



## Equality Impact Assessment

A. Policy or Practice (name or brief description): <b>Mitigating the Impact of Possible Industrial Action</b>
B. Reason for screening (delete as applicable): <b>Concessions proposed to a number of regulations</b>
C. Person responsible for the policy area or practice: Name: <b>Ailsa Taylor, Susan Hunter and Anne Marie O'Mullane</b> Job title: <b>Academic Policy Officers</b> School/service/unit: <b>Academic Services</b>
D. Screening Analysis 1. Does the policy or practice affect primary or high level functions of the University? <b>Yes</b> 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)? <b>No</b> 3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? <b>Yes</b>
E. Screening outcome Equality Impact Assessment required: <b>Yes</b> <b>Equality Impact Assessment (EqIA) carried out by Sara Welham (Academic Services) on behalf of the Curriculum and Student Progression Committee (CSPC).</b>
F. Sign-off Screening undertaken by (name(s) and job title(s)): <b>Sara Welham, Head of Governance Team, Academic Services</b> Accepted by (name): <b>Tom Ward, Director of Academic Services</b> Date: <b>3 November 2014</b>

## G. Equality Impact Assessment

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 assessment and degree regulations are revised annually by CSPC. The External Examiners Code of Practice is currently under review and is the responsibility of the Quality Assurance Committee (QAC). Concessions from some aspects of the regulations and Code have been proposed in a paper to CSPC to mitigate the impact of possible industrial action, which is due to come into effect on 6 November 2014.**

**These concessions have been Equality Impact Assessed because, potentially, they apply to any student in the University.**

**The regulations and the Code are themselves subject to Equality Impact Assessment. <http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment/a-z-assessments>**

2. 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):

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership<sup>1</sup>

**The regulations, and hence the concessions, are relevant to all protected characteristics but do not have specific impacts on, or requirements for, any of the protected characteristics.**

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.

**As yet there is no evidence of the impact on different equality groups of the concessions proposed. Following the eventual conclusion of the industrial action, CSPC will consider a report analysing the impact on the assessment process,**

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<sup>1</sup> 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.

**liaising with the Quality Assurance Committee, as appropriate, on any feedback from External Examiner reports. This will be carried out through the usual External Examiner reporting route to Schools and Colleges. Colleges will be asked to extract relevant comments from External Examiner reports.**

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.

**See above.**

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, consistency of student treatment underpins implementing consistent concessions.**

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

**This is not applicable for the concessions. The Equality Impact Assessments for the individual regulations outline where reasonable adjustments are made.**

6. Does the policy/practice contribute to advancing equality of opportunity<sup>2</sup>? Will it help to:
- remove or minimise disadvantage
  - meet the needs of different equality groups
  - encourage increased participation of particular groups
  - take account of disabled people's impairments?

**By providing consistency we provide the scope to treat different groups equally, which will help to remove or minimise disadvantage.**

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not<sup>3</sup>? 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)?

**There is no evidence of this. See the answer to G.3 above.**

10. Is any equality 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? Is the communication of the policy/practice accessible to all groups?

<sup>2</sup> This question does not apply to the protected characteristic of marriage or civil partnership

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

**No barriers are created. The concession paper will be made available in different formats if necessary.**

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? If so, note these here.

**No further points.**

#### **H. Equality Impact Assessment Outcome**

**No changes are required to the proposed concessions to take into account any equality issues.**

#### **I Action and Monitoring**

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

**No further action needed.**

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

**Following the eventual conclusion of the industrial action, CSPC will consider a report analysing the impact on the assessment process, liaising with the Quality Assurance Committee, as appropriate, on any feedback from External Examiner reports.**

3. When will the policy/practice next be reviewed?

**Not applicable. As part of the degree and assessment regulations, and in contributing to the review of the External Examiner Code of Practice, consideration will be given to permanent changes to the regulations to take account of any possible future disruptions to the assessment process.**

#### **J. Publication of EqIA**

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

#### **K. Sign-off**

EqIA undertaken by (name(s) and job title(s)): **Sara Welham, Head of Governance Team, Academic Services**

Accepted by (name): **Tom Ward, Director of Academic Services**

Date: **3 November 2014**

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