

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	26/09/2013 <i>[revised May 14]</i>	
School / Department:	Finance	
Lead member of staff:	Alistair Storey	
Location of impact assessment documentation (contact or web link):	a.storey@gsa.ac.uk	
Area of decision making / Title of policy, procedure or relevant practice:	Student Fee Collection	
Please indicate if this is:	New:	<input type="checkbox"/>
	Existing/Reviewed:	<input checked="" type="checkbox"/>
	Revised/Updated:	<input type="checkbox"/>
<p>Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):</p> <p>The current policy was assessed to see whether the student fee collection processes to identify any positive or negative impact for any protected characteristic group, and what more can be done to advance equality and foster good relations with students.</p>		
<p>Evidence used to make your assessment:</p> <ul style="list-style-type: none"> • Previous fee collection policy; • Levels of student debt across the student body and disaggregated by protected characteristics; • Student satisfaction surveys; • Student feedback 		
<p>Outline any positive or negative impacts you have identified:</p> <p>Disability:</p> <ul style="list-style-type: none"> • Positive impact is achieved through the availability of remote systems such as Web payments and online information <p>There is potential negative impact due to the inaccessibility of office due to main access from a stair landing. <i>[Further to office relocation we now have offices that are fully accessible May 14]</i></p> <p>Pregnancy and maternity:</p> <ul style="list-style-type: none"> • This is covered by Leave of Absence policy of academic department and the student pregnancy and maternity policy which will mitigate any negative impact <p>Religious belief:</p> <ul style="list-style-type: none"> • Potential positive impact can be identified as no interest is charged on outstanding payments and a flexible approach is taken to appointments and contact with students to accommodate their needs. 		
<p>Summary of the actions you have taken or plan to take as a result: (Please attach your action plan)</p> <p>We take a flexible approach to service provision in organising payment plans and supporting</p>		

students to meet their fee requirements, to ensure that individual needs are met and appropriate solutions are put in place to facilitate all students to be able to successfully complete their programme of study. Examples of this include:

- Agreeing payment plans - termly, monthly, weekly as required
- Flexible dates within payment plans, can agree to delay or change dates as needed
- Liaise with SLC / SAAS and other funders on the student's behalf
- Offering advice with regards to withdrawal and leave of absence
- Directing students to the Welfare for further support

Access to our office facility is not accessible for students with a physical disability. This is partially mitigated by our provision of remote facilities such as web-payments. In addition, we take a flexible approach to ensuring that individual needs are met, for instance meeting students in other more accessible locations. **[Further to office relocation we now have offices that are fully accessible]**

As a result of this assessment it was identified that information was not adequately clear or accessible. Therefore revised student fees booklet and refund policy documents have been produced and have been made available in different formats including electronically via our website and VLE.

Moving forward all information will be made available in alternative formats including electronically on our VLE and clearly signposted.

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

Students will be made more aware of payment options, and the service will become more accessible for disabled students. Progress will be monitored and reported through annual operational and strategic plans.

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

The impact assessment reveals a concern for religious belief that contributes to equality outcome 2.

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	Alistair Storey
Position	Head of Finance
Signature	<i>A D Storey</i>
Date	22 May 2015

Executive Lead

Name	Sandi Galbraith
Position	Deputy Director of Finance
Signature	Sandi Galbraith
Date	May 2015

Equality Lead (Head of Student Support and Development)

Name	Jill Hammond
Signature	Jill Hammond
Date	May 2015