

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	13 October 2015	
School / Department:	Department of Continuing Education and Professional Development	
Lead member of staff:	Elizabeth Beidler	
Location of impact assessment documentation (contact or web link):		
Area of decision making / Title of policy, procedure or relevant practice:	Articulation Policy	
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>This policy supports the delivery of GSA’s progression and widening participation ambitions, in line with the institution’s Strategic Plan and SFC Outcome Agreement. Therefore, equality consideration and due regard to the PSED has been an integral aspect of the development of this new policy at each stage in order to ensure that it provides positive impact for groups which are under-represented at GSA, including students from disadvantaged backgrounds and those with protected characteristics.</p> <p>The policy has been developed in consultation with academic staff, widening participation and equality staff and students who have previously progressed from College to GSA in order to ensure that equality consideration has been embedded.</p>		
<p>Evidence used to make your assessment:</p> <p>In considering evidence for equality impact assessment in respect of this Articulation Policy it is important to take account its drivers and purpose.</p> <ul style="list-style-type: none"> • Articulation is a central aspect of GSA’s Outcome Agreement with SFC. It sits under SFC’s key priority of Access and Inclusion which sets out to improve life chances, ensuring that all people in Scotland are able to access all levels of educational provision that match their ambitions and abilities and allows them to reach their full potential, regardless of their background. • It therefore links directly with widening participation and the delivery of equality outcomes as Articulation Agreements will support the progression of students whose trajectory to higher education may not follow a traditional path. These students often come from widening participation backgrounds and protected characteristic groups which are under-represented at GSA. They are also likely to have multiple identities, for example they may come from a low socio-economic group and BAME group. 		

Current overall statistics for GSA’s student population demonstrate that Scottish domiciled students from some protected characteristic groups, in particular BAME; Male, and Scottish domiciled students from widening participation backgrounds are under-represented.

Currently there is no specific, systematic institutional analysis of students progressing from FE into GSA, into which year of study, or their progression through their undergraduate programme. It is therefore important that this is included in future analysis for protected characteristic and widening participation groups and in relation to Articulation Agreements when these are put in place.

However, a tailored analysis of figures over the last 5 years has been undertaken, taking account of three specific groups who are currently under represented at GSA.

<u>UNDER-REPRESENTED PROTECTED CHARACTERISTICS</u>	Average % of acceptances over 5 year period*	
	UCAS	College
BAME	7.6%	10.4%
Male	39.8%	38.6%

* The only available figures at this time are for acceptances rather than entrants. Not all offers will have translated to enrolments, so the percentage would be expected to be lower for entrants.

<u>WIDENING ACCESS</u>	Average % of entrants over 5 year period	
	UCAS	College
Widening Participation	14%	47%

Although further work needs to be undertaken in respect of statistical analysis for articulation, this initial analysis demonstrates that a progression route from college, for example through a formalised Articulation Agreement can provide positive impact for these under-represented groups. This Articulation Policy, therefore, has the potential to advance equality for under-represented protected characteristic groups.

Outline any positive or negative impacts you have identified:

This is a new policy, therefore its equality impact is anticipated and will be monitored as part of ongoing monitoring and review, for example through the Articulation Consultative Committee and PMAR.

1) Definition and Key Characteristics

There is potential to provide positive impact for students who are under-represented at GSA through the provision of a progression route which takes account of the fact that these students often do not follow a ‘traditional’ progression route to higher education.

2) Key Principles of Articulation at GSA

The following points are highlighted for this section of the policy:

- (2) The core principle to provide **parity of student experience** for articulating students will provide positive impact for under-represented students, including those from protected characteristic groups
- (3) It is noted that in managing the risks of articulation Boards of Studies need to take account of equality impact as part of any risk assessment
- (4) In order to mainstream consideration of equality the Articulation Proposal Proforma should include a specific section for equality impact assessment
- (5) GSA needs to seek assurance from partners that equality consideration and due regard to the PSED has been given in their own provision. This should form part of the pre-approvals process

- (8) With regard to exit awards, there is potential for negative equality impact where there are exceptions to the principle to award a Designated (General) Degree if a student leaves after Year 3 which are considered on a “case-by-case” basis. In order to mitigate this risk guidance for such cases will be provided and such cases will be monitored year on year to identify any equality trends.
- (9) In order to ensure consistency in equality consideration and due regard to the PSED it is noted that all Memorandum of Agreements should be accompanied by an equality impact assessment.

3) Articulation Protocol for GSA

As highlighted above, consideration of equality and due regard to the PSED will be mainstreamed into all aspects of the implementation of this policy.

4) Pre-Approvals Process

The mainstreaming of equality consideration and embedding equality impact assessment as part of the process is an opportunity to provide positive impact for all protected characteristic groups – see points highlighted above.

5) Post-Implementation Monitoring

The following points are noted with regard to monitoring:

- All monitoring of the programme should include reference to equality impact and consideration in order to identify positive impact and address any negative impact identified on an ongoing basis.
- (3) In order to ensure the continued mainstreaming of equality consideration, reports from partner visits should include reference to equality impact.

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

(Please attach your action plan)

Activity / task	Equality impact	Person responsible	Timeframe
Ongoing systematic institutional analysis of equality statistics to include progression from FE to GSA	Ensure that equality impact can be monitored, understood and reported on for all protected characteristic groups in respect of access, progress, outcomes and experience	Progression Manager	Annually in line with reporting to SFC regarding Outcome Agreements and the annual cycle of Programme Monitoring
Consideration of equality impact to be embedded as part of any risk assessment	Equality consideration and the PSED will be embedded in all aspects of articulation development and delivery, providing positive impact for all protected characteristic groups	Programme Leaders of relevant Programmes	Annually in the planning process for programme delivery
Include a specific section for equality impact assessment in the Articulation Proposal Proforma	As above	Progression Manager	To be completed in line with proposal developments and actioned through relevant Board of Studies
Develop guidance for level of degree award for cases where articulation students leave their programme of study after Year 3	Provide positive impact for all protected characteristic groups by providing clear and accessible programme information	Progression Manager with guidance from Registry in line with University of Glasgow Regulations	Annually in line with University of Glasgow Regulation changes
Ensure that all MoA are accompanied by an equality impact assessment	Equality consideration and the PSED will be embedded in all aspects of articulation development and delivery, providing positive impact for all protected characteristic groups	Progression Manager	Timeframes set by the developments of new arrangements requiring MoA
Ensure that all monitoring and reporting in respect of the development and delivery of Articulation Agreements includes reference to and reflection on equality consideration	Monitor equality impact and develop practice	Articulation Consultative Committee and relevant Board of Studies	In line with the annual reporting cycle of Boards of Study, UPC and Academic Council

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

As this is a new policy the identified actions relate to implementation and ongoing monitoring. It is intended that the actions put in place will mainstream equality through all aspects of articulation agreements, programme development and implementation, supporting an increase in numbers of students from under-represented groups, particularly those from BAME backgrounds, male students and students from widening participation backgrounds progressing to GSA.

Reporting will take place:

- Annually as part of PMAR and Articulation Consultative Committee
- Biennial quality monitoring reports from visit to partners
- Ongoing partner visit reports

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

Through mainstreaming equality and embedding the consideration of equality in articulation agreements and programme development and delivery, this policy will support the delivery of equality outcomes (1), (2), (7) and (8) by providing opportunities for under-represented groups to progress to GSA, including BAME students, male students, students from WP backgrounds.

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	
Position	
Signature	
Date	

Executive Lead

Name	
Position	
Signature	
Date	

Equality Lead (Head of Student Support and Development)

Name	
Position	
Signature	
Date	