

## Equality Impact Assessment Form (EqIA)

**As a public sector organisation, GSA has a legal duty under the Equality Act 2010 to assess the impact all of its new or revised policies, practices, procedures or projects may have on protected groups (as defined by the Act).**

The purpose of this assessment is to use relevant evidence and critical thinking to identify any impact (positive, negative or neutral) the policy, practice, procedure or project that is being assessed may have on the people it affects or is intended for.

The EqIA is a tool which helps mainstream equality into everything GSA does. It requires us to consider how we can mitigate or eliminate negative impact and, in turn, advance positive outcomes. Therefore, it must be undertaken during the development / review of the policy, practice, procedure or project it refers to and not after it has been finalised. Ideally, EqIAs should be a team effort of relevant parties to ensure a variety of perspectives have been consulted. All finalised EqIAs must be signed off by an executive lead and either the Head of Student Support and Development or GSA's Equality Officer, however, support from the Equality Officer is available at any stage of completion.

**Further guidance on how to complete an EqIA can be found on GSA's website and the Equality and Diversity section on the staff intranet. If you have any additional questions, please contact [equality@gsa.ac.uk](mailto:equality@gsa.ac.uk).**

<b>Name of Equality Impact Assessment</b> (E.g. Area of decision making/title of policy, procedure, programme or relevant practice)	Exceptional Circumstances Policy for Adjustments to Learning, Teaching and Assessment
<b>New or reviewed</b>	New – this policy replaces the Code of Assessment Exceptional Circumstances Addendum. No EqIA was undertaken for the Exceptional Circumstances Addendum as such this EqIA is new and relates only to the Exceptional Circumstances Policy for Adjustments to Learning, Teaching and Assessment.

<b>Owner/Review Lead and role</b>	Mark Charters, Head of Learning and Teaching, Jill Brown, Senior Policy Officer, Tricia Combs, Senior Policy Officer
<b>Department or School</b>	Academic Quality Office
<b>Date of assessment</b>	18 <sup>th</sup> July 2023

### **1. Purpose of policy / practice / procedure / project being assessed – brief description**

This policy sets out the processes and mechanisms by which GSA can make emergency adjustments to learning, teaching and assessment in light of exceptional circumstances outside GSA's control which significantly impact normal operations.

The policy is being introduced to replace the Code of Assessment Exceptional Circumstances Addendum following a review of the Addendum in Spring 2023. Development of the Exceptional Circumstances Addendum to become the Exceptional Circumstances Policy for Adjustments to Learning, Teaching and Assessment has been undertaken in line with the following rationale:

- Changes required to mitigate the impacts of exceptional circumstances may go beyond assessment – therefore a new policy should be approved which encompasses changes beyond assessment including learning and teaching methods.
- A clear process for recording and approving changes is required, the new policy and template provide for this.
- The Exceptional Circumstances Subgroup of Academic Council requires revision owing to changes made in the 2022-23 session.

### **2. Evidence used when undertaking this assessment – this can comprise of internal and external reports, survey data, etc**

The review and development of this policy was undertaken by the Academic Quality Office and the Learning and Teaching Team following activation of the Code of Assessment Exceptional Circumstances Addendum in Spring 2023. In activating this Addendum, it was noted that no EqIA of the Addendum had been undertaken and that no documented consideration of equality, diversity or inclusion (EDI) was integrated within the process for implementing the Addendum.

As such, the review team undertook this EqIA in order that EDI be explicitly considered and documented within processes implementing the policy. This EqIA was developed based upon the team’s reflections, in discussion with senior staff, of the existing policy and its previous implementations, as well as drawing upon the team’s expertise in inclusive pedagogy, academic quality and standards. Reference was made to the [UK Quality Code](#) ensuring that principles and precepts of the Code are maintained within the policy and that EDI be considered in relation to processes for assessing quality and standards throughout programme and course amendment in implementing the new policy.

In addition, the team considered a range of data to inform how best EDI could be considered, as well as to identify any potential impacts of previous implementation of the Code of Assessment Addendum. Data included:

- [Enhancement-led Institutional Review: Glasgow School of Art, Outcome Report, October 2020](#) – specific recommendations to consider EDI within any emergency change processes for learning, teaching and assessment.
- Progression and attainment data within [Student Equality Monitoring Report 2021-22](#) , [Student Equality Monitoring Report 2020-21](#), [Student Equality Monitoring Report 2019-20](#) and PMAR equality data from 2022/23 including to consider impacts of previous change processes.
- Institutional analysis of external examiner reports with specific focus on EDI considerations.

In reviewing these data sets no significant changes were perceived within student data due to previous emergency change processes.

**3. Type of impact by protected characteristic** – please provide details of the potential impact (could be more than just one type); make reference to relevant evidence (from the list you provided above) where applicable

Age	Positive impact	Negative impact	Neutral impact
	Consideration of EDI is now built into change processes for emergency amendments which requires Programme Leaders and Heads of School to consider any potential for negative impacts and mitigate these.		
Disability	Positive impact	Negative impact	Neutral impact

	As above.		
<b>Gender reassignment</b> (covers Trans identities)	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
	As above.		
<b>Marriage and Civil Partnership</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
	As above.		
<b>Pregnancy and Maternity</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
	As above.		
<b>Race</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
	As above.		
<b>Religion or Belief</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
	As above.		
<b>Sex</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
	As above.		
<b>Sexual orientation</b>	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
	As above.		
<b>Impact on other groups</b> (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers;	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
	As above.		

British Sign Language Users, etc)			
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**4. How has the identified negative impact been mitigated?** – please provide details of undertaken actions broken down by protected characteristic

No negative equality impacts were identified as a result of this review nor are any impacts anticipated in implementing the policy. Whilst acknowledging these findings we recognise that there is always risk that unknown and unanticipated negative equality impacts may arise and as such the policy will be reviewed in line with the departmental policy schedule.

**5. Any outstanding mitigation (where applicable)** – please provide a concise action plan with action owner and a timescale for completion

Action	Equality Impact	Person Responsible	Time frame
N/A	N/A	N/A	N/A

**6. How does the outcome of this assessment and the actions undertaken support GSA’s [2021 - 2025 Equality Outcomes](#)**

This policy supports GSA in meeting the following Equality Outcomes:

**EQUALITY OUTCOME 1: Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias is challenged.**

**EQUALITY OUTCOME 2: Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.**

**7. How does the outcome of this assessment and the actions undertaken support the three main duties GSA has under the Equality Act 2010 [Equality Act 2010](#) to:**

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity;
- foster good relations between people who share a relevant protected characteristic and those who do not?

Through the introduction of requirements to explicitly consider and document EDI considerations within the implementation of the policy we continue to meet our legislative requirements to identify and eliminate any potentials for discrimination within our educational offer, and our quality assurance and enhancement processes.

**8. Where/when will action progress and outcome be reported and reviewed?**

This EqIA will be reviewed during policy review as set out within the departmental policy review schedule.

**Next review date** – please consider any outstanding actions outlined above; the review period must be in line with the policy/service review and/or at intervals of no more than three years

This EqIA will be reviewed at the same time as the policy itself as set out within the departmental policy review schedule.

**Signed off by Owner/Review Lead** - Mark Charters, Head of Learning and Teaching and Jill Brown, Senior Policy Officer

22.08.23

**Signed off by Executive Lead** (name and role)

(date)

**Signed off by Equality Lead** – Svetoslava Sergieva, Equality Officer

01.09.2023

**Signed off by Education Committee** - Rachel Dickson, Deputy Director Academic and Convenor of Education Committee

20.09.2023