

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	27 February 2017	
School or Executive Group Area:	Strategy and Marketing	
Department:	Strategy	
Lead member of staff: e-mail:	s.parsons@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Outcome Agreement 2015-2018 - 2017-2018 Update Looking forward - Outcome Agreement 2018- 2021	
Please indicate if this is:	New:	<input checked="" type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>

1. Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):

Equality, diversity and participation are embedded within the Outcome Agreement and made explicit where appropriate in relation to specific SFC aims and priorities. This is in line with the GSA's approach to mainstreaming equality with the Strategic Plan, Outcome Agreement and Equality Outcomes all aligned in terms of actions, outcomes and the evidence base used which in turn link directly to our statutory duty under the PSED: to eliminate discrimination, advance equality and foster good relations.

Our actions around fair (including contextual) admissions, open studio, routes to higher education, addressing gender imbalance within specific programmes, our commitment to HR excellence in research and the development of our estate all demonstrate this.

The development of these specific actions is supported by our understanding and acknowledgement of our current position articulated through various metrics including but not exclusively those relating to equality and diversity for example Scottish Index of Multiple Deprivation. Taking a holistic approach to a range of metrics, we aim to better understand our areas of strength and high performance and our areas of weakness and under-performance and consider this over a period of time, being cognisant of one-year fluctuations. We believe this provides a robust approach, in response to our size, ensuring decisions are made based on longitudinal trend.

In developing our response to the SFC's Framework for developing Outcome Agreements: outcomes, commitments and evidence of progress we have taken in to account a number of external drivers. These include the Scottish Government's Commission on Widening Access, Scottish Government review of enterprise and skills agencies, the emerging schools strategy and restructuring of school qualifications, the wider UK HE context articulated through the UK Higher Education Green Paper including the Teaching Excellence Framework and our experience of REF2014, our approach at that time to equality and diversity and subsequent HR Excellence in Research award and the possible changes to REF2021.

Our approach to equality, diversity and participation goes beyond our statutory requirements. We value diversity in our students, staff, thought and outlook, recognising that creativity thrives through diversity not homogenisation. Our Outcome Agreement reflects GSA's approach to mainstreaming equality as our response to delivery both the outcomes and the spirit of the Equality Act 2010.

2.Evidence used to make your assessment:

In addition to the external drivers identified above and taking in to account the GSA's approach to mainstreaming equality, a number of statistical measures have informed our approach and aims. These form the basis for our actions and in meeting the SFC priorities. In the development of specific plans and strategies to deliver these actions more detailed analysis of statistical data sets relevant/appropriate to the action being addressed are expected to be used. These include inter-alia:

- Current and longitudinal statistics on the breakdown of GSA applicants and the student body by protected characteristics and SIMD indices benchmarked against local/regional/national (Scottish and UK) datasets and produced annually by GSA as published Equality Monitoring Report: Students and Student Benchmark Data
- Analysis of HESA published data on student numbers and characteristics, widening participation and continuation rates
- HESA data on graduate destinations and graduate employment and salaries
- UCAS published data on applicant profile
- Current and longitudinal statistics on GSA staff profile produced annually by GSA published Equality Monitoring Report: Staff; HR equal opportunities monitoring for job applicants;
- Results and analysis of NSS and PTES surveys
- Results and analysis of surveys and attendance in relation to GSA's cultural engagement activities (exhibitions, tours, lectures and events)
- Scottish Index of Multiple Deprivation
- Data derived from the Understanding Glasgow: The Glasgow Indicators Project
- SFC Gender Action Plan
- Relevant legislation for example British Sign Language (Scotland) Bill
- Equality Impact Assessments already undertaken by GSA

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

The delivery of the actions outlined within the Outcome Agreement 2015-2018 - 2017-2018 Update Looking forward - Outcome Agreement 2018- 2021 should have an overall positive impact on the GSA's structures, behaviours, culture and demonstrable delivery (measured through improved performance in key metrics) in relation to mainstreaming equality for all protected characteristic groups and specifically gender, race and disability and access to higher education for students within SIMD lowest 20% and 40% of the population.

This is achieved through a commitment to addressing equality through a mainstreaming approach that is embedded within the institutional strategy, outcome agreement and across strategies, sub-strategies, work streams, projects and policy development.

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

(Please complete the action plan in this section)

The GSA's approach to mainstreaming equality requires Equality Impact Assessments to be undertaken for all policy developments and activities. These can be found at <http://www.gsa.ac.uk/about-gsa/key-information/equality/mainstreaming-equality/equality-impact-assessment-summary-reports/>. This approach identifies measures of success, reporting and feedback through the GSA's formal reporting structures. Being a continuous approach to impact assessment this embeds our approach to eliminating discrimination, advancing equality and fostering good relations, linking back to our Equality Outcomes, Outcome Agreement and Strategic Plan. The strategies, sub-strategies, work-streams and projects which will deliver our OA aims will all be subject to specific equality impact assessment and through this process, will deliver both positive culture and performance change.

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

The OA 2015-2018 is subject to annual reporting (October) and during Academic Year 2017/18 we will develop our three-year Outcome Agreement 2018-21 based on progress to date and our ambitions detailed within our new Strategic Plan (developed during 2017 and finalised concurrently with the new 3-year Outcome Agreement). Both, and the strategies, sub-strategies, work-streams and projects which are undertaken to delivery our aims and objectives, are subject to a range of formal reporting (depending on activity) including Executive Group, GSA Board (and various Committees), Boards of Studies, UPC and Academic Council and through our annual reports to the GSA Board, the SFC and through our annual reporting to the Board on Equality and biennial statutory reporting in line with the Scottish specific duties.

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

The Outcome Agreement, aligned to our Strategic Plan, provides a top-level 'direction of travel' for the GSA against SFC priorities and our own ambitions delivered through a series of strategies, sub-strategies, work-streams and projects which individually and collectively will eliminate discrimination, advance equality, foster good relations and contribute to the GSA's approach to mainstreaming equality. It will have a positive impact on the diversity of our staff and student community and contribute to achieving our Equality Outcomes 2017-2021, specifically:

EO2 – An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and appropriately provided for

EO3 – An increase in the number of students from currently under-represented groups and achieving appropriately successful outcomes

EO5 – An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA, including engagement with the diverse communities

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 x

Sign-off, authorisation and publishing

Review Lead

Signature	Scott Parsons
Position	Director of Strategy and Marketing
Date	27 February 2017

Executive Lead

Signature	Scott Parsons
Position	Director of Strategy and Marketing
Date	27 February 2017

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	27th February 2017