

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	28 September 2016	
School or Executive Group Area:	Registry	
Department:	Registry	
Lead member of staff: e-mail:	Sheila Kay / Sh.Kay@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Appeal Procedure for Applicants	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
<p>1. Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The purpose of this procedure is to ensure GSA provides accessible clear guidance to all applicants on (i) how to make an appeal, (ii) the circumstances under which an appeal will be considered and (iii) how it will be considered.</p> <p>The PSED has been considered as an integral aspect of the development of this procedure. Advice and guidance on admissions appeals, provided by the independent organisation of Supporting Professionalism in Admissions (SPA) was used extensively and research was also undertaken to review Appeals procedures from other universities including the Universities of Glasgow and Edinburgh.</p>		
<p>2. Evidence used to make your assessment:</p> <p>This is a new procedure. Appeals were previously considered on an individual basis. Anecdotal information from the Student Association and Registry staff indicates that applicants have made appeals during the application process, although the number has been relatively small. As no written evidence is available to support this information there is therefore no quantitative data available which relates specifically to applicant appeals.</p>		
<p>3. Outline any positive or negative impacts you have identified:</p> <p>It is anticipated that this procedure will result in positive equality impact as follows:</p> <ul style="list-style-type: none"> • Through the provision of clear written guidance on the appeals process and the circumstances under which an appeal can be made. This will provide transparency and accessibility to information and process which will benefit all applicants, regardless of protected characteristic. • Provision of guidelines for staff in respect of undertaking appeals, demonstrating clear lines of responsibility for those involved. It is intended that this will ensure consistency of practice in deal with appeals, benefiting all applicants regardless of protected characteristic. • Providing a mechanism for applicants to raise concerns where the process is perceived to have been unfair, for example if significant information was not available or was omitted 		

from the application, such as a bereavement or illness.

- Provision of clear timelines by which an applicant will receive a response.

It is identified that there is potential for negative impact where the process for unsuccessful applicants to request feedback or the opportunity and process to appeal is not communicated effectively. This will be addressed through clarity and timeliness of communications with all applicants prior to and when they receive a decision on their application.

In order to ensure that the operation of this procedure supports the delivery of the PSED a clear process enabling monitoring and collection of data with regard to appeals will be put in place to identify any areas in admissions or appeals where action is required to mitigate any potential negative impact.

In order for the appeals process to be implemented appropriately and deliver positive impact for all students, regardless of protected characteristic, the admissions process and associated feedback must be justifiable and consistent at all levels and across all schools, contributing to the delivery of Fair Admissions . Guidelines for staff in respect of undertaking appeals will be disseminated across the institution.

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
Amendment to the Admissions Policy reflecting the introduction of the Appeals Procedure for Applicants	Recognition within policy that the appeals procedure is available to all applicants	Head of Academic Registry/Head of Student Recruitment	1 October 2016
Review Registry communications to applicants to ensure that they know , at appropriate points in the admissions cycle, there is an appeals procedure available to them	Signposting of the appeals procedure to all applicants	Head of Academic Registry	1 November 2016
Implement a mechanism for monitoring and collection of data in respect of appeals made.	Enables the ability to report on the reasons for appeal, profile of applicants and outcome of appeals and address any impacts that are highlighted by the monitoring.	Head of Academic Registry	1 November 2016

Information to be circulated to all staff involved in admissions, on the introduction of the appeals procedure, giving guidance on the process to follow and the importance of giving feedback which is consistent and justifiable.	Provide guidance to staff on how the appeals process, while promoting consistency and fairness of approach.	Head of Academic Registry	1 November 2016
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5. Where/when will progress and the outcomes of your actions be reported and reviewed:

An annual report will be provided in November each year, as part of GSA's Annual Report to Senate and a paper to UPC.

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

The appeals procedure aims to contribute towards meeting equality outcomes by embedding clear guidance and procedures into the admissions process which are accessible, clear, fair and transparent to all applicants including those with protected characteristics thus mainstreaming equality.

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	Sheila Kay
Position	Head of Academic Registry
Signature	<i>Sheila Kay</i>
Date	28 Sept 2016

Executive Lead

Name	Craig Williamson
Position	Registrar
Signature	<i>Craig Williamson</i>
Date	20 Oct 2016

Equality Lead (Head of Student Support and Development)

Signature	<i>Jill Hammond</i>
Date	20 Oct 2016

