

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	April 2014	
School / Department:	Student Support and Development Services	
Lead member of staff:	Margaret Robertson / Student Support Manager	
Location of impact assessment documentation (contact or web link):	m.robertson@gsa.ac.uk	
Area of decision making / Title of policy, procedure or relevant practice:	Disclosing Disability Related Learning Needs	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" 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>Equality has been considered and due regard to the 3 needs of the PSED given across the different elements of the process by which home, EU and international students engage with and navigate the disclosure of disability related learning needs in order that they can access the support they require.</p> <p>This has been achieved through an analysis of the process as it applied to each student group (ie home; EU; international), taking into account both disability and other protected characteristics to identify positive practice or negative impact at each stage.</p> <p>The process has been undertaken to develop an approach which can be embedded into ongoing service review and development.</p>		
<p>Evidence used to make your assessment:</p> <p>Evidence considered includes:</p> <ul style="list-style-type: none"> • Examination of current survey instruments to explore their relevance / value in gathering meaningful student feedback • Service user statistical data 2012/13 • Student Support and Development visibility survey: 2013 • Service user feedback (2013) • Review of current guidance provided by sector relevant equality and international websites, eg ECU; UKCISA. • Anecdotal feedback from tutors with regard to the use of the Disclosing Disability Related Learning Needs handout which indicated that it was confusing for EU and international students with regard to eligibility for certain funding (recorded in minuted notes 2012/13) • Learning Support and Development (LSD) Annual Report 2013 		

Outline of any positive or negative impacts you have identified:

Positive impact:

Home students with a disclosed disability are guided through GSA support processes and Disabled Student Allowance application

Neutral impact:

No specific positive or negative impact was identified for home, EU or international students without a disability.

Negative impact:

LSD handout did not represent international and EU students with a disclosed disability. This gap within the LSD information could cause a negative impact

Summary of the actions you have taken or plan to take as a result:

(Please attach your action plan)

Planning	Available for:
Evaluate pilot Disclosing Disability Related Learning Needs information sheets	Summer 2014
Equality impact Survey Monkey on DSA application experience	May 2014
Student Support staff training	June 2014
Equality impact pre-arrival information	Summer prior to 2014/15 intake
Equality impact Student Support Service web pages	Summer prior to 2014/15 intake
Equality impact Student Support Service VLE	Summer prior to 2014/15 intake
Equality impact Student Inductions	September 2014

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

- Production of separate handouts for home, EU and international students and piloted with each student group
- Increased levels of take up of funding and support services
- Improved student feedback on access to funding and support services
- Impact assessment integrated into practice review

Developments will be reported on an ongoing basis through team meetings and service development and annually in the LSD annual report.

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

The actions and outcomes outlined above specifically support the delivery of Equality outcomes (1) and (3) through the promotion and accessibility of support (both internally and externally) for home, EU and international students to both the students themselves and staff across 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	Margaret Robertson
Position	Student Support manager
Signature	Margaret Robertson
Date	April 2014

Executive Lead

Name	Craig Williamson
Position	Registrar
Signature	Craig Williamson
Date	April 2015

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Signature	Jill Hammond
Date	April 2015