

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	April 2015	
School / Department:	Student Recruitment	
Lead member of staff:	Vanessa Johnson	
Location of impact assessment documentation (contact or web link):	v.johnson@gsa.ac.uk	
Area of decision making / Title of policy, procedure or relevant practice:	Practice in respect of student recruitment to the point of application	
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>The following aspects of GSA's policy / recruitment activities were identified and the potential for equality impact considered:</p> <ul style="list-style-type: none"> • Staffing of recruitment events • On-campus events • Externally organised recruitment events – in the UK (mostly organised by UCAS); internationally (organised by a variety of organisations) • Publications – print and online • Outreach activities – visits, etc to specific institutions <p>It was identified that there was potential for equality impact in each of these areas.</p>		
<p>Evidence used to make your assessment:</p> <p>Analysis of data / evidence collected has included:</p> <ul style="list-style-type: none"> • Current statistics on the breakdown of the student body by protected characteristic benchmarked against national / regional / local data sets • Staffing profile of those attending external events • Review of GSA publications / website used for the purpose of recruitment • Evidence gathered through an online survey of attendees at on-campus events • Evidence gathered from focus groups with newly arrived GSA students and with prospective students. <p>In terms of recruitment, GSA has a 1.4:1 ratio of female to male students although a greater ratio of female applications are received through both UCAS and direct applications; GSA has a high percentage of students with a disability, being more than twice that of the UK HE sector average at 19.1% in 11/12 However, the representation of Black and Minority Ethnic groups in the GSA student body is less than half of that in the local secondary schools. The reasons for this are complex however there is potential for negative impact in current GSA practice.</p> <p>Gaps in evidence were identified in relation to attendance at on-campus and external recruitment events. With regard to the latter consideration is being given to how this may be addressed taking account of the international context. An online survey has been developed to capture information</p>		

on attendance at on-campus recruitment events and this can be cross referenced with our applications.

Review of actions as a result of this assessment will seek to enhance and build on data gathered in order to develop a greater understanding of potential impact in respect of other protected characteristics, for example age and sexual orientation.

Outline of any positive or negative impacts you have identified:

1. Staffing of recruitment events:

Gender and disability - neutral impact. Available data suggests no correlation between staff profile at events and applicant profile.

Race – potential for negative impact if there is a correlation between application rates from BME groups and the presence of staff from BME groups at events.

2. On campus events:

Race – potential for negative impact. Surveys of 3 recruitment events undertaken as part of this assessment showed the majority of respondents were White/White Scottish / Other White. This may indicate that outreach work is not reaching minority communities in Glasgow.

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

June-September 2015:

Together with the WP team we will visit Glasgow schools identified as having a larger Black and Minority Ethnic community in their catchment area in the autumn to undertake talks and workshops.

September 2015 – March 2016:

We will work with Widening Participation (WP) to identify and target engagement and recruitment activities in order to encourage non-school leavers to engage with GSA and to raise awareness of the value of art school education within communities.

June-December 2015:

Continue to monitor attendance at events on campus. Work with WP to develop a more nuanced internal definition of WP in order that BME groups can be reached more effectively.

September/October 2015:

Continue to undertake Focus Groups and Surveys of new entrants to GSA and compare with previous results.

November /December 15:

Review actions and evidence to assess change in equality impact and identify areas for further action.

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

- Increased attendance of people from BME groups at on campus events
- Increased number of applicants from UK domiciled BME communities
- More effective WP targeting of BME groups / schools

These anticipated outcomes will be reviewed and assessed in line with above action plan in November / December 2015

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

- Equality outcome 8: These changes will increase GSA engagement with BME groups locally and are intended to support growth in the number of UK domiciled students From BME

groups studying at GSA

- Equality outcome 3: The changes will support staff in understanding and implementing GSA's organisational priorities with regard to equality and diversity.

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	Vanessa Johnson
Position	Head of Student Recruitment
Signature	V Johnson
Date	May 2015

Executive Lead

Name	Scott Parsons
Position	Director of Marketing and Communication
Signature	Scott Parsons
Date	May 2015

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Signature	Jill Hammond
Date	May 2015