

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

Date of Assessment:	<b>November 2017</b>	
School or Executive Group Area:	Registrar and Secretary	
Department:	Policy and Governance	
Lead member of staff: e-mail:	Vee Toyi : <a href="mailto:v.toyi@gsa.ac.uk">v.toyi@gsa.ac.uk</a>	
Area of decision making/title of policy, procedure, programme or relevant practice:	External Examiners Policy Examination Board Policy Handbook for External Examiners External Examiner Nomination form (EE1) Change to Appointment of External Examiner form(EE2) External Examiner Report form	
Please indicate if this is:	New: <input type="checkbox"/> Existing/Reviewed: <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>

### 1. Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):

This suite of policy and guidance specifies:

- The criteria for the nomination, approval and appointment of External Examiners;
- The role and responsibilities of External Examiners in the assessment process and the procedures through which this is delivered;
- The expectation of External Examiners in reporting at the end of the assessment process;
- The mechanism for student progression and awards, and in particular, the requisite involvement of External Examiners;
- Guidance to those undertaking the role of the External Examiner.

While academic standards are not subject to the PSED, and External Examiners are not responsible for or involved in the assessment of individual students, the role of External Examiner is key to ensuring that the assessment process is fair and effective and that academic standards are rigorously upheld for all students.

The policies and guidance are compatible with the QAA standards (UK Quality Code for Higher Education) which integrate equality and diversity. Particular reference was made to Chapter B7: External Examining. Additionally, the Quality Code, which GSA embraces, promotes an inclusive approach by embedding consideration of equality and diversity matters throughout.

The policies and guidance are also informed by GSA's Code of Assessment which is also aligned with the QAA Quality Code Part B and specifically Chapter B6: Assessment of Students and the Recognition of Prior Learning. Equality is a mainstreamed element of the QAA Quality Code and therefore assures the delivery of practice in which the consideration of equality is central in the context of robust and appropriate academic assessment.

## 2. Evidence used to make your assessment:

### Quantitative data

#### *Profiling of External Examiners for Undergraduate and Postgraduate (Taught) Programmes*

Currently, the External Examiners Policy requires Programme Leaders, when nominating External Examiners for Undergraduate or Postgraduate (Taught) programmes to consider the gender balance at the Board of Studies level, prior to making recommendations to UPC. Gender profiling of External Examiners was conducted to determine the extent to which the above objective has been met. The following tables provide a description of the gender profile for each of GSA's Schools:

<b>School of Fine Art</b>			<b>School of Design</b>		
Year	Female	Male	Year	Female	Male
2013/14	6	4	2013/14	6	10
2014/15	6	2	2014/15	5	10
2015/16	7	3	2015/16	8	8
2016/17	7	2	2016/17	9	7
<b>Total</b>	<b>26 (70%)</b>	<b>11 (30%)</b>	<b>Total</b>	<b>28 (44%)</b>	<b>35 (56%)</b>

  

<b>Mackintosh School of Architecture</b>			<b>School of Simulation and Visualisation</b>		
Year	Female	Male	Year	Female	Male
013/14	5	2	2013/14	0	5
2014/15	6	3	2014/15	0	3
2015/16	5	3	2015/16	0	3
2016/17	4	4	2016/17	0	3
<b>Total</b>	<b>20 (63%)</b>	<b>12 (37%)</b>	<b>Total</b>	<b>0 (0%)</b>	<b>14 (100%)</b>

The tables above also summarise the gender balance of External Examiners across the Schools. Overall, 51% of External Examiners are female, and 49% are male, which indicates a positive balanced gender balance across GSA. However, the gender balance at School-level is more variable.

Further data in relation to protected characteristic groups is not currently available. Completion of equality monitoring forms should be encouraged and data recorded as required by established HR processes in order that its collection and collation can contribute to informed consideration by Programme Leaders of the diversity of nominated External Examiners.

### Qualitative

The following documents and processes were reviewed to identify any potential negative impact and the potential for enhanced delivery of the PSED:

- External Examiner Nomination Form
- Handbook for External Examiners
- External Examiners Report Pro-forma
- A random sample of completed External Examiner Reports
- A review of the External Examiners comments on Best Practice as identified in section 8.1 of the Annual Report for the sessions 2013-2016
- Code of Assessment and Equality Impact Assessment Summary Report: This EIA has been informed by findings of the Equality Impact Assessment on the Code of Assessment.

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

- The Examination Board Policy and the External Examiners Policy is read in conjunction with the Code of Assessment. While the Code of Assessment is explicit that academic standards are not subject to adjustment, the Code requires that where a student may be disadvantaged (for example as a result of a disability), that reasonable adjustments are made to assessment methods. This has the potential to ensure that the all students are assessed fairly and contributes to eliminating discrimination and advancing equality.
- As a result of the review of the Examination Board Policy, the GSA (Final) Examination Board will be required to satisfy itself that the assessment process has been conducted taking into consideration issues relating to equality and diversity.
- As a result of the review of the External Examiners Policy, External Examiners will be required to consider issues related to equality and diversity throughout.
- External Examiners are required to comment on good practice in their Annual Reports, which in itself contributes to the continuous enhancement of the learning experience for all students. In addition, the following potential for enhancing positive impact has been identified through the review process:
  - In preparing the Annual Reports, External Examiners will be invited to consider appropriate equality and diversity issues throughout as relevant to assessment of students.
- The criterion for the appointment of External Examiners ensures they are professionally suited to the role and can provide an effective and useful review to aid academic development. In common with practice across HEI's these criteria are applied within a nominations process at GSA. There is no evidence of negative impact within this process however closer equality monitoring and appropriate positive action on the part of Programme Leaders in nominating External Examiners has the potential to diversify and enrich the academic environment.

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

Action	Equality Impact	Person responsible	Time Frame
Nomination process to consider diversity of appointment and encourage External Examiners to complete the Equality Monitoring Form and return to HR.	Increased diversity in External Examiner profile and monitoring to identify any issues arising at nomination level.	Heads of Schools	Ongoing  Monitoring and Reporting through the PMAR process.
Include in the External Examiner Policy (and the relevant nomination forms and report forms) and Handbook for External Examiners: <b>1.</b> A statement that makes the consideration of equality and diversity Explicit within the role of External Examiner; <b>2.</b> Include the requirement to monitor External Examiners nominations by protected characteristic and enhance diversity. <b>3.</b> Include direction for External Examiners to consider Equality and Diversity in the process and preparation of their	Promote consideration and mainstreaming of equality in quality assurance and enhancement processes  Eliminate discrimination and advance equality  Provide an external perspective on the delivery of the PSED within programmes and assessment processes.	Policy and Governance have revised the relevant policies and guidance which have been approved by UPC.	Completed

reports.			
Include a statement in the Examination Board Policy to require them to ensure they satisfy themselves that the assessment process has been conducted taking into consideration issues relating to equality and diversity.	Eliminate discrimination and advance equality in relation to all protected characteristics	Policy and Governance have revised the relevant policies which have been approved by UPC.	Completed

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

- Policy and Governance, as part of their normal quality assurance review activities, will continue to monitor the actual impact of these policies and documentation.
- Equality Monitoring Data collected and collated by HR reported annually to Schools.
- The data above will be monitored and reported by Schools through PMAR.
- External Examiner Reports and Head of School responses monitored by UPC.
- External Examiner nominations made by the Boards of Studies, then UPC, and reported at the Academic Council.

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

The actions will contribute directly to GSA's Equality Outcome 6 (2013-17) by working towards ensuring that External Examiners from diverse ethnic and cultural backgrounds are making a contribution to learning, teaching and research at GSA.

**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	Virginia Toyi
Position	Policy and Governance Officer
Signature	<i>Virginiatoyi</i>
Date	7 November 2017

**Executive Lead**

Name	<b>Craig Williamson</b>
Position	<b>Registrar and Secretary</b>
Signature	Craig Williamson
Date	23 November 2017

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

Signature	<b>Jill Hammond</b>
Date	<b>1<sup>st</sup> December 2017</b>