

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	24/10/16	
School or Executive Group Area:	Learning and Teaching Team	
Department:	Learning and Teaching Team	
Lead member of staff: e-mail:	m.charters@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Learning and Teaching Enhancement Strategy 2015 - 2018	
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 Learning and Teaching Enhancement Strategy is a key guiding document which shapes and guides the development of learning and teaching policy and practices within GSA over the next three years. The strategy’s focus is summarised through seven key objectives as outline below:</p> <ol style="list-style-type: none"> 1. We will improve the organisation and management of programmes 2. We will clarify Assessment and Feedback processes 3. We will more effectively articulate activities which enable the development of employability and enterprise oriented attributes 4. We will enhance opportunities for Interdisciplinarity via student-led activity through and beyond the Art School 5. We will improve our engagement with the Enhancement Themes as a way of supporting our integrative pedagogic approach 6. We will encourage effective use of appropriate learning technologies as a central approach to enhancing students’ digital literacies 7. We will diversify the opportunities for fostering local and global outlooks <p>The strategy was developed using a co-creation process with staff and students from all areas of GSA and consideration of the experience and diverse needs of the student body was an integral part of the development of the strategy and its objectives. In addition the L&T Team examined each of the objectives and sub objectives individually in relation to each protected characteristic as well as the strategy as a whole.</p> <p>Collectively the objectives aim to enhance the student learning experience across all taught provision of the GSA and the EIA examines how the strategy as a whole works to advance equality and diversity within the institution as well as how the objectives individually and collectively impact upon equality and diversity.</p>		
<p>2.Evidence used to make your assessment:</p>		
<p>The Learning and Teaching Team drew upon institutional data sets publically available in order to identify trends within the protected characteristic profile of the institution. This data is available at: http://www.gsa.ac.uk/about-gsa/key-information/equality/</p>		

In addition to the outcomes of the co-creation / consultative process from which the strategy was developed the team drew on its specialist and practical working knowledge of sectoral expectations and approaches to supporting students and staff who identify with a protected characteristic. This has formed the foundation of the judgments made in relation to the strategy.

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

The strategy does not have any negative impacts upon any protected characteristic group.

The EIA process however identified the potential for negative impact dependent upon the approach to implementation of the strategy and objectives. As such a key action identified is to ensure that all implementation plans and activities in response to the Learning and Teaching Enhancement Strategy include a full Equality impact Assessment to ensure that implementation anticipates the needs of all students, gives due regard to the Public Sector Equality Duty and does not negatively impact any protected characteristic group.

The strategy aims to enhance the student experience of all students and embrace the diversity of student's experiences. The potential for positive impact was identified in relation to all objectives of the strategy and are reflected in the aspiration of each objective along with their subset of objectives. These positive impacts are detailed within the strategy document.

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
Include within the strategy document a statement on how an implementation plan or plans will be developed and the requirement for consideration of the PSED /EIA as an integral aspect of development, implementation and delivery.	Explicit requirement within the strategy will support proactive consideration of the PSED and equality impact for protected characteristic groups by 'enablers' and at all levels of implementation and delivery.	Head of Learning and Teaching	November 2016
EIA of Strategy Implementation plan	Ensure that potential for positive impact is maximised	Head of Learning and Teaching.	Aligned with preparation and production of plan.

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

The strategy and progress on its implementation is reported to and reviewed by GSA's Committee and Governance Structure including Boards of Study, Undergraduate and Postgraduate Committee and Academic Council

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

The learning and teaching strategy specifically addresses equality outcome 7 to support and develop a curriculum which explicitly engages with the personal and political dimensions of diverse identities and develops student confidence in engaging creatively with issues of diversity and equality in their work with others.

The outcome of your assessment:

No action (no potential for negative or positive impact)

Action to remove barriers/mitigate negative impact X

Action to promote positive impact

Sign-off, authorisation and publishing

Review Lead

Name	Mark Charters
Position	Academic Development Coordinator
Signature	Mark Charters
Date	27/10/16

Executive Lead

Name	Vicky Gunn
Position	Head of Learning and Teaching
Signature	Vicky Gunn
Date	071116

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	7 th November 2016