



THE UNIVERSITY *of* EDINBURGH

Equality Impact Assessment

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

Guidance to Schools/Colleges regarding the Freedom of Information and Data Protection implications of the University's Code of Practice on External Examining

B. Reason for screening (delete as applicable):

- **Changes made to an existing policy**

C. Person responsible for the policy area or practice:

Name: **Anne Marie O'Mullane**

Job title: **Academic Policy Officer**

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

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

E. Screening outcome

Equality Impact Assessment required: **Yes.**

Equality Impact Assessment (EqIA) carried out by Anne Marie O'Mullane (Academic Registry) on behalf of the Senatus Quality Assurance Committee.

F. Sign-off

Screening undertaken by (name(s) and job title(s)): **Anne Marie O'Mullane, Academic Policy Officer, Academic Services**

Accepted by (name): **Dr Linda Bruce, Head of Quality Assurance Team, Academic Services**

Date: **20 June 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.

Initial/partial EqIA: in some circumstances - particularly for new policies/practices – there may be limited information on which to base EqIA. In these cases, the EqIA should be carried out to the extent possible and should identify arrangements for monitoring/investigation of equality impact and for fuller EqIA in future.

Wholly positive impact: Some policies/practices may be viewed as having only positive equality impact. For these, consideration should still be given to ensure that no adverse impact is overlooked and to ensure that full advantage is taken of the positive impact, e.g. through effective communication. However, the effort involved in carrying out EqIA should not be excessive.

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 Senatus Quality Assurance Committee approved the new guidance: Guidance to Schools/Colleges regarding the Freedom of Information and Data Protection implications of the University's Code of Practice on External Examining. A consultation took place with College and School contacts throughout its development.

The document relates to the University's Code of Practice on External Examining. A comprehensive EqIA has been carried out on the Code of Practice on External Examining.

1. To which equality groups is the policy/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):

The Guidance is applicable to all External Examiners, students of the University and staff involved in assessment or the creation of Course Handbooks. It does not have specific impact on or requirements for any of the protected characteristics.

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 may 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).

2. 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.

No evidence is gathered on the equality groups for the purposes of the development of the guidance. The Guidance was developed so as to clarify legal compliance issues surrounding the Code of 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.

3. 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.

4. Are reasonable adjustments built in where they may be needed? **N/A.**
5. Does the policy/practice contribute to advancing equality of opportunity¹? Will it help to:
- remove or minimise disadvantage **N/A**
 - meet the needs of different equality groups - **N/A**
 - encourage increased participation of particular groups. **N/A**
 - take account of disabled people's impairments? **N/A**
6. 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?
- N/A**
7. 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
8. 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.**
9. Is any equality group excluded from participating in or accessing the service or functions? If so, why? **No.**
10. 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? Is the communication of the policy/practice accessible to all groups? **No.**
11. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?
- Each of the three Colleges are represented on the Senatus Quality Assurance Committee which approved the Guidance. The Guidance will be reviewed regularly in tandem with the Code of Practice on External Examining. Revision of the Guidance will take place following consultations with the three Colleges, School contacts and feedback received from external examiners, College and School contacts.**
12. 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.

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. This requires considering taking action to address any

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.

issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

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 change required – 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.

See Section G.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA. **Not Applicable**
2. State how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above). **The Guidance will be reviewed Summer 2014. Should any revisions be considered necessary an EqIA will be carried out by Quality Assurance Committee.**
3. When will the policy/practice next be reviewed? **2013/14.**

J. Publication of EqIA

EqIAs are published on the Equality and Diversity 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**

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)): **Anne Marie O'Mullane, Academic Policy Officer, Academic Services**

Accepted by (name): **Dr Linda Bruce, Head of Quality Assurance Team, Academic Services**

Date: **20 June 2013**

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