THE GLASGOW SCHOOL OF ART

UNDERGRADUATE AND POSTGRADUATE COMMITTEE

GSA CODE OF ASSESSMENT EQUALITY IMPACT ASSESSMENT REPORT

Action

Undergraduate and Postgraduate Committee is invited to consider the attached GSA Code of Assessment Equality Impact Assessment Report.

In assessing the equality impact of the GSA's Code of Assessment, the opportunity has been taken to improve its accessibility to all. Undergraduate and Postgraduate Committee is therefore invited to consider the key actions for Schools within the report as detailed below.

Key Actions detailed in the Equality Impact Assessment Report

Key actions relate to:

- The systematic analysis and disaggregation of data by protected characteristic at Programme level as an evidence base for the effectiveness of programme level assessment schemes as part of PMAR reporting.
- Annual review of programme level assessment schemes to include consideration of equality.
- All assessment related training and development to use data analysis to mainstream equality concerns and ensure that where evidence is available that this is used to inform the assessment process and ensure parity.
- NSS feedback to be disaggregated by protected characteristic and outcomes analysed in reporting at institutional and local levels to inform action where necessary.
- Mackintosh School of Architecture to review and impact assess approach to students' failure of more than 20 credits to align, if possible, with approach taken by the rest of GSA within the Code of Assessment.

Next Steps

Boards of Studies will be invited to consider the GSA Code of Assessment Equality Impact Assessment Report in March 2016, and in particular consider how their School will address the key actions.

Boards of Studies should report to the next meeting of Undergraduate and Postgraduate Committee regarding their plan to address the action points.

Janet Allison
Head of Policy and Governance (Deputy Registrar)

27 January 2016

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	January 2016
School / Department:	Academic Registry
Lead member of staff:	Janet Allison
Location of impact assessment documentation (contact or web link):	j.allison@gsa.ac.uk
Area of decision making / Title of policy, procedure or relevant practice:	GSA Code of Assessment

Please indicate if this is:	New:	☐
	Existing/Reviewed:	✓
	Revised/Updated:	☐

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

The development of the Code of Assessment has been informed by the QAA Quality Code Part B and specifically Chapter B6: Assessment of students and recognition of prior learning.

Equality is mainstreamed in the QAA Code and therefore assures the delivery of practice in which the consideration of equality is central and which takes account of the needs of all students regardless of protected characteristic in the context of robust and appropriate academic assessment.

Evidence used to make your assessment:

There is a range of evidence which needs to be taken into account as part of assessing equality impact in the Code of Assessment which relates to progression, retention and degree outcome.

With regard to **progression and retention**, analysis of currently published equality statistics for 2012/13 and 2013/14 shows that for the protected characteristics of Ethnicity, Age and Gender the % withdrawal from programme is generally proportionate to % of the student population overall. However, the following points are worthy of note:

- The rates of withdrawal for BAME students as a % of their ethnic cohort in 2012/13 show that BAME students were more likely to withdraw than their white counterparts. However, in 2013/14 the withdrawal rate for each ethnic cohort is comparable. Whilst it is recognised that numbers are small, further monitoring and analysis will be undertaken to identify any persistent trend.

- The rates of withdrawal for each gender cohort are comparable in each year showing it is unlikely that these groups experience difference in respect of progression and retention.

- There is a disproportionate withdrawal rate in the 25 – 39 age group where withdrawal rates were 11% higher than their representation in the student population as a whole. There is also a higher comparative % of 25-39 year olds withdrawing as a % of their age cohort than for other age cohorts in 2013/14 although the proportion is the lowest in 2012/13. Again, due to small numbers, it is difficult to identify persistent trends but this will be monitored over future years.

- The rates of withdrawal across domicile are variable across 2012/13 and 2013/14. Again as numbers are small it is difficult to identify trends but this should be monitored over time.

It should be noted that withdrawal data is not specific to failure at academic assessment and includes a range of non assessment related reasons for student withdrawal. A more granular monitoring and analysis of the data at local Programme level would be useful.

With regard to **degree outcome**, analysis of current statistics highlights the following:

BAME Students: Although the attainment gap for BAME students is currently positive, it has varied over the last 3 years. It is not possible to fully understand this gap without disaggregation and numbers for BAME students' achievement by domicile, academic school and programme of study. However it is noted that between 2012/13 and 2013/14 the attainment gap has moved towards a negative gap for BAME students. In addition data for 2013/14 shows that a higher percentage of BAME students achieved a third class degree than their counterparts.

Disabled students: The attainment gap for disabled students at GSA appears to have remained positive and relatively stable over the last 3 years. Analysis of degree classification for disabled students for 2013/14 shows that a higher percentage achieved a first class degree.

Gender: There has been an improving trend in respect of the attainment gap for female students at GSA over the 3 year period 2011/12 to 2013/14 with a significant improvement between 2012/13 and 2013/14. This trend needs to be monitored over coming years.

Age: Current statistics indicate that the 40 and over and 25-39 age groups are less likely to achieve a Third Class degree than other age groups and the 40 and over age group are more likely to achieve a First or Upper Second degree. In addition, the 40 and over and 25-39 age groups are less likely to achieve a Third Class degree than other age groups and the 40 and over age group are more likely to achieve a First or Upper Second degree.

It should be noted that that the systematic disaggregation and reporting of this data by academic school and programme of study through the PMAR process would be valuable.

The above analysis indicates that there could be potential equality impact for some protected characteristic groups and this will be monitored at institutional level over coming years. This will be set alongside further qualitative and quantitative programme level data/evidence currently contained in the following sources which is not currently analysed on a systematic basis by protected characteristic at local level:

i) PMAR: Assessment Schemes are reported on and monitored through PMAR and provide information in respect of withdrawal rates; appeals; results of exam boards; External Examiners reports, degree awards and attainment.
ii) NSS: Feedback from students in respect of assessment as part of NSS

There is a requirement for systematic analysis at programme level to be undertaken in future years.

Outline any positive or negative impacts you have identified:

The potential for positive equality impact for all protected characteristics and the advancing of equality in the delivery of the Code of Assessment can be identified through

1) The Codes requirement for the provision of **clear, transparent and accessible programme related information.** This ensures that students are informed of assessment requirements at the start of their programme of study, taking account of student needs.

This provides positive impact and advances equality for students who may need to make

particular arrangements to accommodate the requirements of their programme of study, for example disabled students or those with caring commitments.

2) Sections 6 and 9 of the Code, relating to late submissions of coursework and incomplete assessment and to 'Good Cause'.   Again, there is recognition of the needs of particular protected characteristic groups in providing the opportunity to apply for **a deferral of deadline / exemption from penalty.** This has the potential to advance equality for some protected characteristic groups, for example disabled students or students with caring responsibilities, who may experience unforeseen circumstances out with their control.

3) Embedding equality consideration and equality impact assessment as part of the **monitoring and review of the assessment scheme** and its operation through the consideration of equality in PMAR will contribute to mainstreaming equality and support the delivery of the PSED.

4) Mainstreaming equality and delivery of the PSED can be assured through embedding equality consideration in **staff training and development opportunities** at programme, school and institutional levels.

There is potential for negative impact on all protected characteristic groups relative to the different regulations governing the failure of more than 20 credits in the Mackintosh School of Architecture (section 11/13) and the rest of GSA (section 11/12). MSA require a student to repeat the whole session while retaining credit achieved. It is recommended that MSA review the rationale for this difference and equality impact assess the approach as part of the review undertaken.

Summary of the actions you have taken or plan to take as a result:
(Please attach your action plan)

In assessing the equality impact of the Code of Assessment the opportunity has been taken to improve its accessibility to all.

Key actions relate to:
- The systematic analysis and disaggregation of data by protected characteristic at Programme level as an evidence base for the effectiveness of programme level assessment schemes as part of PMAR reporting.
- Annual review of programme level assessment schemes to include consideration of equality.
- All assessment related training and development to use data analysis to mainstream equality concerns and ensure that where evidence is available that this is used to inform the assessment process and ensure parity.
- NSS feedback to be disaggregated by protected characteristic and outcomes analysed in reporting at institutional and local levels to inform action where necessary.
- Mackintosh School of Architecture to review and impact assess approach to students' failure of more than 20 credits to align, if possible, with approach taken by the rest of GSA within the Code of Assessment.

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

It is anticipated that the systematic collation and analysis of available data on progression, retention and attainment of protected characteristics will contribute to further knowledge and enhancement of the implementation of the Code of Assessment.

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

The actions do not contribute directly to a specific equality outcome however the Code of Practice contributes to the delivery of inclusive learning and teaching by taking account of individual and equality related needs across all protected characteristic groups.

Systematic reporting and data analysis as part of Programme Monitoring and Review will ensure the Codes effective implementation and equality of outcome across protected characteristic groups.

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	Janet Allison
Position	Head of Policy and Governance (Deputy Registrar)
Signature	
Date	27/01/16

Executive Lead

Name	Craig Williamson
Position	Registrar and Secretary
Signature	
Date	27/01/16

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Position	Head of Student Support
Signature	
Date	27/01/16