



Equality Impact Assessment

A. Policies or Practice (name or brief description.)

- 1) **Overarching Principles for Board of Examiners**
- 2) **Overarching Remit for Boards of Examiners**
- 3) **Boards of Examiners Roles: Convener**
- 4) **Board of Examiners Course Organiser: Outline of role**
- 5) **Board of Examiners Guidance: Minuting**
- 6) **Board of Examiners: Role: Regulations Expert**

B. Reason for screening (delete as applicable):

- **Undertaking a review of an existing policies**

C. Person responsible for the policies area or practice:

Name: **Daniel Chandler**

Job title: **Academic Policy Officer**

School/service/unit: **Academic Services**

D. Screening Analysis

1. Do these policies or practice affect primary or high level functions of the University? **Yes**
2. Are the policies or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? **No**
3. Are the policies or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? **Yes**

E. Screening outcome

Equality Impact Assessment required: **Yes**

Record notes about the screening process or outcome here.

Maggie Marr, Officer, Academic Registry and Sara Welham Head, Governance and Regulatory Framework Team, Academic Services, to carry out the screening process

F. Sign-off

Screening undertaken by (name(s) and job title(s)): **Maggie Marr, Officer, Academic Registry and Sara Welham Head, Governance and Regulatory Framework Team, Academic Services**

Accepted by (name): **Daniel Chandler**

Date: **5/8/2014**

G. Equality Impact Assessment

1. Overview.

These existing policies have been reviewed for equality impact purposes.

2. To which equality groups are the policies/practice relevant? Policies/practices applying to substantial groups of students or staff will be relevant to all equality groups, which should be noted. However, also indicate any equality groups for which the policy/practice is particularly relevant, and why.

The protected characteristics under the Equality Act are (delete any that are not relevant):

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

These policies cover the correct use and application of the University Taught Assessment Regulations which in turn, apply to the treatment of all undergraduate and postgraduate students on taught programmes and could therefore have an impact on any of the protected characteristic groups.

3. What evidence is available about the needs of relevant equality 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.

The Equality and Diversity Monitoring and Research Committee (EDMARC) and the Curriculum and Student Progression Committee (CSPC) receive reports on student progression and award data, some of which relates to the protected characteristics groups. CSPC is reviewing its use of student data and is participating in a cross-Senate committees' working group on this.

Evidence is also gathered from students via surveys and reviewed as part of the annual quality assurance and enhancement process in Schools, Colleges and the University.

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.

We believe there are no gaps in the evidence required for this policy.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination? **No.**

¹ Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

5. Are reasonable adjustments built in where they may be needed?

Not applicable. These policies relate to the practices and remit of the Board of Examiners.

6. Does the policy/practice contribute to advancing equality of opportunity²?

These policies advance equality by ensuring standard practice across the University.

7. Is there an opportunity in applying these policies/practices to foster good relations between people in any protected group and those who are not³? Will it help to tackle prejudice and/or promote understanding? **No.**

8. Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they? **No.**

9. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)? **No.**

10. Is any equality group excluded from participating in or accessing the service or functions? **No.**

11. Does the policies/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? Is the communication of the policies/practice accessible to all groups?

No barriers are created and the policies are accessible to all.

12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

CSPC has widespread representation, including from Edinburgh University Students Association (EUSA), to gain input into the development of policies and regulation and their review and monitoring. Relevant regulations are checked with the Student Disability Service and those with responsibility for the provision of particular services, who have insight into the needs of particular groups, for example College Office and Student Administration.

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? **No.**

H. Equality Impact Assessment Outcome

Option 1: No change required – the assessment is that the policies /practice are /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.

These policies ensure standard practice for Board of Examiners.

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

³ This question does not apply to the protected characteristic of marriage or civil partnership.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.

None needed.

2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

The policies will be reviewed as part of the ongoing work of Academic Services in support of the academic regulatory framework.

3. When will the policies/practice next be reviewed? **2015/16**

J. Publication of EqIA

Can this EqIA be published in full, now? - **Yes**

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): **Maggie Marr, Officer, Academic Registry and Sara Welham Head, Governance and Regulatory Framework Team, Academic Services**

Accepted by (name): **Daniel Chandler**

Date: **5/8/2014**

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk