

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	April 2020 (update to July 2017)	
School or Executive Group Area:	Registrar and Secretary	
Department:	Academic Quality Office (formerly Policy and Governance)	
Lead member of staff: e-mail:	t.combs@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Periodic Review and Revalidation Policy, Self-Evaluation Report Template, and Guidance for Students	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" type="checkbox"/>

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

From July 2017 EIA Report:

Periodic Review is one of the main ways in which GSA assures itself of the quality of the student experience and of the provision delivered by Schools. Periodic Review focuses on teaching, learning and assessment and quality enhancement and assurance matters.

The aim of Periodic Review is to encourage Heads of Schools to reflect on the operation of their School with a view to a) maintaining standards; b) enhancing the learning and teaching experience for all students; c) identifying and sharing good practice; and d) reflecting on the implementation of strategic matters and GSA priorities.

The development of GSA's Periodic Review and Revalidation Policy was informed by the UK Quality Code for Higher Education, Part B and specifically Chapter B8: Programme Monitoring and Review. Equality is mainstreamed in the Quality Code, which promotes an inclusive approach by embedding consideration of equality and diversity matters throughout.

The University of Glasgow reviewed its own Periodic Subject Review process and implemented a revised process and guidance in 2014/15. Given that, where appropriate, GSA aligns with the University's quality assurance and enhancement processes, in 2015/16 Policy and Governance reviewed its process and Self-Evaluation Report template and made adjustments to re-align as appropriate. It was also recommended that an Equality Impact Assessment of the amended Periodic Review and Revalidation Policy and associated documentation be undertaken.

March 2020 Update:

The Periodic Review and Revalidation Policy was reviewed in March 2020 as part of the Academic Quality Office's departmental policy review schedule. Amendments were made to the Policy and the accompanying Self Evaluation Report template in order to more explicitly align with the revised QAA Quality Code (2018), to update and thus better reflect GSA practices, and to streamline and clarify requirements for Schools undergoing Periodic Review.

As detailed in the July 2017 EIA Report, equality is mainstreamed in the QAA Quality Code. The March 2020 updates to both the Policy and the SER template were made to better align with the "Monitoring and Evaluation" section of the revised QAA Quality Code (2018).

2.Evidence used to make your assessment:

From July 2017 EIA Report:

Quantitative data was not applicable in the process of conducting this Equality Impact Assessment. However, Policy and Governance reviewed each of the Self-Evaluation Reports from the following reviews (which were conducted under the former Periodic Review and Revalidation Policy and using the former template):

- School of Fine Art (2011/12)
- Digital Design Studio (now School of Simulation and Visualisation) (2012/13)
- Mackintosh School of Architecture (2014/15)
- School of Design (2015/16)

The Self-Evaluation Reports included reflection on evidence collated from student surveys (NSS and PTES), and statistics on the student profile data differentiated by protected characteristic.

The EIA was also informed by the Periodic Review Reports from 2014/15 and 2015/16. This included a review of conditions and recommendations reported to Committees and how these actions were implemented and monitored to ensure the enhancement of students' learning experience.

Finally, the revised Periodic Review and Revalidation Policy, Self-Evaluation Report and Guidance for Students were considered against the needs of the PSED.

March 2020 Update:

In updating the Policy and the SER template in March 2020, feedback was incorporated from Periodic Review panel members and Schools which had recently undergone Periodic Review, and benchmarking against other Higher Education Institutions was undertaken. Recent Self Evaluation Reports from the School of Fine Art (2017/18) and the School of Simulation and Visualisation (2019/20), and the Periodic Review Report for the School of Fine Art (2017/18) were also reviewed. The EIA was informed by the updates taken as a result of this feedback, benchmarking and review of previous reports.

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

From July 2017 EIA Report:

In terms of the 2016 Periodic Review and Revalidation Policy and Self-Evaluation Report the following points are highlighted in respect of equality impact:

Positive Impact:

1. In its context statement, the revised Periodic Review and Revalidation Policy sets out explicitly that GSA demonstrates its commitment to diversity and promoting equality by ensuring that due regard is given to the requirements of the Equality Act 2010 in the implementation and application of the Periodic Review and Revalidation Policy. This provides emphasis that the policy should be applied with due regard to the PSED: any differential in the experience and outcomes for different groups of students and activities undertaken to address any such differentials should be reported and examined in the review process.
2. The Periodic Review process considers fitness for purpose and requires detailed consideration of student feedback, External Examiner feedback and the student experience. Core to the process is evidence based reflection on how programme provision

and the student experience within the School can be enhanced. The process supports and enables Heads of Schools to take deliberate steps to improve the provision, teaching excellence and the student experience of their School; aligning with and contributing to the delivery of GSA strategic priorities including Equality Outcomes.

3. The Periodic Review and Revalidation Policy has been designed to support Heads of Schools to identify issues arising from annual and periodic monitoring/review, including student/staff datasets. Schools are provided with a management information set which includes:
 - Academic staff profile which includes age (at 10 year intervals i.e. 25-34, 35-44 etc), gender, ethnicity and disability;
 - Student numbers in the current and previous four complete sessions (headcount and FTEs) for all UG and PGT programmes under review, including information on admissions, progression and outcomes differentiated by ethnicity, disability and gender;
 - Student progression and degree classifications in the previous five complete sessions (headcount and FTEs) for all UG and PGT programmes under review, including information regarding ethnicity, disability and gender;
 - First employment destinations in the previous complete session.

As a consequence of the equality impact assessment, it will be made explicit in the policy that the First employment destinations in the previous complete session data should be differentiated by protected characteristic in order to enhance the relevant data available when considering any differential attainment/outcomes for different groups of students.

Heads of Schools are expected to analyse and use this data; as an evidence base for good practice identified in the Self-Evaluation Report; to identify opportunities and outcomes for cohorts and different groups of students; and to identify potential areas for further exploration/reflection on the student experience to inform strategic approaches and planned enhancement activities. Question 3a specifically asks for an analysis of the School's admission, retention and success rate over the period under review. Question 3b specifically asks Heads to identify how equality and diversity is addressed in relation to admissions, programme level student support and pedagogy.

In 2016/17, the Equality monitoring data, which forms part of the management information set available to the Review Panel, has been further enhanced. It is anticipated that this will better enable Heads of Schools to analyse and use this data to inform strategic activity and assess the progress and impact of activities identified in programme level equality impact assessments.

4. As part of the supporting documentation submitted to the Review Panel, the policy requires that the School submits the Summary reports of programme level equality impact assessment undertaken during the review period for each programme under review. In all cases where a recent programme level equality impact assessment has not been undertaken of the programme(s) under review, the Review Panel make it a recommendation that this is carried out within the following session and therefore actively promoting consideration of equality and delivery of the PSED in mainstream provision.
5. The policy requires that Schools take full account of student feedback and obtain student views of the provision being reviewed and consider these views in the review process. It is explicit that the School should take deliberate steps to obtain the student view of the provision being reviewed, and to consult them specifically on the Self-Evaluation Report. Specific guidance for students, outlining the process and its purpose has been provided.

6. The policy requires that Schools take full account of External Examiners' feedback in the course of their reflection on the provision, and the External Examiner reports (and departmental responses) for the three previous sessions are provided as supporting documentation for the Review Panel. GSA's External Examiner Policy is explicit that External Examiners are required to consider issues related to equality and diversity. It is also explicit that when preparing the Annual Report, External Examiners should consider appropriate equality and diversity issues (covering disability, race and gender) relevant to the assessment of students.
7. The Review Panel meets with groups of students, and the School is required to take steps to ensure that the students who attend the meetings include representatives of as many different sections of the student body as possible. For example:
 - Undergraduate student meeting: up to 10 students from across the School and at a variety of levels and should include class representatives, International and mature students and students on joint programmes (if applicable);
 - Postgraduate student meeting: up to 10 students from across the School and should include class representatives, International students and students on joint programmes (if applicable).
8. The Periodic Review process includes substantial external, student, and broader GSA engagement. Membership of the Periodic Review panel includes the President of the Students' Association, at least one external subject specialist from another HE institution, a Programme Leader from another School, one academic-related professional support departmental Head, the Head of Learning and Teaching, and University of Glasgow Senate representation.

In advance of the School of Fine Art's Periodic Review in 2017/18, at the briefing meeting prior to the Review Event, the Review Panel will be reminded of their responsibility to actively consider the equality related dimensions of all aspects of provision within the review process to ensure that the PSED is considered across the full range of the School's activities.

9. As set out in the Policy, the Review Report contains:
 - An evaluation of the quality of the provision under review.
 - An evaluation of the School and programme procedures for assuring the standards of awards and the quality of provision.
 - An evaluation of the School and programme approaches to the enhancement of the student learning experience in taught provision.
 - An evaluation of how effectively the School and its programmes engage with students in developing teaching, learning and assessment practice, including preparation for the Periodic Review process.
 - The identification of good practice for dissemination across GSA, as appropriate.
 - Recommendations for action to address any identified weaknesses and to further strengthen provision and thereby further enhance the provision of teaching, learning and assessment.

The Review Report is submitted to Academic Council (via UPC) for consideration. This provides an opportunity for any good practice, or areas for development identified to be disseminated across GSA. This includes practice and development which contributes to delivery of the PSED and GSA's Equality Outcomes.

10. Following the review the School must provide a brief report or action plan explaining how any conditions and recommendations have been, or will be, met, and this is submitted to Academic Council (via UPC). Reports on progress made in addressing the

recommendations of the Review are submitted to each UPC and Academic Council meeting of the subsequent session. The School must also report on the steps it has taken to feedback to students on the outcomes of the Review and on the actions taken. A final report on the progress made in addressing the recommendations of the Review is submitted to Academic Council (via UPC) at the end of the following session. This enables progress against each of the recommendations to be monitored and shared.

March 2020 Update:

As the amendments made to the Policy and SER template were to enhance the Periodic Review process, the positive impacts highlighted by the July 2017 EIA report continue, with the following additions:

- Addition to point 2: The updates to the Periodic Review Policy and SER template request explicit consideration of EIA reports and actions identified in the reports; explicit consideration of student support mechanisms alongside admission, retention success rate data; and analysis of the complaints raised and resolved during the review period.

To encourage further enhancement, the overall focus of the SER has shifted from descriptions and reporting to analysis and evaluation. The final question in each section requests areas for improvement and good practice, and the final section requests a summary of key areas for improvement and good practice which should arise from detail provided in previous sections.

Where possible, Schools have been asked to refer to previous review and enhancement exercises (e.g. PMAR and QEAPs) so that these processes can work in tandem and build upon each other.

- Addition to point 3: The required supporting documentation has been amended in order to better reflect GSA practice and the type of information available and to prevent duplication when already provided as part of the Self Evaluation Report or PMAR. Staff and Student data will now be requested for all protected characteristics (as defined in the Equality Act).

Regarding staff profile, the requirement has been reworded to: "Headcount with total number of academic and support staff with data differentiated by full-time, part-time, grade and protected characteristic (as defined in the Equality Act 2010)."

Regarding student numbers, progression and degree classifications, the documentation has been amended to require "data differentiated by the protected characteristics defined in the Equality Act 2010."

Regarding employment destinations, the wording has been changed to: "Most recent graduate outcomes data."

- Addition to point 4: The updated SER template now requests Schools to confirm that an Equality Impact Assessment Summary Report has been completed for each programme, to provide an update on any outstanding actions, and to detail the impact of the EIA action plans.
- Addition to point 5: Outlining student involvement in the production of the SER is now a standalone question to highlight the importance of student consultation in the Periodic Review process.

The Policy has also been updated to provide more guidance on engaging students in the process: "Schools are encouraged to establish a working group to feed into the development of the SER in order to produce a document that demonstrates critical

reflection and discourse among staff and students. The process by which it is developed should be detailed in the SER as evidence that it was a collaborative evaluation. Schools are encouraged to plan the development of the SER so that time is allowed to share drafts with students and staff before final submission.”

As part of the updates, AQO developed a new document to serve as feedback guidance for panel members. The ‘SER – Topics for Exploration’ *pro forma* will provide clearer guidance regarding the feedback panel members are asked to provide after reviewing the Self Evaluation Report and supporting documentation in advance of the Periodic Review event. Included in the guidance is the direction to consider how equality and diversity is supported within the School.

From July 2017 EIA Report:

Potential Negative Impact:

The process of Periodic Review in itself is positive in that it supports and enables Heads of Schools, with support as appropriate from their Senior Management Teams to take deliberate steps to improve the wider programme provision, teaching excellence and the student experience. As such, it is unlikely to have an adverse impact on any particular group of students, or negative consequences for protected characteristic groups.

However, the significant potential for positive impact may not to be fully realised if the policy and process are not engaged with effectively. For example, the Periodic Review Panel in 2015/16 found that the School’s Self-Evaluation Report lacked a systematic analysis of management information and recommended that the School concerned make more effective use of such data to aid reflection and evaluation of the effectiveness of its provision for all students and to more actively support the use of planning information throughout programme monitoring and reporting processes therefore contributing to the development of a more evidence based approach to enhancement for all students.

Given that the Self-Evaluation Report template has been recently updated, and the presentation of the equality statistics enhanced, it is anticipated that Heads of Schools will be better enabled to use this data to aid reflection and evaluation of the effectiveness of provision for all students.

March 2020 Update:

In line with the July 2017 EIA Report, the March 2020 updates are unlikely to have an adverse impact on any particular group of students, or negative consequences for protected characteristic groups. The potential that the positive impact may not be fully realised by ineffective engagement with the policy and process continues. The updates seek to address this with a clearer and more streamlined SER template and by providing more guidance regarding the purpose of the Self Evaluation Report and how to develop it. The overall shift within the SER from descriptions and reporting to analysis and evaluation also seeks to foster increased engagement with the process.

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

Action	Equality Impact	Person responsible	Time frame
<p>Make it explicit in the Periodic Review Policy that the First employment destinations in the previous complete session data should be differentiated by protected characteristic.</p> <p>March 2020 ACTION: The provided graduate outcomes data is not differentiated by protected characteristic. AQO to ask Head of Research Enterprise and Registry to investigate, source and provide graduate data</p>	<p>Reflection and analysis of this data to better deliver the PSED in relation to outcomes for students from protected characteristic groups.</p>	<p>Policy and Governance</p> <p>March 2020 ACTION: Academic Quality Office</p>	<p>Summer 2017</p> <p>March 2020 ACTION: Autumn 2020</p>

that provides this level of differentiation.			
<p>At the briefing meeting prior to the Review Event, the Review Panel should be directed appropriately with regard to issues of equality.</p> <p>March 2020 Update: AQO introduced the 'SER – Topics for Exploration' <i>pro forma</i> for panel members. Included in this is the direction to consider how equality and diversity is supported within the School.</p>	Mainstreaming consideration of the PSED into periodic review processes and outcomes.	Policy and Governance	February 2018
<p>Review how the School of Fine Art uses the management information set provided for their Periodic Review in 2017/18.</p> <p>March 2020 Update: In their SER SoFA demonstrated use of the management information set to analyse progression, recruitment, global student admissions, changing student demographics, destinations of leavers, attainment and retention.</p> <p>The 2020 updates were made to further encourage an analytical approach; shifting from reporting data to interpreting the data in order to evaluate the effectiveness of actions and strategies, and in turn encouraging consideration of areas for improvement and good practice.</p> <p>March 2020 ACTION Review how MSA and Innovation School's use of the management information set provided for their Periodic Review in 2020/21 demonstrates engagement with PSED and GSA equality outcomes and sharing of practice.</p>	To ensure that the data is used to reflect on and identify possible trends, in particular with regard to the representation, experience and outcomes of protected characteristic groups and progress delivery of the PSED.	<p>Policy and Governance and Head of SoFA</p> <p>March 2020 ACTION: Academic Quality Office, Head of MSA, and Head of Innovation School</p>	<p>End of session 2017/18</p> <p>March 2020 ACTION: End of session 2020/21</p>
<p>Review how the School of Fine Art addresses GSA's equality outcomes within the self-evaluation report and the periodic review process.</p> <p>March 2020 Update: While the SER does not explicitly cite GSA Equality Outcomes, the report does provide analysis of how equality and diversity is supported in relation to admissions, student support and pedagogy and references the School's EIA reports.</p> <p>The 2020 updates were made to shift the focus of the SER from reporting to evaluating the effectiveness of the Schools' actions and strategies, and Schools are directed to consider previous reviews and reporting so that these</p>	To evaluate the effectiveness of the Periodic review process relative to mainstreaming the PSED and its delivery at School level	Policy and Governance and Head of SoFA	End of session 2017/18

<p>processes can work in tandem and build upon each other. The SER template now directs Schools to explicitly draw upon the EIA reports for each programme, to provide an update on outstanding actions and to detail the impact of their EIA action plans. By engaging with their EIA reports, they will engage with the GSA equality outcomes.</p>			
<p>March 2020 ACTION: Review how the MSA and Innovation School address GSA's equality outcomes within the self-evaluation report and the periodic review process.</p>	<p>March 2020 ACTION: Same as July 2017.</p>	<p>March 2020 ACTION: Academic Quality Office, Head of MSA, and Head of Innovation School</p>	<p>March 2020 ACTION: End of session 2020/21</p>

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

From July 2017 EIA Report:

The policy and its implementation will be monitored by the Deputy Registrar.

The School of Fine Art will undertake its Periodic Review in 2017/18, using the revised Self-Evaluation Report template. Feedback on the operation of the process and the Self-Evaluation Report will be sought from the review Panel and the School after the Periodic Review event in February 2018, and, where relevant, amendments made to improve the process.

The University of Glasgow based their Self-Evaluation Report template on the content headings of QAAS's ELIR 3 Technical Report. Given that these headings have altered in the ELIR 4 handbook, clarification will be sought from the University regarding whether they'll amend their template in line with this. Examples of some of the new headings include: Recognising and responding to equality and diversity in the student population, including widening access and mode and location of study; and Supporting students in their learning at each stage of the learner journey from pre-admission to post-graduation, including outreach, admissions, articulation, graduate attributes, assessment, employability, and enterprise and entrepreneurship) and consideration of these may better enable Heads of consider the student learning experience of all students, including those with protected characteristics.

QAAS's Focus-On project in 2016/17 concerned Institution-led Review and outcomes from this will be published in due course. In addition, the SFC are revising their Guidance to HEIs on Quality (to be published in August 2017). It is possible therefore that the Policy will need to be revisited should the external requirements change.

March 2020 Update:

The policy and its implementation will continue to be monitored by the Academic (formerly Deputy) Registrar and the Academic Quality Office.

The Mackintosh School of Architecture and the Innovation School will undertake Periodic Review in 2020/21 with the option of using the updated Policy and SER template. If they opt to use the updated versions, feedback will be sought from the Schools and the Panel after the Periodic Review events in February 2021.

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

From July 2017 EIA Report:

The policy requires alignment with GSA's strategic objectives including equality outcomes. Robust and thoughtful academic engagement with the Periodic Review process will therefore contribute directly to the delivery of GSA's equality outcomes 2017-21:

- An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for;
- An increase in the number of students from currently under-represented groups and achieving successful outcomes;
- An organizational culture in which respect for self and others is understood and practiced and where identity based ignorance or prejudice is challenged and confidence promoted

March 2020 Update:

The updates to the Policy have in no way changed the required alignment with GSA's strategic objectives including equality outcomes. It is hoped the updates encourage greater analytical and reflective consideration, and thus continue to contribute to GSA equality outcomes as detailed on the July 2017 EIA report.

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	Tricia Combs
Position	Policy Officer
Signature	Tricia Combs
Date	20 May 2020

Executive Lead

Name	Craig Williamson
Position	Registrar and Secretary
Signature	Craig Williamson
Date	27 May 2020

Equality Lead (Head of Student Support and Development)

Signature	Jill Hammond
Date	22 May 2020