

**GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT**

Date of Assessment:	<b>July 2017</b>	
School or Executive Group Area:	Registrar and Secretary	
Department:	Policy and Governance	
Lead member of staff: e-mail:	<a href="mailto:l.davidson@gsa.ac.uk">l.davidson@gsa.ac.uk</a>	
Area of decision making/title of policy, procedure, programme or relevant practice:	<b>Periodic Review and Revalidation Policy Self-Evaluation Report Template Guidance for Students</b>	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" type="checkbox"/>
<p><b>1. Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</b></p> <p>Periodic Review is one of the main ways in which GSA assures itself of the quality of the student experience and of the provision delivered by Schools. Periodic Review focuses on teaching, learning and assessment and quality enhancement and assurance matters.</p> <p>The aim of Periodic Review is to encourage Heads of Schools to reflect on the operation of their School 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 implementation of strategic matters and GSA priorities.</p> <p>The development of GSA’s Periodic Review and Revalidation Policy was informed by the <a href="#">UK Quality Code for Higher Education, Part B</a> and specifically <a href="#">Chapter B8: Programme Monitoring and Review</a>. Equality is mainstreamed in the Quality Code, which promotes an inclusive approach by embedding consideration of equality and diversity matters throughout.</p> <p>The University of Glasgow reviewed its own Periodic Subject Review process and implemented a revised process and guidance in 2014/15. Given that, where appropriate, GSA aligns with the University’s quality assurance and enhancement processes, in 2015/16 Policy and Governance reviewed its process and Self-Evaluation Report template and made adjustments to re-align as appropriate. It was also recommended that an Equality Impact Assessment of the amended Periodic Review and Revalidation Policy and associated documentation be undertaken.</p>		
<p><b>2. Evidence used to make your assessment:</b></p> <p>Quantitative data was not applicable in the process of conducting this Equality Impact Assessment. However, Policy and Governance reviewed each of the Self-Evaluation Reports from the following reviews (which were conducted under the former Periodic Review and Revalidation Policy and using the former template):</p> <ul style="list-style-type: none"> <li>• School of Fine Art (2011/12)</li> <li>• Digital Design Studio (now School of Simulation and Visualisation) (2012/13)</li> <li>• Mackintosh School of Architecture (2014/15)</li> <li>• School of Design (2015/16)</li> </ul>		

The Self-Evaluation Reports included reflection on evidence collated from student surveys (NSS and PTES), and statistics on the student profile data differentiated by protected characteristic.

The EIA was also informed by the Periodic Review Reports from 2014/15 and 2015/16. This included a review of conditions and recommendations reported to Committees and how these actions were implemented and monitored to ensure the enhancement of students' learning experience.

Finally, the revised Periodic Review and Revalidation Policy, Self-Evaluation Report and Guidance for Students were considered against the needs of the PSED.

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

In terms of the 2016 Periodic Review and Revalidation Policy and Self-Evaluation Report the following points are highlighted in respect of equality impact:

#### **Positive Impact:**

1. In its context statement, the revised Periodic Review and Revalidation Policy sets out explicitly that GSA demonstrates its commitment to diversity and promoting equality by ensuring that due regard is given to the requirements of the Equality Act 2010 in the implementation and application of the Periodic Review and Revalidation Policy. This provides emphasis that the policy should be applied with due regard to the PSED: any differential in the experience and outcomes for different groups of students and activities undertaken to address any such differentials should be reported and examined in the review process.
2. The Periodic Review process considers fitness for purpose and requires detailed consideration of student feedback, External Examiner feedback and the student experience. Core to the process is evidence based reflection on how programme provision and the student experience within the School can be enhanced. The process supports and enables Heads of Schools to take deliberate steps to improve the provision, teaching excellence and the student experience of their School; aligning with and contributing to the delivery of GSA strategic priorities including Equality Outcomes.
3. The Periodic Review and Revalidation Policy has been designed to support Heads of Schools to identify issues arising from annual and periodic monitoring/review, including student/staff data sets. Schools are provided with a management information set which includes:
  - Academic staff profile which includes age (at 10 year intervals i.e. 25-34, 35-44 etc), gender, ethnicity and disability;
  - Student numbers in the current and previous four complete sessions (headcount and FTEs) for all UG and PGT programmes under review, including information on admissions, progression and outcomes differentiated by ethnicity, disability and gender;
  - Student progression and degree classifications in the previous five complete sessions (headcount and FTEs) for all UG and PGT programmes under review, including information regarding ethnicity, disability and gender;
  - First employment destinations in the previous complete session.

As a consequence of the equality impact assessment, it will be made explicit in the policy that the *First employment destinations in the previous complete session* data should be differentiated by protected characteristic in order to enhance the relevant data available when considering any differential attainment/outcomes for different groups of students.

Heads of Schools are expected to analyse and use this data; as an evidence base for good practice identified in the Self-Evaluation Report; to identify opportunities and outcomes for cohorts and different groups of students; and to identify potential areas for further exploration/reflection on the student experience to inform strategic approaches and planned enhancement activities. Question 3a specifically asks for an analysis of the School's admission, retention and success rate over the

period under review. Question 3b specifically asks Heads to identify how equality and diversity is addressed in relation to admissions, programme level student support and pedagogy.

In 2016/17, the Equality monitoring data, which forms part of the management information set available to the Review Panel, has been further enhanced. It is anticipated that this will better enable Heads of Schools to analyse and use this data to inform strategic activity and assess the progress and impact of activities identified in programme level equality impact assessments.

4. As part of the supporting documentation submitted to the Review Panel, the policy requires that the School submits the Summary reports of programme level equality impact assessment undertaken during the review period for each programme under review. In all cases where a recent programme level equality impact assessment has not been undertaken of the programme(s) under review, the Review Panel make it a recommendation that this is carried out within the following session and therefore actively promoting consideration of equality and delivery of the PSED in mainstream provision.
5. The policy requires that Schools take full account of student feedback and obtain student views of the provision being reviewed and consider these views in the review process. It is explicit that the School should take deliberate steps to obtain the student view of the provision being reviewed, and to consult them specifically on the Self-Evaluation Report. Specific guidance for students, outlining the process and its purpose has been provided.
6. The policy requires that Schools take full account of External Examiners' feedback in the course of their reflection on the provision, and the External Examiner reports (and departmental responses) for the three previous sessions are provided as supporting documentation for the Review Panel. GSA's External Examiner Policy is explicit that External Examiners are required to consider issues related to equality and diversity. It is also explicit that when preparing the Annual Report, External Examiners should consider appropriate equality and diversity issues (covering disability, race and gender) relevant to the assessment of students.
7. The Review Panel meets with groups of students, and the School is required to take steps to ensure that the students who attend the meetings include representatives of as many different sections of the student body as possible. For example:
  - Undergraduate student meeting: up to 10 students from across the School and at a variety of levels and should include class representatives, International and mature students and students on joint programmes (if applicable);
  - Postgraduate student meeting: up to 10 students from across the School and should include class representatives, International students and students on joint programmes (if applicable).
8. The Periodic Review process includes substantial external, student, and broader GSA engagement. Membership of the Periodic Review panel includes the President of the Students' Association, at least one external subject specialist from another HE institution, a Programme Leader from another School, one academic-related professional support departmental Head, the Head of Learning and Teaching, and University of Glasgow Senate representation.

In advance of the School of Fine Art's Periodic Review in 2017/18, at the briefing meeting prior to the Review Event, the Review Panel will be reminded of their responsibility to actively consider the equality related dimensions of all aspects of provision within the review process to ensure that the PSED is considered across the full range of the School's activities.

9. As set out in the Policy, the Review Report contains:
  - An evaluation of the quality of the provision under review.
  - An evaluation of the School and programme procedures for assuring the standards of awards and the quality of provision.
  - An evaluation of the School and programme approaches to the enhancement of the student

learning experience in taught provision.

- An evaluation of how effectively the School and its programmes engage with students in developing teaching, learning and assessment practice, including preparation for the Periodic Review process.
- The identification of good practice for dissemination across GSA, as appropriate.
- Recommendations for action to address any identified weaknesses and to further strengthen provision and thereby further enhance the provision of teaching, learning and assessment.

The Review Report is submitted to Academic Council (via UPC) for consideration. This provides an opportunity for any good practice, or areas for development identified to be disseminated across GSA. This includes practice and development which contributes to delivery of the PSED and GSA's Equality Outcomes.

10. Following the review the School must provide a brief report or action plan explaining how any conditions and recommendations have been, or will be, met, and this is submitted to Academic Council (via UPC). Reports on progress made in addressing the recommendations of the Review are submitted to each UPC and Academic Council meeting of the subsequent session. The School must also report on the steps it has taken to feedback to students on the outcomes of the Review and on the actions taken. A final report on the progress made in addressing the recommendations of the Review is submitted to Academic Council (via UPC) at the end of the following session. This enables progress against each of the recommendations to be monitored and shared.

**Potential Negative Impact:**

The process of Periodic Review in itself is positive in that it supports and enables Heads of Schools, with support as appropriate from their Senior Management Teams to take deliberate steps to improve the wider 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 significant potential for positive impact may not be fully realised if the policy and process are not engaged with effectively. For example, the Periodic Review Panel in 2015/16 found that the School's Self-Evaluation Report lacked a systematic analysis of management information and recommended that the School concerned make more effective use of such data to aid reflection and evaluation of the effectiveness of its provision for all students and to more actively support the use of planning information throughout programme monitoring and reporting processes therefore contributing to the development of a more evidence based approach to enhancement for all students.

Given that the Self-Evaluation Report template has been recently updated, and the presentation of the equality statistics enhanced, it is anticipated that Heads of Schools will be better enabled to use this data to aid reflection and evaluation of the effectiveness of provision for all students.

**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
Make it explicit in the Periodic Review Policy that the <i>First employment destinations in the previous complete session</i> data should be differentiated by	Reflection and analysis of this data to better deliver the PSED in relation to outcomes for students from protected characteristic groups.	Policy and Governance	Summer 2017

protected characteristic.			
At the briefing meeting prior to the Review Event, the Review Panel should be directed appropriately with regard to issues of equality.	Mainstreaming consideration of the PSED into periodic review processes and outcomes.	Policy and Governance	February 2018
Review how the School of Fine Art uses the management information set provided for their Periodic Review in 2017/18.	To ensure that the data is used to reflect on and identify possible trends, in particular with regard to the representation, experience and outcomes of protected characteristic groups and progress delivery of the PSED.	Policy and Governance and Head of SoFA	End of session 2017/18
Review how the School of Fine Art addresses GSA's equality outcomes within the self-evaluation report and the periodic review process.	To evaluate the effectiveness of the Periodic review process relative to mainstreaming the PSED and its delivery at School level	Policy and Governance and Head of SoFA	End of session 2017/18

#### **5. Where/when will progress and the outcomes of your actions be reported and reviewed:**

The policy and its implementation will be monitored by the Deputy Registrar.

The School of Fine Art will undertake its Periodic Review in 2017/18, using the revised Self-Evaluation Report template. Feedback on the operation of the process and the Self-Evaluation Report will be sought from the review Panel and the School after the Periodic Review event in February 2018, and, where relevant, amendments made to improve the process.

The University of Glasgow based their Self-Evaluation Report template on the content headings of QAAS's ELIR 3 Technical Report. Given that these headings have altered in the ELIR 4 handbook, clarification will be sought from the University regarding whether they'll amend their template in line with this. Examples of some of the new headings include: *Recognising and responding to equality and diversity in the student population, including widening access and mode and location of study;* and *Supporting students in their learning at each stage of the learner journey from pre-admission to post-graduation, including outreach, admissions, articulation, graduate attributes, assessment, employability, and enterprise and entrepreneurship*) and consideration of these may better enable Heads of consider the student learning experience of all students, including those with protected characteristics.

QAAS's Focus-On project in 2016/17 concerned Institution-led Review and outcomes from this will be published in due course. In addition, the SFC are revising their Guidance to HEIs on Quality (to be published in August 2017). It is possible therefore that the Policy will need to be revisited should the external requirements change.

**6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:**

The policy requires alignment with GSA's strategic objectives including equality outcomes. Robust and thoughtful academic engagement with the Periodic Review process will therefore contribute directly to the delivery of GSA's equality outcomes 2017-21:

- An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for;
- An increase in the number of students from currently under-represented groups and achieving successful outcomes;
- An organizational culture in which respect for self and others is understood and practiced and where identity based ignorance or prejudice is challenged and confidence promoted

**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	20.07.2017

**Executive Lead**

Name	Craig Williamson
Position	Registrar and Secretary
Signature	Craig Williamson
Date	17.08.2017

**Equality Lead (Head of Student Support and Development)**

Signature	Jill Hammond
Date	17 <sup>th</sup> August 2017