p>		
<p>Evidence used to make your assessment:</p> <p>Both quantitative and qualitative data inform the assessment.</p> <p>Student recruitment, retention and completion figures have been gathered in relation to protected characteristics as well as the qualitative feedback of students themselves.</p>		
<p>Outline any positive or negative impacts you have identified:</p> <p>Areas of concern relate to low participation rates of both males and those from BME communities.</p> <p>This will be considered through the action plan and monitored to assess if action taken increases participation from these groups.</p> <p>Although staffing was well represented by sex, there was a lack of cultural diversity.</p>		
<p>Summary of the actions you have taken or plan to take as a result: (Please attach your action plan)</p> <ol style="list-style-type: none"> 1. The course information has been updated and reworked in light of student feedback to offer a broader perspective of student diversity. This will be available in different formats if requested. 2. Systems set up to collect information on protected characteristics and to monitor annually (gender ratio is wider on PPDC than in GSA as a whole). This will be considered in future marketing and dissemination. 3. Application to acceptance data was not collected but will be in 2014/15 		

4. Student feedback forms to be reworked to take account of equality issues.
5. Mechanisms put in place to collect qualitative feedback through focus groups at 2 points of the year are being introduced. (2 weeks after the course starts and towards the end of the course)
6. Annual review will take account of all of the above and inform the delivery for 2014/15.

Summary of what you anticipate will change as a result of your actions and where / when these will be reported and reviewed:

Key points have been identified through the learner journey of the PPDC where there may be potential for disadvantage or barriers that inadvertently impact on the student. By collecting, collating and analysing data at each of these points and addressing where necessary, this will assure that we are taking a proactive and organised approach to the course in its entirety.

It is anticipated that any changes will remove barriers that are inadvertently put in place to discourage the participation of the 2 target groups within the learning opportunities that we offer.

We would hope to see an increase in the participation of both men and those from BME communities across our student cohort.

By considering and enhancing the diversity of the staff, we would also hope to provide positive role models to encourage diversity in participation in the visual arts.

Actions and impact will be monitored on an ongoing basis and reviewed as part of PMAR annually.

State how these changes will contribute to the delivery of GSA's equality outcomes:

Specifically these changes will address:

1. Equality Outcome 3 - part time staff will participate in supporting the development and implementation of organisational priorities with particular regard to equality and diversity issues
2. Equality Outcome 6 – increased proportion of staff from ethnic and cultural backgrounds contributing to teaching
3. Equality Outcome 8 – increase number of BME groups studying at GSA

The outcome of your assessment:

No action – no potential adverse impact

Amendments or changes to remove barriers / promote positive impact

Proceed with awareness of adverse impact

Sign-off, authorisation and publishing:

Review Lead

Name	Shona Paul
Position	Head of Professional and Continuing Education
Signature	Shona Paul
Date	April 2014

Executive Lead

Name	Prof. Vicky Gunn
Position	Head of Learning and Teaching
Signature	
Date	April 2015

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Signature	Jill Hammond
Date	April 2015