

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	16/1/16	
School / Department:	GSA/Research and Doctoral Studies	
Lead member of staff:	Prof Ken Neil, Head of Research, Chair APWG	
Location of impact assessment documentation (contact or web link):	k.neil@gsa.ac.uk	
Title of policy, procedure or relevant practice:	GSA ACTIVITY PLANNING POLICY	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
	Revised/Updated:	<input type="checkbox"/>
<p>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The PSED and GSA’s internal analysis of Equality and Diversity has been considered throughout the development of the institutional-level design and implementation of an enhanced Activity Planning model (APM) for GSA. The enhanced APM, as approved in Session 2011-2012 introduces Annual Research Plans and Teaching Norms. Both are designed to make more transparent and equitable the distribution of activities, duties and time for learning & teaching and research for academic staff.</p>		
<p>Evidence used to make your assessment:</p> <p>The AP model for GSA is predicated on a range of evidence developed over recent years, and in the run up to REF2014 in particular. Preparation for REF2014 saw quantitative data gathered by Human Resources via the REF Equalities Group that gave the protected characteristics breakdown for all REF-eligible staff. The mandatory REF impact assessment carried out at that time also drew on insights provided by the Code of Practice, which, in turn, had equality considerations embedded. The Code of Practice for REF 2014 was, informed by sector guidance e.g. standards for recognising international research excellence, but also by an internal evidence base collated through an E&D survey of all research active staff seeking to participate in the REF process.</p> <p>The key findings in relation to equality impact for protected characteristic groups are:</p> <ul style="list-style-type: none"> i) Female staff have been less likely than men to put themselves forward for consideration for REF audit ii) Although dealing with small numbers of staff, no member of staff that had disclosed a disability put themselves forward for consideration for REF2014 and there none were selected iii) Achieving 4* research is highly challenging without the support of additional warranted research time which has equality implications for part time staff and staff with caring responsibilities who are more likely to be female. <p>Consultation with the Trade Union Forum confirmed that a policy approach to Activity Planning was important and that the enhanced model proposed to include Annual Research Planning and Teaching Norms could make a real contribution to addressing concerns raised through REF preparation and consultation on the Activity Planning model and advance equality for the protected characteristic groups identified above.</p>		
<p>Outline of positive or negative impacts you have identified:</p>		

- The Activity Planning policy is new but the development discussions of the Activity Planning Working Group, the Trade Unions Forum, the Teaching Norms Subgroup, Boards of Studies, Undergraduate and Postgraduate Committee, the Research and Knowledge exchange Committee, the Executive Group and Academic Council have identified potential for positive equality impact for all protected characteristic groups and for advancing equality for those currently under-represented as identified above. This will be achieved by the provision of tailored support which takes account of individual need embedded in and delivered through the following policy and practice principles: Activity Planning is designed to be transparent, flexible and responsive to organisational needs, individual staff development, career review needs and planning cycles.
- An Activity Plan will include jointly agreed objectives, including milestones and outcomes expected
- An Activity Plan will achieve an appropriate balance of teaching, research, consultancy, scholarly activity, and personal development and other possible activities within the duties of an academic according to role profile
- Teaching Norms will reflect school-specific pedagogies and studio-based practices and be applicable to all.
- Review of ARPs to be informed by cross-school Peer Review, by professional expertise of REF-style audit and by discipline-specific subject knowledge and expertise
- Peer Review should be supportive in mirroring the method and measures of external peer review for REF and for RCUK-criteria.

The impact of the Activity Planning policy will be measured through the application of the enhanced Activity Planning model, and the Activity Planning Model will be monitored and reviewed to ensure that it vehicles effectively the positive objectives of the AP Policy, advancing equality for protected characteristic groups.

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

In addition to items discerned from the evidence gathering as outlined above, one new specific action has emerged from development discussions of the AP policy and is being actioned through the research office:

- Analyse the REF2014 REF2 submission and assess the possible impact on staff, by protected characteristic, of a teaching load weighted to PGT versus UG. This equality analysis will illuminate any difficulties in obtaining high quality research for those staff and will inform the method and implementation of the Activity Planning model as a means of addressing this issue if need be.

Any potential for differential application of the policy or potential negative equality impact will be mitigated through the provision of training and briefing sessions for staff and line managers as specified in the policy.

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

Activity Planning can address on a case-by-case basis any variables contributing to the lower participation of women and/or disabled staff in research as flagged by the evidence gathering through Equalities Analysis for REF2014, it will be important to focus on enhancing the research environment such that all staff feel equally supported in combining research and teaching commitments. Where activities are required to achieve these changes these will be recorded in order to feed into the Code of Practice for REF2020.

Staff will be assured that there is systematic attention paid to the balance of duties across relevant role profiles and will be able to feedback on the perceived usefulness of the development at the Staff Development and Career Review meeting as described in the Activity Planning Guidelines. The process will be monitored annually and data from Activity Planning when aggregated will inform GSA planning work, providing transparency and evidence for decision-making and action by

Deputy Heads as owners of the data in-schools, and at Executive Group level for institutional planning of resource. All data will be disaggregated and analysed by protected characteristic to ensure that the implementation of the policy is as intended and to monitor for unintended or unexpected outcomes. This will include qualitative feedback from staff concerning Staff Development and Career Review meetings and the implementation of plans

Undergraduate and Postgraduate Committee and the GSA Research and Knowledge Exchange Committee have oversight of the Policy and will receive regular reports on the progress of the implementation of the enhanced Activity Planning model, and in discussion with the Trade Union Forum and Boards of Studies, alterations to the policy can be made annually, with a collation of necessary changes being undertaken for Boards in Term 1 to allow adjustments for the subsequent cycle of Annual Research Plans and Activity Plans from March the following year. All such changes will be subject to equality impact assessment and monitored accordingly.

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

The enhanced Activity Planning model supported by the new Activity Planning policy will have positive impact in respect of, expressly, GSA Equality Outcomes, 1, 2, 3, 4, and 6. This will be achieved through:

- Support for role related career development for protected characteristic groups and particularly women and disabled staff, ensuring that staff do not have to work excess hours for normal progression and promotion
- The opportunity to undertake positive action through the provision of targeted research mentoring to support staff with allocated research time, facilitating career development and addressing under-representation in REF
- An enhanced process for discussion between line managers and staff to support need with regard to workload and work patterns. This provides the potential to balance work and other commitments, advancing equality for protected characteristic groups, in particular women and disabled staff, as well as part time staff, and those with caring responsibilities.

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	Professor Ken Neil
Position	Head of Research/Chair, Activity Planning Working Group
Signature	
Date	16/1/16

Executive Lead

Name	Professor Ken Neil
Position	Head of Research/Chair, Activity Planning Working Group
Signature	
Date	16/1/16

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Position	Head of Student Support and Development
Signature	
Date	