

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

|  |   |                                     |
|--|---|-------------------------------------|
| Date of Assessment:  | April 2014  |                                     |
| School / Department:   | Fine Art  |                                     |
| Lead member of staff:  | Paul Cosgrove<br>Programme Leader Sculpture and Environmental Art |                                     |
| Location of impact assessment documentation (contact or web link):   | p.cosgrove@gsa.ac.uk  |                                     |
| Area of decision making / Title of policy, procedure or relevant practice:   | <b>Fine Art Admission Process</b>                                 |                                     |
| Please indicate if this is:  | New:  | <input type="checkbox"/>            |
|  | Existing/Reviewed:  | <input checked="" type="checkbox"/> |
|  | Revised/Updated:  | <input type="checkbox"/>            |
| <p><b>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</b></p> <p>Each stage of the admissions process was assessed for impact on applicants with protected characteristics, and for the ways in which it met the requirements of the PSED, in terms of fostering good relations, eliminating unlawful discrimination, and advancing equality of opportunity.</p>   |   |                                     |
| <p><b>Evidence used to make your assessment:</b></p> <p>The assessment drew upon GSA’s UCAS data on equality and diversity for the current cohort of students.</p>   |   |                                     |
| <p><b>Outline any positive or negative impacts you have identified:</b></p> <ul style="list-style-type: none"> <li>• Positive impact has been identified for under-represented groups as a result of partnership working with WP, developing approaches to contextual admissions</li> <li>• There is potential positive impact at shortlisting stage as WP ‘flag’ currently provides for a lowered threshold at this stage. However, there may also be negative impact as this flag only takes account of SIMD – protected characteristics such as disability or other factors such as care leaver are not currently systematically taken into account</li> <li>• Similar to above, there is potential positive impact in selection where a lowered threshold is applied. However, the potential for negative impact is identified where there is a lack of transparent objective criteria set out and communicated at application stage</li> <li>• Potential negative impact for all protected characteristics can be identified where SCQF is not observed in relation to year of entry. This has the potential to disadvantage students from articulation partners</li> <li>• Lack of continuity of staffing, and lack of staff awareness surrounding equality considerations may result in negative impact for certain groups</li> <li>• Interview process may unfairly disadvantage those without experience of an art of design environment, for example where there is no family history of HE or for those from different cultural backgrounds.</li> </ul> |   |                                     |

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

(Please attach your action plan)

- Ensure that UCAS data is used in ongoing review compared against the current GSA cohort.
- Consider whether there are additional ways of gathering data on protected characteristics in addition to the information collected by UCAS.
- Work with GSA's Progression Manager GSA to review of entry level in relation to SCQF
- Work in partnership with WP to pilot action research activity applying a broader set of contextual data and applying equality consideration across the application process including selection criteria
- Review assessment criteria for each area of shortlisting consideration
- Review assessment criteria for each area of interview considerations
- Ensure continuity of all staff involved in admissions throughout, including at interview
- Staff development to ensure all staff understand equality consideration in relation to all protected characteristics, for example in making reasonable adjustment
- Ensure all staff undergo admissions, shortlisting and interview training and can access mentoring support where appropriate
- Ensure information for applicants about the admissions process is fully accessible
- Continue to work in partnership with WP to provide opportunities for applicants who are contextually flagged (not just with a single WP identifier) to access interview experience to build confidence and understanding of the process

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

The anticipated change is that the admissions process will be more transparent at each stage with clear shortlisting and interview criteria that incorporate the assessment criteria. Staff development will be implemented at local level for all staff involved.

The timeframe for action will be determined by the admissions cycle and pilot work on contextual admissions will commence as part of the 14/15 cycle. The review of this work will inform the review and assessment of the admissions process.

Work with WP will be ongoing throughout the year.

A review of admission to Fine Art will be undertaken when the cycle is complete.

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

These changes should have the most significant impact on equality outcome 8, encouraging students from BME groups to apply to study Fine Art at GSA. Equality outcome 7 might be used as a way to either achieve equality outcome 8, or be seen as a necessary consequence of diversifying the student body.

**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      | Paul Cosgrove   |
| Position  | Head of Sculpture and Environmental art   |
| Signature |  |
| Date      | Friday, 22 May 2015   |

**Executive Lead**

|           |                            |
|-----------|----------------------------|
| Name      | Alistair Payne             |
| Position  | Head of School of Fine Art |
| Signature | Alistair Payne             |
| Date      | 22 May 15                  |

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

|           |              |
|-----------|--------------|
| Name      | Jill Hammond |
| Signature | Jill Hammond |
| Date      | May 2015     |