

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	25/02/14	
School / Department:	Research	
Lead member of staff:	Ken Neil / Head of Research	
Location of impact assessment documentation (contact or web link):	j.ramage@gsa.ac.uk	
Title of policy, procedure or relevant practice:	REF 2014	
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>The impact assessment gave firstly an evaluation of each stage of the REF process (eligibility of staff, submission for consideration, and selection), and then looked at REF statistics in the context of each of the protected characteristics, as well as other contextual data thought to be relevant, such as Early Career Researcher performance and Full and Part Time contracts. The evaluative element gave due regard to the PSED in assessing whether the REF process fostered good relations between research-eligible staff and the REF Planning Group in terms of transparency and accessibility of information, as well as advancing equality of opportunity by ensuring that the processes were fair and equal for all at each stage.</p>		
<p>Evidence used to make your assessment:</p> <p>The quantitative data used was gathered by Human Resources and gave the protected characteristics breakdown for all REF-eligible staff. The impact assessment also drew on insights provided by the Code of Practice, which itself had equality considerations embedded, and REF 2014 guidance e.g. standards for recognising international research excellence. Evidence of transparency and accessibility of information included all-staff briefings, workshops and detailed training, and further dissemination achieved via email, on the website, and on the Virtual Learning Environment.</p>		
<p>Outline of positive or negative impacts you have identified:</p> <p>The data largely shows that participation in the REF was not adversely affected by protected characteristics. This is a positive outcome in that it demonstrates equal opportunity. Policies that are thought to have contributed to equal treatment and wellbeing include the maternity and maternity support policies and the staff disability policy allowing for disability related leave.</p> <p>Two areas of potential negative impact were those of sex and disability in the REF process.</p> <ul style="list-style-type: none"> • The data suggested that women had been less likely than men to put themselves forward for consideration. • No member of staff that had disclosed disability put themselves forward for consideration, and therefore none were selected. 		
<p>Summary of the actions you have taken or plan to take as a result: (Please attach your action plan)</p> <p>Actions:</p> <ul style="list-style-type: none"> • To identify and effectively address the variables to contributing to the lower representation of women at the stage of submission; • To explore and review the experiences of disabled staff at GSA, in order to identify and address any barriers to their involvement in research activity. 		

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

If there are shown to be variables contributing to the lower participation of women and/or disabled staff in research, it will be important to focus on enhancing the research environment such that all staff feel equally supported in combining research and teaching commitments. Efforts to achieve these changes, if they are necessary, will be recorded and impact assessed in order to feed into the Code of Practice for REF2020.

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

Equality outcome 1 – any changes made as a result of further investigation will contribute to a culture of positive engagement and support with hidden disability and mental health issues.
Equality outcomes 4 and 5 may be impacted indirectly

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	Julie Ramage
Position	Senior Research Developer
Signature	Julie Ramage
Date	May 2015

Executive Lead

Name	Prof Ken Neil
Position	Head of Research
Signature	K.Neil
Date	May 2015

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Signature	Jill Hammond
Date	May 2015