

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	March 2017	
School or Executive Group Area:	Registrar and Secretary	
Department:	Policy and Governance	
Lead member of staff: e-mail:	l.davidson@gsa.ac.uk / v.toyi@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Programme Monitoring and Annual Reporting Policy and Associated Pro formas	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" type="checkbox"/>
<p>1. Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The aim of Programme Monitoring and Annual Reporting (PMAR) is to encourage Programme Leaders to reflect on the operation of the their programme with a view to a) maintaining standards; b) enhancing the learning and teaching experience for all students; c) identifying and sharing good practice; and d) reflecting on the local implementation of strategic matters and institutional priorities.</p> <p>The development of GSA’s Programme Monitoring and Annual Reporting Policy has been informed by the UK Quality Code for Higher Education, Part B and specifically Chapter B8: Programme Monitoring and Review. Equality is mainstreamed in the Quality Code, which promotes an inclusive approach by embedding consideration of equality and diversity matters throughout. In 2013/14, as part of the preparation for Enhancement-Led Institutional Review, GSA undertook a mapping exercise against each of the indicators in the Quality Code, which included setting out how the institution met each of the eight indicators in Chapter B8. In the course of this exercise, GSA was assured that the policy, and associated processes and reporting pro formas met the requirements of the Quality Code.</p> <p>In session 2015/16, it was agreed that adjustments would be made to the PMAR pro formas in order to enable and accommodate the mainstreaming of equality. It was also recommended that a full Equality Impact Assessment of the PMAR Policy and associated documentation be undertaken in summer 2016.</p>		
<p>2. Evidence used to make your assessment:</p> <p>Quantitative data was not available or applicable in the process of conducting this Equality Impact Assessment. However, Policy and Governance undertook an analysis of:</p> <ul style="list-style-type: none"> • A cross-GSA sample of Annual Programme Reports and Quality Enhancement Action Plans from 2014/15; • A cross-GSA sample of School Annual Summary Reports and School Quality Enhancement Action Plans from 2014/15 <p>The Annual Programme Reports include reflection on evidence collated from student surveys (NSS and PTES, in addition to Programme Quality Enhancement Questionnaires), and statistics on the student profile data relating to diversity.</p> <p>The EIA was also informed by the Programme Monitoring and Annual Reporting meeting minutes from</p>		

2015/16, 2014/15 and 2013/14, minutes from the April meetings of UPC and minutes from Boards of Studies. This included an analysis of action points reported to Committees and how these actions are implemented and monitored to ensure the enhancement of students learning experience.

3. Outline any positive or negative impacts you have identified:

The following points are highlighted in respect of equality impact:

Positive Impact:

- The PMAR process considers fitness for purpose and includes detailed consideration of student feedback, External Examiner feedback and the student experience. Core to the process is reflection on how programme provision and the student experience can be enhanced. The process supports and enables Programme Leaders to take deliberate steps to improve the programme provision, teaching excellence and the student experience. In doing so, they remove or minimise disadvantages for and meet the needs of all students which has the potential to benefit students within protected characteristics.
- The PMAR process, together with the associated pro formas, supports Programme Leaders to reflect on key themes, challenges and good practice.
- The PMAR process requires Programme Leaders to consider feedback from all students on the programme. The process also requires Programme Leaders to consider the effectiveness of the student feedback mechanisms.

Feedback is gathered on a formal basis in Staff Student Consultative Committees, NSS/PTES surveys, Quality Enhancement Questionnaires. The Annual Programme Reports also reflect that, across GSA, the Studio environment provides informal opportunities for all students to provide feedback in individual and group tutorials, studio meetings and studio conversations. This process has contributed to fostering good relations among students within different backgrounds.

Student Class Representatives play a key role in the PMAR process, through attendance at the extraordinary Boards of Studies meetings, where the Annual Programme Reports relating to the evaluation of the programmes, as well as the Quality Enhancement Action Plans, are considered. Representatives are encouraged to consult all students and are expected to consider issues relating to equality and diversity. In addition, the President of the Students' Association attends and contributes to the annual Programme Monitoring and Annual Reporting meeting in November.

Annual Programme Reports are made available to all students on the relevant programme pages of the VLE following the PMAR event in November. The Annual Programme Reports outline how key issues or strengths relating to an individual programme have been monitored and informed by the various methods of student feedback.

- The Annual Programme Report template requires Programme Leaders, in their consideration of the programme statistics, to consider and comment on the data on protected characteristics and any trends identified in this year's data and the previous two sessions.
- If used correctly, the Quality Enhancement Action Plans enable the monitoring and progress of completed and outstanding EIA actions.
- Changes have been made to the PMAR policy and pro formas as recently as May 2016 to support GSA's equality mainstreaming agenda.

Potential Negative Impact:

The process of programme monitoring in itself is positive in that it supports and enables Programme Leaders to take deliberate steps to improve the programme provision, teaching excellence and the student experience. As such, it is unlikely to have an adverse impact on any particular group of students, or negative consequences for protected characteristic groups.

However, the potential positive impact may not to be realised to its fullest capacity if the policy and process are not engaged with effectively. Therefore, the following enhancements are recommended:

- The review of the Annual Programme Reports indicated a lack of a systematic analysis of management information and data to aid reflection and evaluation of the effectiveness of provision for all students. Data analysis in relation to opportunities and outcomes for cohorts and different groups of students can serve as evidence of best practice; inform equality and diversity issues, while providing for further exploration and reflection on the student experience. Programme Leaders are currently provided with three years of data (including that of the session under consideration), but this doesn't appear to be used in a consistent way across GSA. This suggests that it would be beneficial to offer staff development in this area, to enable Programme Leaders to better identify the impact of enhancement, the need for enhancement, or potential issues to be monitored.
- Some of the questions on the pro formas are not providing consideration that the learning experience being scrutinised is inclusive of *all* students. Further, some categories of students (in particular those with needs related to a protected characteristic) may not be represented when gathering feedback from students. This could be addressed relatively simply by making this explicit in the questions.
- The review of the Programme and School-level Quality Enhancement Action Plans evidenced that, in some cases, these aren't being utilised appropriately. For example, some continue to use old pro- formas or don't clear out completed actions from session to session. This makes tracking the progress against the actions, including those identified in Equality Impact Assessment, overly complex.
- In addition, it is apparent from the March/April Boards of Studies minutes that updates to School-level Quality Enhancement Action Plans don't, as a matter of course, come to UPC with scrutiny from the Boards, as was the intention. There is a potential positive impact to be gained from the implementation of the actions, and making it explicit in the policy that Boards should be monitoring the progress of the implementation and outcomes of these actions.

4. Actions you have taken or planned as a result of your findings:

(Please complete the action plan in this section)

Action	Equality Impact	Person responsible	Time frame
Policy Statement: 1. Include an equality and diversity statement in the <i>Context and General Approach</i> section of the PMAR policy.	To provide further emphasis that the policy should be applied in a manner that is fair to all students and with due regard to the PSED.	Policy and Governance	Completed

<p>2. Rephrase some of the questions in the Annual Programme Report and School Annual Summary Report Proformas to reflect that one of the key aims of the process is to enhance the experience for all students.</p>	<p>In so doing, this has the potential to ensure that the needs and experience of students that are in a minority or experience barriers as a consequence of a protected characteristic are addressed within the report and appropriate action identified in enhancement plans. Therefore advancing equality and eliminating discrimination.</p>	<p>Policy and Governance</p>	<p>Completed</p>
<p>Programme Statistics (Q22 in the Annual Programme Report):</p>			
<p>3. Provide Programme Leaders with three, rather than two, previous years of programme statistics.</p>	<p>To enable reflection and identification of possible trends, in particular with regard to the representation, experience and outcomes of protected characteristic groups.</p>	<p>Academic Registry</p>	<p>Completed</p>
<p>4. Amend the Annual Programme Report to require Programme Leaders to provide a summary of how they have used the analysis of student data to inform the Quality Enhancement Action Plan.</p>	<p>To enable Programme Leaders to better reflect and identify possible trends, including those related to protected characteristic groups and the requirements of the PSED.</p>	<p>Policy and Governance</p>	<p>Completed</p>
<p>5. Amend the Critical Friend Pro forma to elicit comment specifically on the evidence-based analysis provided in the Annual Programme Report on whether this analysis has been applied in the Quality Enhancement Action Plan.</p>	<p>To allow Programme Leaders the opportunity to monitor their progress not only against best practice but also specific issues identified that may have a negative impact on students.</p>	<p>Policy and Governance</p>	<p>Completed</p>
<p>6. Develop guidance for Programme Leaders regarding the completion of the Annual Programme Report and Quality Enhancement Action Plan.</p>	<p>To enable Programme Leaders to better identify the impact of enhancement, the need for enhancement or potential issues to be monitored. Including actions to advance equality, eliminate discrimination and foster good relations.</p>	<p>Policy and Governance</p>	<p>September 2017</p>

<p>Quality Enhancement Action Plan:</p> <p>7. Provide Programme Leaders and Heads of Schools with further guidance regarding how to use the Quality Enhancement Action Plans. This will be incorporated in the guidance referenced in (6).</p> <p>8. Make it explicit in the PMAR policy that the School-level update to the Quality Enhancement Action Plans should be submitted to April UPC via Boards of Studies.</p>	<p>See above</p> <p>Allows analysis of action points reported to Committees and ensures due consideration is given to how these actions are implemented and monitored. This also provides clarity on how actions that are aimed at enhancing the learning experience of students are monitored and due regard given to the PSED. This has the potential to benefit all students, regardless of protected characteristic.</p>	<p>Policy and Governance</p> <p>Policy and Governance</p>	<p>September 2017</p> <p>Completed</p>
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<p>5. Where/when will progress and the outcomes of your actions be reported and reviewed:</p> <p>The policy and its implementation will be monitored by the Deputy Registrar.</p>
<p>6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:</p> <p>Actions will provide clarity within the PMAR policy (including in the PMAR pro formas) support effective and evidence based implementation of programme monitoring and underpins GSA's mainstream delivery of the PSED.</p> <p>While not explicitly related to specific equality outcomes, the assessment of changes and the implementation of actions identified by PMAR can have a positive effect on the learning experience of all students. It will also help Programme Leaders in reviewing the results of PMAR to see if there are any significant differences in experience for those groups with protected characteristics and contribute to progress in achieving Equality Outcome 3 which addresses under representation and equality of outcome and delivery of inclusive learning and teaching across GSA programmes: Equality Outcome 2.</p> <p>Systematic reporting and effective collection and analysis of quantitative and qualitative data as part of Programme Monitoring and Review will support Programme Leaders in the effective implementation of the PSED and advance equality of access and outcome across protected characteristic groups.</p>

The outcome of your assessment:

- No action (no potential for negative or positive impact)
- Action to remove barriers/mitigate negative impact
- Action to promote positive impact

Sign-off, authorisation and publishing

Review Lead

Name	Lisa Davidson
Position	Policy and Governance Manager
Signature	Lisa Davidson
Date	22/03/2017

Executive Lead

Name	Craig Williamson
Position	Registrar and Secretary
Signature	Craig Williamson
Date	22/03/2017

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	23/03/2017