



Equality Impact Assessment Guidance and Template

This form is intended to help you decide whether an Equality Impact Assessment (EqIA) is needed and, if it is, to carry out the assessment of impact.

Assessing equality impact is a useful way of improving policy development and service delivery, making sure that we consider the needs of our students, employees and the wider community we serve, identify potential steps to advance equality and foster good relations, and do not discriminate unlawfully.

EqIA is part of the University's public sector equality duty under the Equality Act 2010 and the associated Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The Equality Act specifies the following 'protected characteristics': age, disability, race (including ethnicity and nationality), religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, and marriage or civil partnership. This form uses 'equality group' to mean persons who share a relevant protected characteristic.

The University has a general equality duty to have due regard to the **needs** to:

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

Under the Scottish Regulations, the University has a specific duty – subject to relevance and proportionality - to assess the impact of applying proposed new or revised policies and practices against the needs above. 'Policy and practice' should be interpreted widely to include the full range of the Universities policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services – essentially everything we do.

The form includes some administrative details about the policy/practice, a screening analysis to indicate whether full EqIA is required, and then a number of questions to enable full EqIA. All policies and practices that are being developed or reviewed should be screened and, where indicated, subject to full EqIA.

This form is designed to lead you through the process of EqIA through asking pertinent questions and the provision of examples. Answers should be recorded after each question or set of questions and the form can be expanded as required. Answers may be as long or short as is necessary and relevant, bearing in mind that the effort involved in EqIA should be proportionate to the relevance of the policy or practice to equality.

Once completed, this form will be the record of the screening and, where applicable, the EqIA of the policy or practice. All full EqIAs are published.

It is recommended that you undertake our online training on Equality and Diversity and EqIA before you carry out EqIA. This can be found at: <http://www.ed.ac.uk/schools-departments/equality-diversity/training-resources/e-diversity-training>

A. Policy or Practice (name or brief description):

Management of Examinations (Practice)

Timetabling: Student Administration Services make the arrangements for all degree examinations across the University. There are 3 main diets: December, April/May, August and there are also some exams held out with these diets. The timetable is published 6 weeks prior to each diet via our website. The timetable is scheduled based on student course data as recorded on the student record system (EUCLID) and takes into account students with specific concessions i.e. no 2 exams in 1 day.

Exam venues management are managed in accordance with the Exam Hall Regulations which are embedded with the Assessment Regulations. The governance of the Exam Hall Regulations is devolved under the regulations to Registry. The exam venues are managed via invigilators which are Registry (temporary) staff. The venues are selected to provide the basic exam hall requirements and availability.

Examination Concessions for disabled students are arranged by Registry and are determined by individual student's Learning Profiles which are drawn up by the Disability Office in conjunction with the student. Concessions can include: extra time, separate rooms, scribes, use of computers, use of specialist equipment, no 2 exams in one day or consecutive days etc These exams are invigilated by a group of dedicated and experienced invigilators. The students also receive personalised timetables and there is a dedicated member of staff who makes these arrangements and is contactable by students and staff.

Further information:

www.docs.sasg.ed.ac.uk/AcademicServices/Regulations/TaughtAssessmentRegulations.PDF

www.docs.sasg.ed.ac.uk/registry/exams/ExamHallRegs.pdf

B. Reason for screening (delete as applicable):

- Undertaking a review of an existing practice

C. Person responsible for the policy area or practice:

Name: Craig Shearer

Job title: Assistant Director of Academic Registry (Head of Student Administration Services)

School/service/unit: Academic Registry

D. Screening Analysis

1. Does the policy or practice affect primary or high level functions of the University? Yes
2. Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? Yes
3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes

E. Screening outcome

If the answer to any of questions in section D above is 'Yes', an Equality Impact Assessment should be carried out on the proposed/revised policy or practice at an early stage and in any event before it is finalised.

Equality Impact Assessment required: Yes

Record any notes about the screening process or outcome here.

- If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out.
- If EqIA is not required, note any plans for review, monitoring or other action (including the communication of any favourable equality impact).

F. Sign-off

Screening undertaken by (name(s) and job title(s)): Craig Shearer, Assistant Director of Academic Registry, Head of Student Administration Services

Accepted by (name): Craig Shearer, Assistant Director of Academic Registry, Head of Student Administration Services

[This will normally be the person responsible for the policy/practice named in 3 above. If not, specify job-title/role.]

Date: March 2013

If EqIA is not being carried out, delete the remainder of this form and send the completed form to equalitydiversity@ed.ac.uk.

G. Equality Impact Assessment

Before assessing the policy/practice, ensure that you have a clear understanding of the purpose of the policy or practice, the context, the intended beneficiaries and the results aimed for.

In answering the questions below:

- Bear in mind that the extent of EqIA should be proportionate to the relevance of the policy/practice to equality. It may not be practicable or necessary to answer every question or address every potential scenario.
- Focus mainly on aspects of the policy/practice that are most relevant to the question, to ensure most attention is given to the most important areas.
- Relate answers to consideration of the available evidence and address any gaps or disparities revealed, where feasible without disproportionate effort. For new policies, assess potential impact.
- Describe any action identified to address any issues highlighted.
- Where there is potential for adverse impact, but the policy/practice will still be applied, indicate the rationale for that decision.

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA). On what aspects of equality does the policy/practice particularly impact?

The practice is continually under review as part of our commitment to enhancing the student experience. The management of examinations for students with concessions and the experience of students during examinations are particularly relevant within the EqIA context.

2. To which equality groups is the policy/practice relevant? The protected characteristics under the Equality Act are (delete as applicable)

- Disability

Students with a disability are offered specific concessions to enable them to sit examinations and ensure they have the same environment for sitting examinations as other students. In order to receive these concessions the student has to be assessed via the Disability Office and a Learning Profile agreed. Registry delivers the concessions as detailed on an individual's Learning Profile. These concessions can include (but are not restricted to): extra time; separate room; scribe; breaks; specialised equipment; special formatting of papers; easy access rooms; use of computer (and specialist software); avoidance of 2 exams in 1 day or on consecutive days etc. All concessions are met by the Registry and we have a dedicated member of staff who is the contact point for disabled students. The exams are also invigilated by a group of invigilators who only invigilate these types of exams and we often use the same invigilator for specific students in order to maintain consistency and build a good relationship with the students.

- race (including ethnicity and nationality).

Resits in August sometimes pose issues for non-UK based students as they may have to travel back to Edinburgh during the summer to sit an exam. This is currently under review and it is anticipated that from 2014 the facility for students to sit resits in their home country will be offered.

- religion or belief

The scheduling of exams sometimes results in a clash with a religious observance time for a particular religion. With the large number of religions represented in the student population it is not possible to avoid these clashes however the Assessment Regulations allows for alternative arrangements under these circumstances:

"19.2 Students who believe that extenuating circumstances exist which prevent them from sitting an examination in the scheduled time or venue should contact their Personal Tutor and Student Support Team. Their case is considered by the relevant Dean and the Academic Registry in consultation with the Convener of the Board of Examiners. Examples of extenuating circumstances are: religious reasons; elite participation where students are representing their country at national or international level. Travel arrangements, early departure during the semester, holidays etc do not constitute extenuating circumstances."

In answering the questions below consider each of these equality groups. As part of this, consider diversity within, as well as between groups (e.g. different disabilities, different racial groups). Consider the implications of combinations of protected characteristics e.g. issues of relevance to women will vary once race, religion and age are taken into consideration. Also consider the impact on those with caring/family responsibilities (which tends to impact more on women).

3. What evidence is available about the needs of relevant groups? E.g. information/feedback from equality groups or other stakeholders, involvement or research with equality groups or individuals, equality monitoring data, service monitoring data, information for other similar policies/practices, staff surveys, research reports, demographic information, audit, inspection or management reports and recommendations.

- ***There are regular meeting between Registry and the Disability Office to discuss issues and improvements.***
- ***We have a feedback process on our website which can be used by students/staff/guests to highlight issues. This mechanism will be highlighted at the exams to raise awareness. This feedback process is constantly monitored and comments replied to by a senior member of staff.***
- ***After each examination a Problem Report form is produced by the invigilators.***

This highlights any issues encountered for raised by students during the exam. A copy is sent to the School and to Registry and any issues are acted upon.

- ***This evidence is deemed as sufficient in assessing our practice.***

Where are the gaps in evidence? If there is insufficient information to properly assess the policy, how will this be addressed? If information cannot be gathered now, consider building monitoring into the plans for implementation/review of the policy/practice. Note: The resources put into collecting evidence should be proportionate to the relevance of the policy/practice to equality.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular groups or give rise to indirect discrimination? No
5. Are reasonable adjustments built in where they may be needed? Yes
6. Does the policy/practice contribute to advancing equality of opportunity¹? Will it help to:
 - meet the needs of different groups Yes
 - take account of disabled people's impairments? Yes
7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not²? Will it help to tackle prejudice and/or promote understanding? No
8. Is there evidence (or an expectation) that people from different protected groups have different needs or experiences in relation to the policy/practice? If so, what are they? Yes: as above
9. Is there evidence (or an expectation) of higher or lower uptake by any protected group(s)? If so, give details of the differences and the reasons for these (if known)? No
10. Is any protected group excluded from participating in or accessing the service or functions? If so, why? No
11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? No
12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice? Via feedback process (see 3. Above)
13. Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here. No

¹ This question does not apply to the protected characteristic of marriage or civil partnership

² This question does not apply to the protected characteristic of marriage or civil partnership.

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

Option 1: No major change – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.
No immediate actions required.
2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).
Feedback and requests will be analysed after each diet of examinations
3. When will the policy/practice next be reviewed?
On-going reviews after each set of exams.

J. Publication of EqIA

The University's Records Management Office publishes EqIAs on its website. There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication. Can this EqIA be published in full, now? Yes/No

If No – please specify when it may be published or indicate restrictions that apply.

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): Craig Shearer, Assistant Director of Academic Registry, Head of Student Administration Services

Accepted by (name): Craig Shearer, Assistant Director of Academic Registry, Head of Student Administration Services

[This will normally be the person responsible for the policy/practice named in C above. If not, specify job-title/role.]

Date: March 2013

Retain a copy of this form for your own records and send a copy to .