

**GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT**

Date of Assessment:	7 <sup>th</sup> April 2016	
School/Department:	Policy and Governance	
Lead member of staff:	Head of Policy and Governance (Deputy Registrar)	
Location of impact assessment documentation (contact or web link):	Head of Academic Registry Sh.kay@gsa.ac.uk	
Area of decision making/title of policy, procedure or relevant practice:	<b>Student Attendance Policy</b> <b>Student Absence Policy</b> <b>Student Withdrawal Procedure</b>	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input type="checkbox"/>
	Revised/Updated:	<input checked="" type="checkbox"/>
<b>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</b>		
<p>Equality impact assessment has been undertaken as an integral aspect of the development of the policy and procedures named above.</p> <p>These have been introduced to ensure that the responsibilities of GSA and its students in relation to attendance, absence and withdrawal from a programme of study are communicated clearly to students and consistently applied across academic programmes.</p> <p>It should be noted that this Policy and related procedural guidance is relevant to current academic provision.</p>		
<b>Evidence used to make your assessment:</b>		
<p>This is a new policy and procedures therefore currently there is no available evidence which relates specifically to their implementation and impact. However, it is recognised that retention generally across GSA is high for all protected characteristic groups.</p> <p>The systematic collation and analysis of qualitative and quantitative equality data relevant to this policy will be undertaken at local level and in summary on an annual basis through PMAR.</p>		
<b>Outline any positive or negative impacts you have identified:</b>		
<p>Both the Student Absence and Withdrawal Procedures have been informed by the Student Attendance Policy. The following common areas of positive equality impact have been identified and are consistent across policy and procedure:</p> <ul style="list-style-type: none"> <li>The intention of the Policy is set in the context of an institutional ambition for students to achieve their full potential regardless of protected characteristic and makes provision to</li> </ul>		

ensure that all students are able to access appropriate academic and personal support. This has informed the Procedures.

- Policy and procedures are both transparent and accessible and responsibilities are clearly and appropriately attributed, providing a framework for student attendance which anticipates and provides for a range of circumstance or need including those related to protected characteristics.
- Policy and procedures identify sources of additional support and advice for students where appropriate, providing positive impact for protected characteristic groups, for example disabled students, students with caring responsibilities
- The provision of guidance by Registry for all staff and students in respect of GSA's Attendance, Absence and Withdrawal Policy and Procedures supports consistency in implementation, providing positive impact for all regardless of protected characteristic.
- There is an awareness in the Policy that absence may be an indicator of possible distress or undisclosed need. This has the potential for positive impact for some individuals from protected characteristic group, for example where there are issues of health, identity or personal circumstance.

**Summary of the actions you have taken or plan to take as a result:**

(Please attach your action plan)

A process for the systematic collection and analysis of data in relation to protected characteristics and equality concerns arising from attendance, absence and withdrawal will be implemented.

A process for the systematic collation and analysis of qualitative and quantitative equality data in relation to this Policy and related procedures will be put in place at local level and integrated into annual reflection in PMAR.

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

The implementation of a consistent, transparent approach across GSA in respect of Attendance, Absence and Withdrawal which is intended to support student progress and success regardless of protected characteristic.

**How will these changes contribute to the delivery of GSA's equality outcomes:**

Implementation will contribute to the delivery of Equality Outcomes (1) and (2) through the recognition of different needs being mainstreamed into Policy and procedural support.

**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	11/04/2016

**Executive Lead**

Name	Craig Williamson
Position	Registrar and Secretary
Signature	
Date	11/04/2016

**Equality Lead (Head of Student Support and Development)**

Signature	
Date	