

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	November 2017	
School or Executive Group Area:	Registrar and Secretary	
Department:	Policy and Governance	
Lead member of staff:	Policy and Governance	
Area of decision making/title of policy, procedure, programme or relevant practice:	Programme Approval (Validation) Policy and related pro formas Programme and Course Amendment (Major) Policy and related pro formas.	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<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 policies and supporting documents fall within the remits of Boards of Studies and the UPC involving (normally) a two stage approval process that ensures:

- Proposals for new programmes, amendments and major changes to courses are compatible with QAA UK Quality Code, are of appropriate academic quality, comply with GSA and University of Glasgow policies and regulations and are suitable additions to the portfolio of the relevant Programmes/School/GSA.

The policies and related pro formas have been reviewed to ensure that the approval process pays due regard to the Public Sector Equality Duty (PSED) by requiring that:

- The PSED is considered and that any differential impact on a protected characteristic group or groups must be considered, assessed and used to inform any decision made by the approving committees.
- Documentation required during the process addresses the impact of proposals for people relative to a protected characteristic (as defined in the Equality Act 2010).
- Consultation with student representatives, as well as external examiners is conducted and analysed and their views included within the documentation presented to the approving committees.

2. Evidence used to make your assessment:

In conducting this assessment, an analysis of the following documentation was undertaken to identify where attention to the requirements of the PSED might be mainstreamed:

- Programme Approval (Validation) Policy
- Programme and Course Amendment Policy (Major)
- Programme Information Document
- Programme Specification
- Course Specification
- Student Consultation Proforma
- Remit, Process and Membership – UPC

An Equality Impact Assessment was carried out within the last 12 months on the Course Approval and Minor Programme Amendment Policies, in which discussions were held with Programme Leaders on their approach to responding to the equality related questions in the pro-forma. As a result, the equality related questions were revised and this EIA has benefited from that exercise.

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

- The two policies being considered are required to be compatible with QAA standards which integrate equality and diversity. In line with this, is the expectation that programmes have been subject to an Equality Impact Assessment and that the outcome of this EIA is considered when approving new Programmes and making major amendments to courses.
- The requirement for proposers to pay due regard to the Public Sector Equality Duty through conducting an Equality Impact Assessment ensures the mainstreaming of equality in the development of curriculum and learning, teaching and assessment practice.
- The approval process is robust and includes feedback from students, and where appropriate, external sources, which informs the content provided in the documentation. This process could be enhanced by providing creative methods of inquiry which enable a range of views from different groups of students to be collected from an equality and diversity perspective.
- Consideration of potential negative impact to enrolled students has been integrated into the process which provides the decision makers an opportunity to scrutinise any adverse impacts identified in the proposals, and allows issues identified to be reported, mitigated and monitored.

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

Action	Equality Impact	Responsible Area	Timeframe
To both policies, add a statement to indicate how the policy will be applied and implemented with regard to the requirements of the Public Sector Equality Duty (PSED)	Requirement to mainstream equality and give due regard to the PSED in the application of the policy and approval process.	Policy and Governance	Completed
Revise the Equality related questions on the Programme Proposal, Approval, and Major Programme and Course Amendment Pro-formas to require that proposers demonstrate due regard.	Ensure that the PSED is considered and potential for negative impact and promoting positive impact is identified before key decisions are made. This will also contribute to mainstreaming equality in curriculum development and learning, teaching and	Policy and Governance	Completed

	assessment practice.		
Include in the Policy, under the remit of the Boards of Studies and the UPC the requirement to consider the contents of Equality Impact Assessment reports and ensure that due regard has been given to the requirements of the Public Sector Equality Duty (PSED).	Ensure that the PSED and equality mainstreaming are integral to the decision making process.	Policy and Governance.	Completed

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

The revised Programme Approval and Major Programme and Course Amendment Policies and Pro Formas will be considered at UPC and Academic Council 2017 before they are published on the GSA website. Following this, all programme documentation is reviewed and monitored via External Examiner reports and through Programme Monitoring conducted annually.

Policy and Governance, as part of their normal quality assurance activities, will continue to monitor the implementation of the policies

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

The actions will contribute to GSA's Equality Outcomes (2017-21) by ensuring that the process of Programme development and programme amendment explicitly engages with the diverse needs of students and the development of student confidence in engaging creatively with issues of diversity and equality in their work with others.

It is the intention that equality analysis be integrated as a core part of the decision - making process, ensuring that any potential impact on equality therefore will be considered before any key decision is made.

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 Officer
Signature	Virginia Toyi
Date	4 December 2017

Executive Lead

Name	Craig Williamson
Position	Registrar and Secretary
Signature	Craig Williamson
Date	4 December 2017

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	5 December 2017