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

| | |
|---|---|
| Date of Assessment: | November 2013 |
| School / Department: | Registry |
| Lead member of staff: | Barrie Leith, Registry Officer |
| Location of impact assessment documentation (contact or web link): | Registry |
| Area of decision making / Title of policy, procedure or relevant practice: | **Digital portfolio upload** |

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

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

The Digital portfolio upload was identified as a process where there was potential for equality impact as a consequence of management information and feedback from potential applicants indicated that not all applicants uploaded their portfolios when invited to do so by The Glasgow School of Art (GSA).

**Evidence used to make your assessment:**

A full statistical analysis was conducted into the portfolio upload practice introduced three years ago. A statistical report was compiled using data from the last three years. All averages are based on this period.

On average 79% of all applicants are uploading a digital portfolio. For international applicants this drops to 72%

Feedback and enquiries from potential applicants.

**Outline any positive or negative impacts you have identified:**

The system of portfolio upload has a positive impact for a diverse applicant submission enabling the presentation of all forms of work, removing the cost of portfolio transportation for all applicants and ensuring that domicile and location are not a barrier to application. Some potential for negative impact in relation to the support for applicants to upload portfolios was identified:

- The requirement for computer access.
- Digital images must be uploaded for portfolio submission - can all applicants access a camera to capture work?
- Images must be a maximum of 200KB in size. This may be confusing to the less computer literate applicant.
- Is there sufficient clear and accessible information available to applicants to support portfolio upload?
- Are Instructions accessible to those applicants where English is not their first language?
- Over the past three application cycles there has been an average difference of 6.8% between applicants uploading portfolios from Quintile 1 and Quintile 5 .

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

- Improve data collection and enhance statistical analysis using the Student Record System to enable further and more detailed analysis across all protected characteristics.
- Liaise with the Continuing Education department to explore the potential to build on current application workshop practise to make supported digital portfolio upload more widely available.
- Continuing Education will explore the provision of access to cameras to allow applicants to photograph their work.
- GSA will benchmark practice of portfolio submission with other institutions to identify areas of good practice.
- GSA will liaise with other institutions to on the percentages of portfolios submitted. It would be helpful to identify whether 80% is in fact a UK average.
- GSA has created a Q and A document that provides answers to the most frequently asked questions in relation to how to upload a portfolio. This will be reviewed in response to feedback.
- GSA will liaise with external and international agents to ensure that the Q and A document is accessible in different contexts.
- GSA has produced guidance on how to amend an image to 200kb in size to meet GSA requirements.
- GSA will explore whether an image countdown can be introduced to allow applicants to know when images have been uploaded successfully and how many have still have to be uploaded.

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

Registry will monitor and review the statistical data on an annual basis to identify areas of concern and introduce solutions where necessary. The statistical assessment will be carried out on an annual basis at the end of each application cycle. This will allow GSA to take steps to advance equality of opportunity for all applicants to GSA prior to the commencement of the next admissions cycle .

Actions will be recorded and reviewed in Registry's annual operational plan.

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

These actions have the potential to contribute to equality outcome 8, due to enhanced measures for attracting a wider diversity of applicants, including BME candidates. Equality outcome 7 might therefore be affected, with the curriculum and its delivery reflecting and responding to a more diverse student body.

**The outcome of your assessment:**

| | |
|---|---|
| No action – no potential adverse impact | ☐ |
| Amendments or changes to remove barriers / promote positive outcomes | ✓ |
| Proceed with awareness of adverse impact | ☐ |

**Sign-off, authorisation and publishing**

**Review Lead**

| Name | Barrie Leith |
|---|---|
| Position | Registry Officer |
| Signature | Barrie Leith |
| Date | November 13 |

**Executive Lead**

| Name | Craig Williamson |
|---|---|
| Position | Registrar |
| Signature | Craig Williamson |
| Date | April 2015 |

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

| Name | Jill Hammond |
|---|---|
| Signature | Jill Hammond |
| Date | April 2015 |