

GSA SUMMARY REPORT OF EQUALITY CONSIDERATION AND ASSESSMENT OF EQUALITY IMPACT

Date of Assessment:	13 th October 2021 – Updated 13 th August 2024	
School or Executive Group Area:	Deputy Director (Academic)	
Department:	Learning and Teaching Team	
Lead member of staff: e-mail:	Mark Charters Head of Learning, Teaching and Enhancement m.charters@gsa.ac.uk	
Area of decision making/title of policy, procedure, programme or relevant practice:	Student Surveys Policy	
Please indicate if this is:	New:	
	Existing/Reviewed:	X
1.Summary of how equality, diversity and participation have been considered and due regard given to the Public Sector Equality Duty (PSED):		
<p>This new policy will for the first time set out a clear institutional approach to the running of student experience surveys, their timing and promotion, roles and responsibilities across departments and the use of their results to support the assurance of standards and the enhancement of the student experience at GSA.</p> <p>The range of student surveys employed by GSA provide all student the opportunity to provide feedback on their learning experience annually.</p> <p>Equality, diversity and inclusion have been considered throughout the development of the policy and are embedded within the principles and procedures for the policy as outlined. Key items within the policy which explicitly relate to equality, diversity and inclusion are:</p> <ul style="list-style-type: none"> • Participation in all student experience surveys is voluntary. Participation within student surveys is non-compulsory and respects individual’s choice to not participate. • Feedback gathered via surveys is used by GSA to enhance the student experience and identify good practice. • Feedback from surveys should be analysed and considered in partnership with students, and where appropriate enhancement actions identified. • Data gathered through student surveys is anonymous and should never be analysed or reported in such a way that could identify individual students’ responses. The purpose of surveys is ultimately to inform enhancement and the future direction of enhancement activities. This feedback will often capture areas of the student experience which are experienced differently by those of particular characteristics. Consideration has thus been given as to how data from surveys can thus be differentiated by participant protected characteristics. <p>External surveys such as the National Student Survey utilise HESA data returns to profile respondents and allow reporting of the data by specific protected characteristics including:</p>		

Age, Disability, Domicile, Ethnicity and Gender. Work has progressed to make this data set more easily available to staff via the Intranet.

At present respondents to internal student experience surveys are not asked to profile their protected characteristics due to low populations within particular groups. Similarly, due to current low response rates there is concern that students who identify with particular protected characteristics may be identifiable by their responses which violates key principles of the policy.

Therefore, work is ongoing as to how data from surveys can be better differentiated by protected characteristic to support further analysis and inform policy, strategy and enhancement activities.

- **Data is gathered through accessible tools to ensure access to all students.**
Digital tools used to survey students are accessibility checked and where any issues arise alternate methods are offered to support all students the opportunity to complete student surveys.

Additional consideration has been given in the development of the policy to enhance response rates and support greater responses from those who identify with particular protected characteristics.

Updates as of August 2024

As part of the policy review and development work collection, inclusion and analysis of survey responses by protected characteristics is being progressed and is now permissible within the policy. This is a positive development and supports further evidence gathering to inform review and enhancement against our equality outcomes.

2.Evidence used to make your assessment:

In completing this EIA [GSA's population data](#) were considered in relation to requirements for anonymity and opportunity to analyse data sets by protected characteristics.

[Guidance from the Office for Students](#) as to how equality and diversity are considered within the National Student Survey was considered.

3.Outline any positive or negative impacts you have identified:

The aim of the policy is to enhance response rates from all students and to provide greater transparency of data use and subsequent actions to enhance the student experience. It is hoped that through the introduction of the policy that this will support greater access to survey data, improved communication and reporting of actions and create greater confidence in the use of data by staff and students.

The introduction of the policy is considered in relation to each of the nine protected characteristics below.

Protected Characteristic	Positive	Neutral	Negative	Note
Age	x			Analysis of data by protected characteristics will support better understanding of the experiences of students and inform review and enhancement against our equality outcomes.

Disability	x			Tools used to survey students will be reviewed to meet established EDI requirements for digital accessibility. As above – see Age
Gender Reassignment	x			As above – see Age
Marriage & Civil Partnership	x			As above – see Age
Pregnancy & Maternity	x			As above – see Age
Race & Ethnicity	x			As above – see Age
Religion or Belief	x			As above – see Age
Sex/Gender	x			As above – see Age
Sexual Orientation	x			As above – see Age

4. Actions you have taken or planned as a result of your findings:

(Please complete the action plan in this section)

Action	Equality Impact	Person responsible	Time frame
Tools used to survey students will be reviewed to meet established EDI requirements for digital accessibility.	Ensure accessibility of surveying tools.	Head of Learning and Teaching	Completed – survey tools meet requirements for accessibility.
Continue to consider how student experience survey data can be differentiated by protected characteristics whilst maintaining core principles of anonymity for participants.	Improve data analysis and action planning	Head of Learning and Teaching	Completed - collection, inclusion and analysis of survey responses by protected characteristics will be undertaken from session 2024/25.

5. Where/when will progress and the outcomes of your actions be reported and reviewed:

This action will be considered as the policy is implemented but shall be formally reviewed in line with the schedule policy review held by the Academic Quality Office.

6. How will your actions and intended outcomes contribute to the delivery of GSA's equality outcomes:

The actions identified by this EIA will directly support and inform the following Equality Outcomes through a focus on achieving meaningful differentiation of survey data by protected characteristic to inform enhancement:

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.

Equality Outcome 4: Improve lifelong outcomes for students by identifying and supporting those groups facing persistent inequality throughout and beyond their student learning journey into positive destinations.

Equality Outcome 5: Develop a comprehensive and robust equality and diversity data set which enables us to identify gaps, inform action, assess progress and measure impact for each Equality Outcome.

The actions as outlined however, as caveated that any differentiation must comply with principles of anonymity for all student surveys as outlined in the policy.

The outcome of your assessment:

No action (no potential for negative or positive impact)

Action to remove barriers/mitigate negative impact

Action to promote positive impact

Sign-off, authorisation and publishing

Review Lead

Name	Mark Charters
Position	Head of Learning, Teaching and Enhancement
Signature	Mark Charters
Date	13/08/24

Executive Lead

Name	Education Committee
Position	
Signature	
Date	11/09/2024

Equality Lead (Head of Student Support and Development)

Signature	Ceit Mackintosh
Date	13/08/2024