



## Equality Impact Assessment

A. Policies or Practice (name or brief description.)  <b>Principles of Internal Moderation of Taught Assessment (UG and PGT)</b>
B. Reason for screening (delete as applicable):  • <b>Undertaking a review of existing guidance</b>
C. Person responsible for the policies area or practice:  Name: <b>Ailsa Taylor</b>  Job title: <b>Academic Policy Officer, Governance and Regulatory Framework Team</b>  School/service/unit: <b>Academic Services</b>
D. Screening Analysis  1. Do these policies or practice affect primary or high level functions of the University? <b>Yes</b> 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)? <b>No</b> 3. Are the policies or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? <b>Yes</b>  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: <b>Yes</b>  Record notes about the screening process or outcome here.
F. Sign-off  Screening undertaken by (name(s) and job title(s)): <b>Maggie Marr, Officer, Academic Registry and Sara Welham Head, Governance and Regulatory Framework Team, Academic Services</b>  Accepted by (name): <b>Ailsa Taylor</b>  Date: <b>31 July 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?

**This existing guidance has 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 partnership<sup>1</sup>

**The guidance could apply to the assessment of any 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 CSPC receive reports on student progression and award data, some of which relates to the protected characteristics groups. CSPC is reviewing its use of data and is participating in a cross-Senate committees' working group on this.**

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 these policies.**

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

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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.

5. Are reasonable adjustments built in where they may be needed? **N/A**

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?

**No**

7. Is there an opportunity in applying these policies/practices 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. The uptake of specific degrees and awards by particular groups is being considered by the cross-Senate committees' Use of Student Data working group.**

10. Is any equality group excluded from participating in or accessing the service or functions? If so, why? **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. The guidance 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, which approves the guidance, 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**

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<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.

## 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.

**The guidance aims to ensure appropriate moderation is used across the University for student assessment.**

## 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? **2016/17**

## 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): **Ailsa Taylor**

Date: **31 July 2014**

Retain a copy of this form for your own records and send a copy to [equalitydiversity@ed.ac.uk](mailto:equalitydiversity@ed.ac.uk)