

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.

Name of Equality Impact Assessment (E.g. Area of decision making/title of policy, procedure, programme or relevant practice)	Video Statements – PGT Admissions Process
New or reviewed	New
Owner/Review Lead and role	Susan Lee Kidd (Admissions Coordinator)
Department or School	School of Design
Date of assessment	14/10/2024

1. Purpose of policy / practice / procedure / project being assessed – brief description			
Introduction of video statements from PGT applicants as part of the admissions process. This will allow our assessment teams the ability to offer without interview and process applications in a more timely matter to the benefit of the applicant.			
2. Evidence used when undertaking this assessment – this can comprise of internal and external reports, survey data, etc			
<p>Advance HE conducted a case study with the University of East Anglia (UEA) Health Sciences Programmes as they identified gaps in its recruitment of Black, Asian Minority Ethnic students, students from Polar 4 Q1 backgrounds and mature students. Interviews, focus groups, and observations were used to gather current students, applicants and staff experiences and perceptions of UEA admissions and recruitment practices. One of the key recommendations was to explore ways to reduce waiting times for interviews. Whilst this is not a direct comparison, we believe that the ability to offer without interview will reduce the waiting times for applicants to know if they have an offer and this will benefit our applicants.</p> <p>UAL have introduced a video task (2-3 minutes) for PGT applicants for some programmes who have met the standard entry requirements. RCA have also introduced a short video (up to 2 minutes) asking applicants to talk about their personal creative journey.</p> <p>The School of Innovation and Technology adopted this process in the last application cycle and found this to be a success. Feedback from staff in SIT included that ‘it was a better experience, it saved staff time and allowed us to get offers out much quicker to good and excellent applicants’. Registry reported that the introduction of a video statement did not deter applicants applying.</p>			
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			
	Positive impact	Negative impact	Neutral impact
Age		Unconscious bias from the assessment teams as they will be able to view the applicants from their video statement.	

		Note that this would also be an impact in the former process at interview stage.	
Disability	Positive impact	Negative impact	Neutral impact
	The introduction of video statements may benefit applicants of some disabilities as this will allow applicants to produce a video in their own time as opposed to attending an interview which prevents clashes with medical appointments and supports with possible fluctuating energy levels. This may allow these applicants to be offered a place without interview.	Unconscious bias from the assessment teams as they will be able to view the applicants from their video statement. Note that this would also be an impact in the former process at interview stage.	
Gender reassignment (covers Trans identities)	Positive impact	Negative impact	Neutral impact
			The admissions process does not negatively nor positively impact applicants as a result of this protected characteristic.
Marriage and Civil Partnership	Positive impact	Negative impact	Neutral impact
			The admissions process does not negatively nor positively impact applicants as a result of this

			protected characteristic.
Pregnancy and Maternity	Positive impact	Negative impact	Neutral impact
	The introduction of video statements may benefit these applicants as this will allow applicants to produce a video in their own time as opposed to attending an interview which prevents clashes with medical appointments and supports with possible fluctuating energy levels. This may allow these applicants to be offered a place without interview.		
Race	Positive impact	Negative impact	Neutral impact
		Unconscious bias from the assessment teams as they will be able to view the applicants from their video statement. Note that this would also be an impact in the former process at interview stage.	
Religion or Belief	Positive impact	Negative impact	Neutral impact
	The introduction of video statements may benefit these applicants as this will allow applicants to produce a video in their own time as opposed to attending an interview which gives applicants flexibility for religious observances, prayer times or holidays. This may allow these applicants to be offered a place without interview.	Unconscious bias from the assessment teams as they will be able to view the applicants from their video statement e.g being treated less favourably for wearing a hijab or crucifix	
	Positive impact	Negative impact	Neutral impact

Sex		Unconscious bias from the assessment teams as they will be able to view the applicants from their video statement	
Sexual orientation	Positive impact	Negative impact	Neutral impact
			The admissions process does not negatively nor positively impact applicants as a result of this protected characteristic.
Impact on other groups (e.g. Care Experienced; Carers; Military Veterans; Low Socioeconomic Status (SES); Asylum Seekers; British Sign Language Users, etc)	Positive impact	Negative impact	Neutral impact
	The introduction of video statements may benefit these applicants as this will allow applicants to produce a video in their own time as opposed to attending an interview which will help applicants who need to manage caregiving responsibilities. This may allow these applicants to be offered a place without interview.	Low socioeconomic status applicants may be impacted as they are unable to produce a video statement due to resources. British Sign Language users may be impacted as we have asked for videos to be in English language. BSL users could sign on their video but we would need to hire an interpreter to translate.	
4. How has the identified negative impact been mitigated? – please provide details of undertaken actions broken down by protected characteristic			
As the assessment teams comprise of GSA staff, they should have all completed the EDI Unconscious Bias for Employees e-module.			

Applicants are encouraged to contact the admissions team if they require any reasonable adjustments to support them with their video statement. Additional support can be offered to those applicants who may not have technology or internet access. As stated, BSL users can sign on their video statement and we can hire an interpreter. Review of the process ahead of the following year's application cycle.

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
Implement process for 2024/25 admissions cycle and review of process once cycle has been completed.	Feedback collected from staff and applicants on the process. Data collated on applications and successful applicants and comparison made to last year's cycle.	Susan Lee Kidd (Admissions Coordinator – School of Design)	November 2024 – Implementation June 2025 - review

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

This assessment and the actions that have been undertaken support:

EQUALITY OUTCOME 3: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body.

Aligned to recruitment strategy, this will allow us to process applications more swiftly and able us to process offers quicker alongside our competitors.

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.

Again aligned to recruitment strategy, this will allow us to process applications more swiftly and able us to process offers quicker alongside our competitors. This will benefit applicants who fall within the protected characteristic groups and we can monitor and review this process to inform action, assess progress and measure impact.

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?

The outcome of this assessment and the actions taken as a result to eliminate discrimination by identifying areas of potential negative impact (age, disability, race, low socioeconomic status and BSL users) and putting in place mitigating actions to ensure any barriers to equal opportunity of entry are removed from within the scope of the admissions process.

The positive action in relation to disability are intended to advance equality of opportunity at entry and thus removing the interview process for some applicants.

The admissions process serves to foster good relations between people who share a relevant protected characteristics and those who do not. The admissions process seeks to be transparent and fair to all applicants.

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

Implementation will commence for application cycle 2024/25 (November 2024) and reviewed following the cycle (June 2025).

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	June 2025
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Signed off by Owner/Review Lead (name and role) Susan Lee Kidd, Design Admissions officer	14/10/2024
Signed off by Executive Lead (name and role) Prof Stephen Bottomley, Head of School of Design	18/11/2024
Signed off by Equality Lead Ceit Mackintosh, Equality Officer	05/11/2024
Signed off by Education Committee	14/02/2025